

IL 1208

Reading/Writing Methods 1: Pre-K- Grade 1

Course instructor: **Katrina Bartow Jacobs, Ph.D.** Class: **Wednesday 1:45pm-4:25pm**

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Office hours: by appointment

This course is intended for teacher candidates who are pursuing PreK-4 certification. It is the first in a two-course sequence that focuses on classroom teaching methods for literacy. It is also part of a set of courses that focuses on classroom teaching methods for literacy. It is also part of a set of courses that focus on literacy development and instruction. Other courses in the set include Reading/Writing Methods 2: Grades 2-4, Language and Literature for the Young Child, and Literacy Assessment and Instruction for Children with Disabilities in Inclusive Settings.

Teacher candidates in Reading/Writing Methods 1 will have opportunities to build their knowledge about specific aspects of literacy, including: (a) oral language development, (b) emergent literacy, (c) concepts about print, (d) comprehension, and (e) writing. In addition, candidates will learn about specific instructional approaches and resources for supporting students in developing those aspects of literacy in PreK-Grade 1.

Course Goals

- To begin building an understanding of literacy, how children develop as readers and writers, and how to support that development
- To begin learning about ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn
- To begin learning about instructional strategies related to decoding, phonics, and spelling
- To begin learning about ways to select and teach vocabulary
- To begin learning about ways to engage students in comprehending text ideas during real aloud sessions and independent reading
- To begin learning about ways to engage students in writing to express their ideas as well as to learn about the print code

- To develop thoughtful and motivating assignments and rubrics, including weekly lesson plans for before, during and after reading selections from basal reading programs
- To become familiar with the Pennsylvania Department of Education Early Childhood Learning Continuum Indicators
- To become familiar with the kinds of teacher and student resources used to teach literacy
- To become aware of professional resources and organizations that support and inspire teachers of literacy

Required Course Texts

Beck, I, & Beck, M. E. (2013). *Making sense of phonics: The hows and the whys*. New York, NY: Guildford Press.

Tompkins, G. E. (2015). *Literacy in the early grades: A successful start for PreK-4 readers and writers*. Boston, MA: Pearson.

****this is a loose-leaf text and you will need a binder to keep it in****

Articles (will be provided electronically)

Beck, I. L., & McKeown, M. G. (2001). Text talk: Capturing the benefits of read-aloud Experiences for young children. *The Reading Teacher*, 55(1), 10-20.

Button, K., Johnson, M., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49(6), 446-454.

Templeton, S., & Morris, D. Theory and research into practice: Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.

Yopp. H. K., & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *Reading Teacher*, 54(2), 130-143.

Pennsylvania Department of Education and Pennsylvania Association of Intermediate Units: Early Childhood Learning Continuum Indicators are available at:

<http://www.wpsd.k12.pa.us/parents/newseventslib/EarlyChildhoodContinuum.pdf>

The PA Common Core Standards are available at (please cut and paste the address below as the hyperlink doesn't function):

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%20PreK-5%20March%202014.pdf>

Course Requirements

This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Final grades **will be** lowered because of absences and lack of participation and collaboration. Each absence will result in a 10-point loss to the final grade. Arriving to class late and leaving early will count as absences.

Academic honesty and integrity are expected of all students. Any work that you or your team submits must be your own work. Any ideas, information, approaches, or formats that you use based on the work of others must be acknowledged by citing the appropriate sources in APA (6th ed.) style.

Course assignments are due on the date indicated. It is the expectation that all assignments will be submitted on time regardless of class attendance. Late assignments will result in a 10% loss of points for each day late (weekends included). Late assignments will not be accepted after three days past the due date and the assignment will be scored zero. All assignments should be accompanied by the scoring rubric, if provided. In addition, all assignments are to be free of grammatical and typographical errors. A loss of 0.5 points will be deducted for each grammatical/typographical error beyond two in any assignment.

Please be respectful of the course instructor and classmates during class by refraining from using electronic devices. Please either turn your cell phone off or to silent mode. **Text messaging and use of social networking during class is not permitted and students not following this directive will be asked to leave class.**

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Food/Housing Insecurity

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course you are welcome to speak with me if you need support in contacting the right people/offices:

Pitt Pantry (Food Pantry available to the wider University community)

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

Civility Commitment

As future teachers, we will operate from a standpoint that everyone believes that all students deserve a quality education in a safe setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Carefully consider your language choices to ensure that all learners feel safe and valued. If at any time, you are uncomfortable please feel free to speak out and/or speak to me privately.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

DIL Departmental Grievance Procedures: The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL
4. If needed, the student should next talk to the SOE associate dean of students.
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative.

Pennsylvania requires students to take the PECT (Pennsylvania Educator Certification Tests) to become certified. There are three modules to this test. Module 2 deals with language and literacy and social studies. **The reading faculty strongly suggest that you plan to take PECT module 2 immediately after the completion of two reading methods courses. At this time you will have had both literacy courses and the social studies course, which are needed for module 2.**

Additional information about the PECT test can be found at: www.pa.nesinc.com/
I strongly suggest you familiarize yourself with the modules, objectives and practice test. The PECT tests are comprehensive exams that will ask that you draw upon content knowledge, pedagogy and age appropriate teaching practices and content. Therefore, it is important to be aware of these tests early and prepare throughout your coursework.

