

# Minnesota State University Moorhead

## STL 442: Advanced 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

This is the second methods course for teaching reading and writing to primary age children. In this course candidates will deepen their knowledge of how to effectively teach reading and writing in the primary grades. STL 442 includes a strong emphasis on the role of assessment in the teaching and learning process, exposes candidates to a variety of literacy assessments, and continues to build their understanding of a response to intervention approach to instruction.

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

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Five areas of reading: phonemic awareness, phonics, vocabulary, fluency, comprehension
2. Approaches to teaching reading
3. Balanced literacy framework and balanced approach to literacy instruction
4. Balanced literacy instructional strategies, in particular: shared reading, guided reading, interactive writing
5. Daily Five approach to organizing balanced literacy instruction
6. Literacy assessment, running records, and early literacy assessments; conducting assessments and analyzing results
7. Writing in the early grades
8. Academic language
9. Strategy instruction for comprehension, vocabulary, fluency
10. Lesson Planning
11. Promoting family involvement in literacy learning

#### **D. LEARNING OUTCOMES (General)**

1. explain the underlying concepts of a balanced literacy program, and the importance of crafting a balanced literacy program for young children in the classroom; and describe what factors influence the teacher's decisions about what to include in his/her balanced literacy program. B3, B4, F1, F2, F3, G1
2. use a variety of literacy teaching strategies that are sensitive to the varied experiences of children, and that address different literacy levels as well as learning styles and interests. C1c, C5b, C5c, C6c, D2b, D2c, D4, G5; C5g, C5h, D4a, D4b
3. learn developmentally appropriate ways to encourage children to write, and be able to explain the importance of writing to children's early literacy growth. B3, B5, B6, C1b; C5g, D4b
4. describe the importance of a literacy-rich environment in promoting early literacy, including appropriate resources, materials, and classroom design. F4, F6; C5h, D4a
5. become familiar with a variety of assessments for assessing multiple aspects of literacy development, including running records, DIBELS, and IGDIs. E1a, E1b, E1d, E1e, E1f, E1g, E1j, E6, G5
6. think diagnostically and holistically about a child's literacy level through the analysis of actual assessment samples. E2a, E2b, E2
7. reflect on the impact literacy can have on the social, emotional, and academic development of young children of varying abilities. F5, G1, G5
8. Become familiar with a variety of strategies to encourage students to read at home; learn a variety of ways to provide support for parents, caregivers, or guardians to read aloud to their children; be able to communicate with families about concepts about print, literacy development and age-appropriate materials to enhance literacy in the home. F6, G3; D4e

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

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted