

## OFFICIAL SYLLABUS

DISCIPLINE: EDRD  
COURSE: 314

### **Catalog Entry**

EDRD 314:

Course Title: Development and Instruction for Emergent and Beginning Readers

Abbreviation: DEV& INS for EM & BEG READERS

Credit Hours: 3

Prerequisites: 2.5 GPA in previous coursework.

### **Course Description:**

Students will learn developmental reading skills and abilities for emergent and beginning readers. The course specifically focuses on teaching strategies and activities in the areas of word attack, fluency, and comprehension.

### **Detailed Description of Content of Course:**

#### **In the course described above, students will:**

- Begin to understand the developmental nature of learning to read.
- Develop an understanding of the theoretical underpinnings of reading & language development.
- Recognize the importance of literacy for personal and social growth.
- Understand, respect, and value cultural, linguistic, and ethnic diversity.
- Understand that balanced literacy consists of listening, speaking, reading, writing, and viewing, and that effective instruction includes the integration of these components.
- Understand and recognize the different stages (and the experiences & instruction that support them) of reading development.
- Be able to model and provide guided support for students as they learn to apply word identification strategies such as syntactic, semantic, and graphophonemic relations.
- Begin to learn about comprehension strategies and how to teach them to elementary grade students.
- Model strategies to enhance vocabulary.
- Learn about how to effectively design, implement, and reflect on literacy lesson plans.
- Become inducted into the profession of teaching by participating in professional development programs and becoming familiar with local, regional, and state organizations that promote literacy.

### **Detailed Description of Conduct of Course:**

This course involves a lecture format with class discussion, audio/visual presentations, guest speakers, lesson demonstrations, involvement in WebCT, university and/or

professional organization events, and limited participation in elementary school classrooms. Students will develop teaching materials and participate in group projects.

### **Goals and Objectives of the Course:**

Goals, objectives, and assignments in this class address NCATE Standard 1b: Pedagogical Content Knowledge.

Objectives below also address the following standards:

- The Standards for Reading Professionals as articulated by the International Reading Association (IRA):
  - Standard 1: Foundational Knowledge
  - Standard 2: Instructional Strategies and Curriculum Materials
  - Standard 4: Creating a Literate Environment
  - Standard 5: Professional Development
- The Virginia Reading Assessment: Elementary and Special Education Teachers Test Blueprint (VRA)
- Virginia Department of Education
  - 2007 Elementary Education PreK-6 (8VAC20-542-110)
  - 2007 Early/Primary PreK-3 Education, Elementary Education, PreK-6, and Middle Education (8VAC20-542-80)
  - 2007 Virginia Professional Studies for Special Education, K-12 (8 VAC 20-22190)

Having successfully completed this course, the student will:

1. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction (IRA 1.1) (VPS5).
2. Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity (IRA 1.3) (VPS5)
3. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated into fluent reading (IRA 1.4) (VPS5)
4. Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds (IRA 2.2).
5. Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds (IRA 2.3) (VPS5)
6. Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds (IRA 4.2).
7. Model reading and writing enthusiastically as valued lifelong activities (IRA 4.3).
8. Continue to pursue the development of professional knowledge and dispositions (IRA 5.2).
9. Participate in, initiate, implement, and evaluate professional development programs (IRA 5.4).

10. Understand the development of phonological awareness, including phonemic awareness (VRA 0004) (VPS5)
11. Understand how to promote students' understanding of concepts of print and basic phonetic principles (VRA 0005) (VPS5)
12. Understand explicit, systematic phonics instruction (VRA 0006) (VPS5)
13. Understand word-analysis skills and vocabulary development (VRA 0007).
14. Understand the development of reading fluency and reading comprehension (VRA 0008) (VPS5)
15. Understand reading comprehension strategies for fiction and poetry (VRA 0009) (VPS5)
16. Understand reading comprehension strategies for nonfiction (VRA 0010) (VPS5)
17. Understand the needed knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning in English, mathematics, history and social science, science and computer/technology (8VAC20-542-110; Methods; 1a.)
18. Be proficient in developing students' phonological awareness skills (8VAC20-542-110; Oral communication; 2a) (VPS5)
19. Demonstrates the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc. (8VAC20-542-110; Oral communication; 2d).
20. Be proficient in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills (8VAC20-542-110; Reading/literature; 3a) (VPS5)
21. Be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing (8VAC20-542-110; Writing; 4b) (VPS5)
22. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research. (8VAC20-542-110; Technology; 5).
23. Understand curriculum and instructional procedures (8VAC20-542-80; 2a).
24. Be able to effectively teach the skills associated with Early/primary preK-3 and elementary education preK-6 – language acquisition and reading (8VAC20-542-80; 2e) (VPS5)
25. Demonstrates a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas. (ACEI Standard 2.1)
26. Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. (ACEI Standard 3.1)
27. Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. (ACEI Standard 5.2).
28. Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. (ACEI Standard 3.2).
29. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry,

collaboration, and supportive interaction in the elementary classroom. (ACEI Standard 3.5).

**Assessment Measures**

- Basic Competency Exam: NCATE Assignment
- Lesson planning for word attack, fluency, and/or comprehension

**Other Course Information:**