

EDU 311

Literacy I

Fall 2009; Tuesday/Thursday 1:00-2:15

Instructor: Dr. Gibbons, Assistant Professor

Office: Curtis 229

Phone: 610-606-4666 Ext. 3740*

mgibbons@cedarcrest.edu**

****Please note that due to confidentiality, I will only correspond through Cedar Crest email accounts. Contact technology about having your emails forwarded to a different account such as home, work, etc.**

Office Hours: Tuesdays and Thursdays 3:45-6:15 or by Appointment

Course Description: Provides prospective elementary teachers with an understanding of the major theoretical models of speaking, listening, reading, and writing instruction in Grades K-3. Prospective teachers develop competencies in planning, implementing and assessing learning experiences for emergent and developmental literacy using a balanced literacy model, including the use of authentic children's literature.

Course Prerequisites: EDU 150, EDU 151

Required Texts:

1. Combs, M. *Readers and Writers in the Primary Grades*
2. Soderman & Farrell. *Creating Literacy-Rich Preschools and Kindergartens*

Recommended Text:

1. Fountas and Pinnell *Guided Reading*.

Required Materials: primary grade writing paper (1st grade style)

Course Objectives:

1. The prospective teacher will develop an understanding of major theoretical models and current research on speaking, listening, reading and writing instruction.
2. The prospective teacher will develop a working knowledge of the PA Department of Education Academic Standards in speaking, listening, reading and writing, and how to work with district developed benchmarks for these standards as an integral part of lesson planning through the use of a balanced literacy model of instruction.
3. The prospective teacher will learn to plan, implement and evaluate high quality literacy learning experiences for children in grades K-3 that support achievement of the academic standards.
4. The prospective teacher will learn to plan, implement and evaluate high quality language arts experiences for children in grades K-3 that support achievement of the academic standards.

5. The prospective teacher will learn to assess reading comprehension and other skills related to fluent reading and the language arts.
6. The prospective teacher will become familiar with a variety of quality authentic children's literature from all genres, and their use as the core of instruction in a balanced literacy model program, or as an integral part of a basal program.
7. The prospective teacher will be able to read and analyze research related to speaking, listening, reading, and writing instruction and assessment, teaching reading to primary grade special needs and ELL students, and the balanced literacy model.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by the complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. Please note that cell phones must be turned off during class. Any failure to comply with this protocol will result in a lowered grade on professionalism for this course and may impact the student's final grade.

Attendance/Lateness/Leaving Class Early (Departmental Policy):

Your attendance at all class meetings is expected and a vital part of the learning process. You may miss TWO classes. After missing two classes, you will be dropped a letter grade for each additional absence. Please keep in mind that you need a B in all education courses. Arriving 10 minutes late or leaving 10 minutes early will be counted as an absence.

Honor Philosophy: The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life. **The professor reserves the right to proctor all student assignments including tests, quizzes, etc.**

Late Submission of Assignments: Assignments are to be submitted to the instructor on the due date to receive full credit for the work. The grade on late assignments will be lowered by one full letter grade for each calendar day they are late except in the case of documented medical excuses. If you are having difficulty completing an assignment, please make an appointment to meet with me or with one of our academic advisors who are graduates of the program here at CCC and as such will be able to help you with lesson and unit planning, etc.

Plagiarism: Is regarded as a failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of the idea(s), a grade of "0" will be earned for that paper. Students may not use the same paper, unit, lesson plan for more than one course without the permission (in writing) of both instructors. **I hold the honor policy in the highest regard and would like to note that cheating (i.e. plagiarism of any kind (including Internet and the like), using materials previously established as "off-limits" (such as on take-home tests, or collaborating with other students on any "individually-designated" assignment will result in a "0."**

Student Accommodations: *Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center at extension 3484.*

Course Requirements:

1. **Literature Records: (200 points/20 points for each literature record).** Attached is a suggested list of authors that you may use in your annotated bibliography. Keep in mind that this is not a comprehensive list, but rather, authors that are well known in the field of children's literature. Books are available in the curriculum library located in the college library and at local public libraries. Ten books are required (5 picture books that you might read in K-3 and must include a combination including fiction, non-fiction, concept books, fairy tales/legends, realistic fiction, poems, predictable books, etc. **All annotated bibliographies must be typed and organized.** For each book, you will need to include the following information in your literature record and attach the provided rubric:

- *Title and Author of Book*
- *Genre of Book – list is provided in textbook*
- *Illustrator of Book*
- *Publisher*
- *ISBN #*
- *A brief summary of the book (do not use the ones from Amazon.com as this will be considered plagiarism).* Picture books summaries must be ½ page double-spaced. Be sure to include enough detail (beginning, middle, and end).
- *2 activities (and a brief description about how you will carry out these activities) that can be taught in the context of using this book (See PA Academic Standards for Speaking, Listening, Reading and Writing)* You must describe these activities using at least 3-5 sentences. Be sure to include enough detail.

2. **Lesson Plans (50 points):** You will create two lesson plans using the CCC lesson plan format

1. Lesson Plan I: Predictable Book: Using a predictable book of your choice, develop a plan to practice prediction as a reading skill at the Kindergarten level (emergent reader).

2. Lesson Plan II: Read Aloud Lesson Plan: Not counted separately for points-see Read Aloud Assignment below.

3. **Read Aloud (100 points):** Using a selection of quality children's literature, write a read-aloud lesson plan using the CCC format. See Rubric.

5. **Handwriting Assignment (30 points):** Students will be asked to submit a manuscript writing sample. This activity is to help you prepare for Field Experience II (EDU-313) next semester and ultimately, for your own class of K-3 students! A cursive sample will be submitted in EDU 312.

