Minnesota State University Moorhead

STL 341: Reading and Writing Methods PreK-3

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

First in a series of two methods courses where candidates will learn and apply knowledge and pedagogy that supports the development of reading and writing in young children. By knowing and understanding the ages and stages of literacy development, candidates will begin to explore effective instructional practices focusing on integrating the five areas of reading within a balanced literacy instructional framework for primary age children. A response to intervention approach to instruction will be integrated so candidates will engage in instructional best practices to meet all children's unique learning needs.

B. COURSE EFFECTIVE DATES: 08/23/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Emergent/early literacy in Pre-K ¿ 3
2. Fostering emergent/early literacy
3. Literacy instruction in K ¿ 3
4. Literacy development and instruction for all students
5. Approaches used for teaching phonemic awareness, phonics, fluency, and vocabulary
6. Strategies for decoding words
7. Importance of writing in the reading process
8. Impact of the environment on literacy
9. Professional development for teachers in the area of reading development

D. LEARNING OUTCOMES (General)

1. The candidates will demonstrate knowledge of the English language
2. The candidate will understand how to develop phonemic awareness in readers
3. The candidate will identify strategies for decoding new words
4. The candidate will identify evidence based practice from the literature
5. The candidate will understand the stages of spelling and writing development
6. The candidate will understand systematic instruction in reading
7. The candidate will understand the relationship between reading and writing
8. The candidate will understand the relationship between motivation and reading
9. The candidate will understand the relationship between vocabulary development, comprehension, and fluency
10. The candidate will understand how text structure and use of strategies impacts comprehension
11. The candidate will be able to design curriculum based measures to assess reading skills
12. The candidate will understand various roles of commercial curriculum based measures
13. The candidate will design literacy lessons wrapped around essential literacy skills
14. The candidate will describe an effective literacy rich environment
15. for continued professional development as a teacher of reading.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted