Purpose of Course:
This course, emphasizing literacy and children’s literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children’s acquisition of oral and written language from emergent literacy and sociocultural perspectives, to focus on methods of teaching beginning reading, and to develop uses of children’s literature in a literacy program. Particular attention will be given to learning to teach reading within a balanced literacy framework. The planning, implementation and reflection on reading instruction with groups of children will be the focus of the course.

Students will be able to

Evaluate personal development as a learner, relate this development to your role as a supporter of literacy in the classroom and apply knowledge of learning theory in all aspects of instructional design. (Standard 1 QI1; 1C1) (Standard 2 QI3; 2C3)

Identify theories and research which support the teaching of language acquisition and literacy instruction in the classroom especially the connection of reading and writing; speaking and listening; viewing and visually representing. (Standard 1 QI1, 2, 3; 1C1, 1C2, 1C3)

Demonstrate a working knowledge of formal and informal assessments which focus on specific dimensions of the literacy process and understand how data from assessments is used to design instruction and improve learning activities. (Standard 7 QI 1, 2; 7C1, 7C2)

Demonstrate literacy content knowledge and ability to use multiple methodologies and materials designed to improve students’ attitudes and engage students in reading and writing activities. (Standard 1, QI2, 1C2)
Demonstrate an understanding of individual differences based upon each child’s preparation for school and literacy learning; recognizes diversity and the impact on the classroom and learning. (Standard 2, QI 5; 2C4; 2C5)(Standard 5; QI3; 5C3)

Demonstrate the ability to synthesize research in the area of literacy instruction and apply it to individuals and classroom situations. (Standard 1, QI 3; 1C3)

Demonstrate an understanding of important differences in children including English language learners, diverse cultural perspectives, environmental, and intellectual factors and apply this understanding by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias when developing lessons and classroom activities. Recognize diversity and the impact it has on literacy learning. (Standard 1, QI 5; 1C5) (Standard 2, QI 4; 2C4)

Demonstrate an understanding that literacy instruction should be connected to students’ prior experiences and family, culture, and community. (Standard 2, QI6; 2C6)

Recognize and identify the influence of classroom, school and community culture on student relationships and the impact on literacy learning through the classroom community. (Standard 5, QI3; 5C3)

Identify and be proficient in the use of a variety of strategies to monitor and promote reading comprehension and the development of independent vocabulary acquisition. Understand the importance of awareness of prior knowledge and its connection to new understandings. (Standard 2, QI 5; 2C5)

Develop and use a broad range of materials, fiction and non-fiction, including a wide range of genres of children’s literature that promote different topics, themes, poems, biographies, range of cultures, male and female authors and diverse authors.

Apply a comprehensive literacy instructional program with children that includes an emphasis on the use of phonemic awareness, phonics, context and comprehension of text.

Understand the importance of selecting appropriate strategies for addressing individual student needs in meeting literacy instructional and curriculum objectives. (Standard 3, QI2; 3C2)
Apply an instructional understanding of how to teach children to read competently, fluently, critically, and to enjoy reading with the use of multiple instructional strategies, technologies and employ a wide selection of authentic reading while addressing individual student needs. (Standard 4, QI3; 4C3)

Understand the importance of supporting individualized and personalized reactions to reading in both written and oral format and the value of sharing those responses.

Understand a wide range of writing strategies to help students generate meaning and clarify understanding from text.

Employ a variety of literacy instructional strategies using multiple configurations for student learning including cooperative, small group and independent. (Standard 4, QI3; 4C3)

Apply an understanding of how to provide parents with accurate indictors of student progress as well as support of student learning and maintains records of student work, assessments and observations while recognizing the importance of cooperative partnerships with students and families. (Standard 9, QI3; 9C3)

Develop the understanding of the fundamentals of the English Language Arts, including semantics, syntax, morphology, and phonology specifically as it applies to the instruction of phonics, vocabulary and spelling instruction.