6. **Class Participation (50 points):** Your participation is essential for you to develop meaning around the concepts that you will be studying during the course.

7. **Professionalism Rubric (70 points)**

NOTES:

- ❖ PDE Standards on Speaking, Listening, Reading, and Writing may be found on the PDE website at: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

Total Points for Course = 500 points

*** Please note that elementary education majors or students seeking post baccalaureate certification must earn a minimum grade of B in this course or will be required to repeat the course.**

EDU-311: Course Schedule*

***The professor reserves the right to make changes in this course schedule to meet the needs of students, including developing prerequisite knowledge/skills, reviewing/re-teaching content, etc.**

Date	Topic(s)	Assignment(s) Due
Class 1 8/25	Course Introduction Course Syllabus & Requirements Introduction to Teaching Reading, Writing, Speaking and Listening in the Emergent Grades PDE Standards: An Overview (see website)/NCLB PowerPoint	Purchase texts, course materials and bring to class. Combs Ch. 1 Soderman and Farrell chapter 1
Class 2 8/27	Balanced Literacy Model & Components: View Powerpoint overview Genre- Combs Sign up for Read Alouds	
Class 3 9/1	Stages of Literacy Development Learning Centers (I share) Review CCC Unit Plan	Combs Chapt. 4 Soderman and Farrell chapter 2
Class 4 9/3	Handwriting (manuscript) Developing a Purpose for Reading activity Time to compose Unit Plan (share after)	Manuscript Sample Due Read Combs Chapt. 6
Class 5 9/8	Balanced Literacy: Guided Reading Assessment: Running Records Teaching Strategies	Combs chapter 6 Soderman and Farrell chapter 3

Class 6 9/10	Guided Reading Video Modeling of a Predictable Book Lesson <u>Shared Reading: Community of Readers</u>	Combs chapter 5
Class 7 9/15	Peer Edit Units Plan Drafts, just an outline (show examples)	Unit Plan Drafts (no points value)
Class 8 9/17	Balanced Literacy: Word Study (Phonemic Awareness, CAP, "Push-it, Say -it") Emergent and Transitional	Combs Chap. 2, 3
Class 9 9/22	WORK STUDY	
Class 10 9/24	Word Study Video	Predictable Lesson Plan #1 Due
Class 11 9/29	Balanced Literacy: Guided and Independent Writing: NOTES Writer's Workshop Video if time permits	Combs chapter 8, 9
Class 12 10/1	Comprehension Powerpoint NCLB PowerPoint	Combs chapter 10
Class 13 10/6	Balanced Literacy: Basal anthologies	Lit Records 1-5 due
Class 14 10/8 CLASS STARTS AT 1:30!	Readers Workshop Balanced Literacy: Modeling of a Read Aloud	Combs chapter 7 Combs Chapter 4

Class 15 10/15	NCLB Vocabulary PowerPoint	
Class 16 10/20	Read Alouds	
Class 17 10/22	WORK STUDY	
Class 18 10/27	Read Alouds	
Class 19 10/29	Parent Involvement	Soderman and Farrell chapter 4 Lit records 6-10 due
Class 20 11/3	Multicultural Factors Student Diversity including Gender	Kathryn Au-Chapter 17 provided (Farstrup) SIQ-III Test provided
Class 21 11/5	Assessment (jigsaw 8 key components)	Soderman and Farrell chapter 5
Class 22 11/10	WORK STUDY	
Class 23 11/12	Read Alouds	
Class 24 11/17	Fluency PowerPoint NCLB PowerPoint	
Class 25 11/19	Read Alouds	
Class 26 11/24	WORK STUDY	

Class 27 12/1	LAB activity	
Class 28 12/3	<p style="text-align: center;">CLASS SHARE</p> <p style="text-align: center;">(students share an idea that others might use in the classroom; I will share a TRIORAMA)</p> <p style="text-align: center;">Course Evaluations</p> <p style="text-align: center;">Professionalism Rubric</p>	

Suggested List of K-3 Children's Authors

Aliki

Frank Asch

Jan and Stan Berenstain

William Steig

E.B. White

Harry Allard

Janell Cannon (realistic fiction)

Peggy Rathman (Caldecott Winner)

Patricia Polacco

Margaret Wise Brown

Jan Brett

Eve Bunting

Tomie dePaola (writes both picture and chapter books)

Pat Hutchins

Steven Kellogg

Mercer Mayer

Robert Munsch

Laura Numeroff

Mary Pope Osborne (Magic Treehouse)

Roald Dahl (higher level chapter books)

M.W. Sharmat and M.S. Weinman (Nate The Great series)

Cynthia Rylant (Henry and Mudge series)

B. Park (Junie B. Jones series)

P. Parrish (Amelia Bedelia)

R.L. Stein (Goosebumps, albeit controversial!)

Dr. Seuss

Chris van Allsburg

Judith Viorst

Jan Yolen

Eric Carle

Beverly Cleary (Muggie Maggie for a lesson on cursive writing)

Joanna Cole (Magic Schoolbus-realistic fiction)

Gail Gibbons (excellent non-fiction)

Simon Seymour (excellent non-fiction but higher level)

Patricia Reilly Giff

Kevin Henkes

Ezra Jack Keates

Leo Lionni

Jack Prelutsky (poetry)

Shel Silverstein (poetry)

Alphabet books/Wordless books

Folk/Fairy tale (an abundance of various versions of Cinderella, Little Red Riding Hood,

Jack and the Beanstalk, Three Little Pigs, etc.) Check out Jon Scieszka's works!

Biography

Caldecott (since 1990)