

Emergent and Developmental Literacy in the Primary Grades (K-3) (3 credits)

Edu 311

A HYBRID COURSE

IF YOU ARE UNABLE TO ATTEND ALL HOURS OF ALL SESSIONS, PLEASE WITHDRAWAL AT THIS TIME-THERE ARE ABSOLUTELY NO EXCEPTIONS!

Instructor: Dr. Gibbons, Assistant Professor

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****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: Tues./Thurs. 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

Academic Honesty: The formal honor code as adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by 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 or any other behavior that might disrupt instruction and/or compromise student's access to learning. Students should turn off mobile phones or beepers before this class begins.

Attendance:

Your attendance at all class meetings is expected and a vital part of the learning process. Because this class is hybrid, ONE absence will result in failure (Grade of F) of the class. Arriving 10 minutes late or leaving class early will count as 1 absence. There are NO exceptions.

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.

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.*

Please note:

1. Late assignments or projects will be lowered a full letter grade for each day they are overdue unless other arrangements are approved in advance by the professor.
2. The most expedient manner in which to contact the professor is through email or contact my office during office hours.
3. The professor reserves the right to make changes in course content and the course schedule based on her professional assessment of students' needs/knowledge or the request of members of the learning community.
4. 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>

Required Texts:

1. Combs, M. (2006). *Readers and Writers in the Primary Grades*. Pearson Prentice Hall.
2. Soderman & Farrell (2008). *Creating Literacy-Rich Preschools and Kindergartens*. Pearson: Allyn & Bacon.
3. Wasylyk, T. (2006). *Teacher Training Workbook*. Universal Publishing. (*Bookstore has in stock*)

Recommended Text:

1. Fountas and Pinnell. (1996) *Guided Reading*. Heinemann.

Course Objectives:

1. The prospective teacher will develop an understanding of major theoretical models, including guided reading, 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.

Course Outcomes and Assessment Measures:

By the end of the course, the prospective teacher will:

1. Demonstrate the ability to compare and contrast major theoretical models of emergent and developmental literacy as they pertain to guided reading embedded in the balanced literacy model, and the instructional implications for each. (Assessment: class discussion and jigsaw activity)
2. Demonstrate the ability to use the PA Academic Standards for the development of speaking, listening, reading and writing learning experiences and language arts experiences that incorporate all components of the balanced literacy model. (Assessment: classroom participation, submitted lesson plans, pre and post reading activities of literature records)
3. Demonstrate understanding of the appropriate use of high quality children's literature in fostering the cognitive, linguistic, social, emotional and literacy development of K-3 students (Assessment: literature record activities, read-aloud presentation)
4. Demonstrate an understanding of the skills necessary to become literate and master these skills within the context of authentic literature and through the use of a wide variety of teaching strategies including using the basal anthology, reading and writing workshops, read alouds, shared reading, guided reading, and graphic organizers to foster reading comprehension, etc. (Assessment: lesson plans, pre and post reading activities in literature records and small group activities in class).
6. Demonstrate an understanding of the importance of strategies for integrating reading, writing, speaking and listening, authentic literature, and the basal (Assessment: Lab activity with rubric)
7. Develop lesson plans fostering students' use of predictable books, phonemic awareness and phonics skills, and process writing that are developmentally appropriate for K-3 (Assessment: submitted lesson plans)
8. Demonstrate ability to form upper and lower case letters correctly in both manuscript and cursive in a class session with a handwriting representative from Universal Publishing (Assessment: final graded handwriting samples)

Attendance:

Your attendance at all class meetings is expected and a vital part of the learning process. Because this

class is hybrid, ONE absence will result in failure (Grade of F) of the class. Arriving 10 minutes late or leaving class early will count as 1 absence. There are NO exceptions.

Course Requirements:

CHILD/ADOLESCENT LITERATURE:

1. Literature Records (a.k.a annotated bibliographies): (200 points/20 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 K-3 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 and 5 chapter books **handed in last**) and **must include a combination including fiction, non-fiction, fairy tales/legends, realistic fiction, poems, predictable books, etc. Make sure to include a book of poetry (counted as one of your picture books). You may not include 2 chapter books that are from the same series (including 2 literature records of *Magic Tree House*.)** All literature records must be typed and organized. Please attach the Literature Record Rubric to the top of your bibs. when you turn them in. This assignment is peer critiqued as part of the online component of the class.

For each book you will need to provide the information as follows:

- *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 book summaries must be at least ½ page long; Chapter book summaries must be at least 1 page long. Points will be deducted for less.*
- *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) Please be sure to include 3-5 sentences for plenty of description. It is imperative that you include all of the parts of reading (before, during, and after) in your activities! Combs and Soderman & Farrell's texts are wonderful for activity ideas.*
- *Don't forget to underline your book titles!*

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

Lesson 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). **You MUST use the kindergarten standards for this assignment.** This assignment is peer critiqued as part of the online component of the class.

