Official Syllabus

DISCIPLINE: EDRD
COURSE: 413

Catalog Entry
EDRD 413
Course Title: Early Literacy and Reading
Abbreviation: Early Literacy and Reading
Credit Hours: 3
Prerequisites: HUMD 300, EDEC 321, 322, 323 and admission to Teacher Education Program

Course Description:
Students will learn developmental reading skills in understanding and fostering emergent literacy skills with a focus on reading. The course specifically focuses on teaching strategies and activities in the areas of word attack, fluency, and comprehension. Students will also learn how to link reading assessment results to their instructional practices.

Detailed Description of Content of Course:
In the course described above, students will:

I. Understand the developmental nature of learning to read
   a. Emergent Readers
      i. Phonological and Phonemic Awareness
   b. Beginning Readers

II. Apply Instructional Strategies
   a. Gradual Release of Responsibility
      i. Explicit Instruction
      ii. Modeling
      iii. Guided Practice
      iv. Independent Practice
   b. Instructional Grouping
      i. Large groups
      ii. Small groups
      iii. Paired
      iv. Individual
      v. Guided Reading Groups

III. Understand and design balanced literacy instruction (and how the various components relate to each other)
   a. Listening
   b. Speaking
   c. Reading
   d. Writing
   e. Viewing

IV. Understand and design instruction around the components of the reading diet:
a. Word Study: Be able to model and provide guided support for students as they learn to apply word identification strategies such as syntactic, semantic, and graphophonemic relations.

b. Fluency
c. Comprehension

V. Link assessment to reading instruction
   a. Administer and interpret PALS assessment. Be able to design lessons around the PALS data
   b. Embed informal assessments and observations into lesson plans.

VI. Become inducted into the profession of teaching
   a. Working knowledge of Virginia Standards of Learning and Foundation Blocks for preschool
   b. Become involved in a local chapter of a professional organization (e.g., NAEYC or IRA)
   c. Integrate technology and media into teaching
   d. Become a reflective practitioner by designing, implementing, and reflecting on teaching experiences.

Detailed Description of Conduct of Course:
This course involves a lecture format with class discussion, audio/visual presentations, guest speakers, lesson demonstrations, involvement in WebCT, university and/or professional organization events, and limited participation in preschools, Head Start programs, and/or, elementary school classrooms. Students will develop teaching materials and participate in group projects.

Goals and Objectives of the Course:
Goals, objectives, and assignments in this class address NCATE Standard 1b: Pedagogical Content Knowledge and 1c: Professional and Pedagogical Knowledge and Skills.

Objectives below also address the following standards:

- The Standards for Reading Professionals as articulated by the International Reading Association (IRA):
  - Standard 1: Foundational Knowledge
  - Standard 2: Instructional Strategies and Curriculum Materials
  - Standard 4: Creating a Literate Environment
  - Standard 5: Professional Development

- The Virginia Reading Assessment: Elementary and Special Education Teachers Test Blueprint (VRA)

- Virginia Department of Education
  - 2007 Elementary Education PreK-6 (8VAC20-542-110)
  - 2007 Early/Primary PreK-3 Education, Elementary Education, PreK-6, and Middle Education (8VAC20-542-80)
  - 2007 PreK-12 Endorsements, Special Education, Secondary Grades 6-12 and Adult Education (8VAC20-22-190)
Having successfully completed this course, the student will:

1. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction (IRA 1.1).
2. Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity (IRA 1.3).
3. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated into fluent reading (IRA 1.4).
4. Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds (IRA 2.2).
5. Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds (IRA 2.3).
6. Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds (IRA 4.2).
7. Model reading and writing enthusiastically as valued lifelong activities (IRA 4.3).
8. Continue to pursue the development of professional knowledge and dispositions (IRA 5.2; NAEYC 5).
9. Participate in, initiate, implement, and evaluate professional development programs (IRA 5.4).
10. Understand the development of phonological awareness, including phonemic awareness (VRA 0004).
11. Understand how to promote students' understanding of concepts of print and basic phonetic principles (VRA 0005).
12. Understand explicit, systematic phonics instruction (VRA 0006).
13. Understand word-analysis skills and vocabulary development (VRA 0007).
14. Understand the development of reading fluency and reading comprehension (VRA 0008).
15. Understand reading comprehension strategies for fiction and poetry (VRA 0009).
17. Understand the needed knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning in English, mathematics, history and social science, science and computer/technology (8VAC20-542-110; Methods; 1a.)
18. Be proficient in developing students’ phonological awareness skills (8VAC20-542-110; Oral communication; 2a).
19. Demonstrates the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc. (8VAC20-542-110; Oral communication; 2d).
20. Be proficient in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills (8VAC20-542-110; Reading/literature; 3a).
21. Be proficient in systematic spelling instruction, including awareness of the purpose and limitations of “invented spelling,” orthographic patterns, and strategies for promoting generalization of spelling study to writing (8VAC20-542-110; Writing; 4b).

22. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research. (8VAC20-542-110; Technology; 5).

23. Understand curriculum and instructional procedures (8VAC20-542-80; 2a; NAEYC 4).

24. Be able to effectively teach the skills associated with Early/primary preK-3 and elementary education preK-6 – language acquisition and reading (8VAC20-542-80; 2e).

25. Understand curriculum and instructional practices: Understand the principals of learning, the use of materials, including media and computers; and evaluate pupil performance (8VAC20-22-190, 2).

26. Understand reading in content areas (8VAC20-542-190, 5).

27. Demonstrates a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas. (ACEI Standard 2.1)

28. Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. (ACEI Standard 3.1)

29. Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. (ACEI Standard 5.2).

30. Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. (ACEI Standard 3.2).

31. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom. (ACEI Standard 3.5).

32. Understand typical and atypical human growth and development. (CC2K1; NAEYC 1).

33. Design evidence-based practices validated for specific characteristics of learners and settings. (CC4K1).

34. Know and be able to apply national, state, or provincial, and local curricula standards. (CC7K3).

35. Prepare and organize materials to implement daily lesson plans. (CC7S10 & CC7S11).

36. Evaluate and modify instructional practices in response to ongoing assessment data. (CC7S15).

37. Administer nonbiased formal and informal assessments (CC8S2; NAEYC 3).

38. Report assessment results to all stakeholders using effective communication skills (CC8S2).

39. Assess the development and learning of young children (EC8S1; NAEYC 3).

40. Use verbal, nonverbal, and written language effectively (CC9S8).

41. Conduct self-evaluation of instruction (CC9S9).
Assessment Measures
- Lesson planning for word attack, fluency, and/or comprehension
- Early literacy screening case study

Other Course Information:
None