Major Course Assignments/Assessments

Assignment/Assessment	Competencies addressed
<p>Midterm Exam The Midterm Exam will include both open ended and multiple-choice questions that assess students' understanding of early literacy skills and development.</p> <p>The exam will also assess candidates' knowledge of terms and concepts related to emergent literacy, language development, phonological processing, and phonics, as well as pedagogical approaches for supporting students in developing those skills.</p>	I.B.2 a-c
<p>Assessment Project 30 points Teacher candidates analyze a battery of early literacy assessments and prepare a report to describe the kindergarten student's strengths and weaknesses related to phonemic awareness, concepts of print, decoding, and spelling.</p>	I.B.1; III.B.; V.C.; V.S.
<p>Phonological Awareness Lesson Plan Simulation 5pts. Teacher candidates will participate in an online simulation to support lesson plan writing.</p>	I.A.1 b-e, h; I.B.1; I.B.2 a-c ; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
<p>Phonological Awareness Lesson Plans 35 pts. Teacher candidates will develop two phonological awareness lessons to use with students in Pre-K or</p>	I.A.1 b-e, h; I.B.1; I.B.2 a-c ; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.

Kindergarten. The enacted lesson plan will include a reflection.	
Phonics Lesson Plan 30 pts. Teacher candidates will develop a set of three phonics lesson plans that introduces one letter or a team of letters and the corresponding sound for students in Kindergarten and two follow-up lessons that review the letter(s) and sound. These lessons will follow the suggestions in Beck’s book.	I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
Word Building Lesson Plan 15 pts. Teacher candidates will develop a word building lesson plan including all relevant parts, including text. Student will work in groups to videotape word building lessons taught to classmates.	I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
Read Aloud Discussion Plan 20 pts. Teacher candidates will develop a discussion plan for a read aloud book and select vocabulary from the book to teach.	I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.3 a-k; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
Differentiation Assignment 5 pts. Teacher candidates will modify a literacy lesson plan to differentiate for various learning needs. This assignment is completed in class and in small groups.	I.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.4 a-h; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
Video Viewing Guide 20pts. Teacher candidates will watch a documentary called, “A Tale of Two Schools” and answer guiding questions about the video.	I.B.1; IV.B.2
Current Events 5 pts. You will work with a partner or small group to present a current event to the class. The event should have some relationship to education or could impact education. Be prepared to share the news article/issue with each member of the group, present the relationship to education and ask 1-2 discussion questions. Current event and discussion questions are due the Friday before the day you present. Clip will be sent out to classmates.	

Grading scale:

- 94-100% = A
 - 90-93 = A-
 - 87-89% = B+
 - 83-86%= B
-
- 80-82% = B-
 - 74-79% = C
 - 69-73% = D

Weekly Course Schedule

Subject to change

Class session	Activities/Topics	Assignments for the <i>next</i> class meeting
Aug. 28	<ul style="list-style-type: none"> -Getting to know you -Getting to know the course -Review syllabus/assignments -The History of Reading Instruction -Equity in reading education -Early Childhood Continuum Indicators and Common Core Standards -current event 	<ul style="list-style-type: none"> -Read Tompkins Ch. 1-2 -Tompkins: Choral reading p. 368 Interactive writing p. 374
Sept. 4	<ul style="list-style-type: none"> -Becoming an Effective Reading Teacher -Children’s Literacy Development: oral language, interest in reading and writing and emergent to beginning reading and writing -Introduction of lesson planning/format -current event 	<ul style="list-style-type: none"> -Read Tompkins Ch. 4 (pp. 100-115) -Read Yopp and Yopp article -Lesson planning simulation presented

Sept. 11	-Phonemic and Phonological awareness -current event Lesson simulation due	-Phonological awareness lesson #1 presented -Read Tompkins Ch. 4 (remainder) -Read Beck pp. 14-69
Sept. 18	Phonemic and Phonological Awareness (cont.) -current event Phonological awareness lesson #1 due	
Sept. 25	Cracking the Code: Phonics -Teaching the alphabet/alphabetic principle -Letter/sound relationships -current event	-Read Beck pp. 70-89 -Tompkins ch. 5 Phonics lesson presented
Oct. 2	Word Building Learning to spell -current event Phonics lesson due	- Tompkins :Word sorts p. 396 -Read Templeton & Morris article Prepare for mid-term
Oct. 9	-Word Building (cont.) -Spelling and word sorting continued	-Tompkins ch. 3 (pp. 70-80; 86-91; 95-97) -Tompkins: running records p. 388 Assessment project presented

	-current event Midterm	
Oct. 16	-Spelling and word sorting (cont.) -Assessment of early learners students -current event Word Building lesson plan and video due	
Oct. 23		-Tompkins ch. 8
Oct. 30	-Comprehension: reader factors and text factors -current event	-Read Beck & McKeown article -Tompkins ch. 7 (187-190 and 198-200)
Nov. 6	-Text Talk: Read aloud as context for comprehension and vocabulary instruction -current event Assessment project due	-Discussion plan presented -Read Differentiating Instruction Chs. 1-2 (available on Courseweb)
Nov. 13	Differentiating Instruction -current event ** bring your phonological	-Read Button, Johnson, & Furgerson article -Read Tompkins ch. 11 (pp. 310-325 and 335-341)

	awareness lesson #2 to class**	-video viewing guide assignment presented
Nov. 20	<p>Differentiation (cont.)</p> <ul style="list-style-type: none"> -Interactive writing -How does early writing relate to emergent reading? -How does differentiation take place? -current event <p>Discussion plan due</p>	<p>-Differentiation assignment presented and completed in class</p> <ul style="list-style-type: none"> -Read Tompkins ch. 10 (pp. 293-297) -Tompkins: mini-lessons pg. 380
Nov. 27	NO CLASS – THANKSGIVING BREAK	
Dec. 4	<p>-A Tale of Two Schools Discussion</p> <ul style="list-style-type: none"> -Organizing instruction -Utilizing basals -Professional resources and organizations: International Literacy Association (ILA), National Association for the Education of Young Children (NAEYC) <p>Differentiation assignment due</p> <ul style="list-style-type: none"> -current event <p>Video viewing assignment due</p>	<p>-Prepare for final project</p>