Note that Lesson II: Read Aloud is not counted separately for points-see Read Aloud assignment below and read aloud rubric for further details.

3. Read Aloud (100 points): Using a selection of quality children's literature, prepare a lesson using an activity for each of the 3 parts of reading (before, during, and after). Write a read-aloud lesson plan using the CCC format. See rubric for details. This assignment is peer critiqued as part of the online component of the class.

4. **Handwriting (manuscript/50 points; cursive/50 points=100 points):** A handwriting representative will be joining us for 1 class (Date TBD). You must practice pages 16-68 (manuscript) and pages 122-147 (cursive) throughout the course. You will only be turning in your final sample (page 175 & 176) at the end of the semester. If you would like a Certificate of Completion (Page 174), you should copy Page 175 & 176 to mail to Thomas Wasylyk at Universal Pub.

5. **Online Participation: (4 assignments 50 points each/200 points):** You will critique your partner's assignments (in bold on the syllabus) through Cedar Crest email. All CRITIQUES must be posted by midnight on the Sunday before the assignment is due (critiques posted later than this receive no credit) to give the partner adequate time to make changes. The author is not required to make those changes, but I would strongly recommend considering suggestions regarding grammar, typos, etc. Please note that there is no time constraint on when you post your Literature records). Please ensure that the critique is at least **ONE page long** and includes comments, concerns, questions, grammatical changes, etc. Attach YOUR critique to that back of the assignment and the Annotated Bibliography rubric to the top when you turn it in on the due date.

6. **Class Participation** (50 points)

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

TOTAL POINTS: 770

*** 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 1/21 Class 1 continued...	Course Introduction Course Syllabus & Requirements/Hybrid Instructions/Rubrics Introduction to Teaching Reading, Writing, Speaking and Listening in the Primary Grades PDE Standards/NCLB Powerpoint (The "Big 5" + Writing) Balanced Literacy Model & Components: View Powerpoint overview Genre Reference Page Kindergarten Standards	. Combs Ch. 1 Soderman and Farrell Ch. 1

	Sign up for Read Alouds	
Class 2 1/28	Online Assignment: Work on Literature Records 1-5 and your Peer Critique	
Class 3 2/4	Online Assignment: Work on Literature Records 1-5 and your Peer Critique; Prepare your Class Share Activity	
Class 4 2/11	Developing a Purpose for Reading Balanced Literacy: Modeling of a Read Aloud CLASS SHARE (informal activity, not graded): Share Box of Centers/File Folders	Combs Chapt. 4 Soderman and Farrell Ch. 2 Come prepared to share your idea! Lit Records 1-5 due (peer critiqued)
Class 5 2-18	Balanced Literacy: Guided Reading Assessment: Learning How to Take Running Records Reading Strategies (Notes from Fountas and Pinnell's <u>Guided Reading</u> : Chapter 1, 3, & 12 Teacher as Facilitator (if time permits)	Read Combs Chapt. 6 Soderman and Farrell Ch. 3 Soderman and Farrell Ch. 4
Class 6 2/25	Online Assignment: Work on Read Aloud Presentation (with lesson plan) and the Peer Critique of your Partner's Lesson Plan	
Class 7 3/4	All Read Alouds (approximately 10 minutes)	Read Aloud Lesson Plan (peer critiqued)

Class 8 3/18	Balanced Literacy: Emergent and Transitional Word Study NCLB and Phonemic Awareness, Phonics, Balanced Literacy: Modeling of a Predictable Book Balanced Literacy: Guided and Independent Writing (Writer's Workshop)	Read Combs, Chapter 2 & 3 Read Combs, Ch. 8 & 9
Class 9 3/25	Online Assignment: Work on Predictable Book Lesson Plan and Your Peer Critique	
Class 10 4/1	FLOATER SESSION: Handwriting Representative (Date is TBA)	
Class 11 4/8	Reader's Workshop Assessment: 2 Jigsaw Activities Fluency NCLB and Fluency Turn in a blank Professionalism Rubric	Combs Ch. 7 Soderman and Farrell Ch. 5 Combs Ch. 5 Predictable Lesson Plan Due using Kindergarten Standards (peer critiqued)
Class 12 4/15	Online Assignment: Work on Literature Records 6-10 (chapter books) and your Peer Critique	
Class 13 4/22	Online Assignment: Work on Manuscript and Cursive Final Samples	
Class 14 4/29	Comprehension/Written Response NCLB and Comprehension Balanced Literacy: Basal anthologies (LAB Activity) Professionalism Rubrics Given Back	Read Combs, chapter 10 & 11 Literature Records 6-10 Chapter Books Due (peer critiqued) Manuscript and Cursive Final Samples Due

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 (famous for his predictable books, which may assist you in your lesson plan)

Beverly Cleary (Muggie Maggie is great 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)

Jon Scieszka (writes humorous versions of Cinderella, Little Red Riding Hood,

Jack and the Beanstalk, Three Little Pigs, etc.)

Caldecott/Newbery Award Books (any since 1990)