Present knowledge of reading and writing instructional practices in oral and written class presentations.

Understand the components and organization of an effective English language arts curriculum, creates aligned learning experiences, can locate national and state standards and is able to align them to learning outcomes. (Standard 3, QI1; 3C1)

Understand the importance of and develop the ability to use effective verbal and nonverbal communication techniques. (Standard 6, QI1; 6C1)

Develop the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (Standard 6, QI3; 6C3)

Develop skills in using a variety of technology media communication tools for instruction and to communicate with parents. (Standard 6, QI4; 6C4)
Expectations and Beliefs

People learn best when constructing their own meanings.
Students are expected to have read each reading assignment and to be prepared to discuss readings in class. Students are expected to participate in the inquiry into the nature of language acquisition, reading and the readers.

People learn best in interaction with others.
Students will work in formal and informal group activities which includes interaction in both class meetings and outside of class time. Each student should be prepared to carry their share of the group activity by completing any readings or written work.

Students are expected to attend all classes.
The activities in class cannot be read about or related by another student. For each class session missed with an unexcused absence, the student’s final grade will be lowered by one part of a grade. (For example: B+ to B, A- to B+) Emergencies will occur. Students are expected to call before class if an emergency occurs.

Course Evaluation

Active class participation, in-class written work, and attendance: 10%
Presentation focusing on one genre of children’s literature 30%
3 instructional presentations with accompanying developed instructional material:
  Interactive Read-Aloud: 35%
  2 Word work lessons 25%

Readings: The following book is required and is on sale at the Washington University Bookstore in Mallinckrodt Center.


Additional texts and reading in the areas of word recognition and children’s literature will be assigned throughout the course.
**Course Outline**

**Calendar**

**Topic**

**August 27**
Introduction to course, key figures and terms, goals for the course
History of Literacy
Research on Literacy Instruction
Teaching for Comprehending and Fluency (C&F), Introduction ix-xxvi

**September 3**
Goals of the Literacy program, Balanced Literacy
Introduction to Literacy Instruction C&F, Chapters 1 and 2
Introduction to word work and phonics

**September 10**
Understanding Language and Words
Goals for affective word work in the elementary classroom
Emergent reader and writer word work
Acquiring and Developing Literacy through high quality texts
C&F, Chapter 10

**September 17**
Exploring Quality Children’s Literature through a Variety of Genres, C & F Chapter 11
Readings in children’s literature texts
Planning for emergent word work lessons by building foundational word work skills

**September 24**
Matching genre to standards
C & F Chapter 12
Readings in children’s literature texts
Planning word work for the beginning readers and writers

**October 1**
Meeting the demands of text, nonfiction
C&F, Chapter 13
Readings in children’s literature texts
Working with words—differences by level
*Word work lesson-primary (emergent and beginning levels)*
October 8  Understanding quality fiction through genre study  
          C&F chapter-14  
          Children’s literature focus on genre and components for  
          instructional focus  
          Word work for the transitional/advanced reader and writer  

October 15  Fall Break  

October 22  *Presentation-Genre study in Children’s Literature  
          Word work for the transitional reader  

October 29  Interactive Read-Alouds, C&F Chapter 15  
          Shared talk about text  
          Research readings on children’s literature  
          Instructional strategies for word work for the transitional reader  

November 5  Planning for Interactive Read-Alouds and intermediate word work,  
          Group Work  

November 12  Matching instruction to standards through Interactive Read-Alouds  
          *Word work lesson-intermediate/transitional level  

November 19  C&F, Chapter 16  
          Meeting standards with shared talk about text, interactive read  
          aloud  

November 26  C &F, Chapter 17  
          Organizing the classroom for shared talk about text  
          Supporting English Language Learners, C&F, Chapter 29  

December 3  Components of reading workshop  
          Final presentation and project presented  
          *Interactive read aloud  

**This syllabus and the subsequent schedule serve only as a framework for the course.  
Changes may be made at the discretion of the course instructor.