Central Washington University  
Department of Language, Literacy & Special Education  
Literacy Program  
EDLT 417 Early Literacy  
3 Credits

INSTRUCTOR:  
OFFICE LOCATION:  
CONTACT INFORMATION:  
OFFICE HOURS:  

REQUIRED TEXTS

Possible Course Texts:

COURSE DESCRIPTION
Aspects of early literacy acquisition and instruction including language development, phonemic awareness, writing, play, and socio-cultural contexts are emphasized. Pre-requisites: EDLT 308 and 309.

COURSE RATIONALE
This course applies a constructivist model of learning and is designed to develop in prospective teachers the knowledge and skills that they will need for implementing an effective literacy program for children in the early elementary grades. A constructivist view makes it incumbent on the teacher to consider each learner as an individual, to value diversity of perspective and to recognize that the learner's behavior is a direct reflection of his or her life experiences. Faculty and staff are committed to ensuring graduates are prepared to be outstanding educational leaders and facilitators of learning who demonstrate the knowledge and skill necessary to educate and work within a diverse school population.

Conceptual Framework:
The *constructivist model* asserts that:
1. Knowledge is actively created by the learner
2. Knowledge is “constructed” or made meaningful when learners relate new information to prior knowledge or existing structures of knowledge
3. Knowledge “constructs” are shaped by experience and social interaction
4. Members of a culture collaboratively establish knowledge
COURSE STANDARDS
Washington State 2007 Standards:

The use of Websites and Blackboard as a way to communicate to and between teacher candidates is used in many courses. In class whiteboards are used for in-class responses, and problem solving activities.
This reduces the amount of paper being consumed.

WAC 181.78A.270

*Actual candidate/student interaction
**Simulated candidate experience


1.2.1 Understanding of the English Language, language Development, and its Diversity,
1.2.2 Understanding of reading processes,
1.2.3 Knowledge and understanding of the process of writing
1.2.4 Knowledge and understanding of literature
1.2.5 Knowledge of non-print media
2.0 Understanding of learners and their communities, 2.1, 2.2, 2.3, 2.4, 2.7,
3.0 Learning community, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9
4.0 Instruction, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12
5.0 Assessment, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

**Reading Standards:** See Standards chart

**International Reading Association Standards 2010:**

**Standard 1: Foundational Knowledge**-Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

**Standard 3: Assessment**-Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Standard 4: Diversity**-Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Standard 5: Literate Environment**-Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches, and methods, curriculum materials, and appropriate use of assessment.

**Standard 6: Professional Learning and Leadership**-Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Center for Teaching and Learning:** CTL 1.1, 1.2, 1.3, 1.4, 1.5

**Instructional Methods and Activities:**
The instructional methods and activities include, but are not limited to the following: lectures, cooperative learning, small group instruction, student demonstration lessons, student presentations, tutoring a child, individual and group projects, small group role playing and simulation activities related to reading/literacy development, conferences with professor. In addition, technology used may include on-line research, videotapes, audiotapes of children reading, videotapes, computer software, instructional CDs, and email.
Assessment:
All course assignments/artifacts are assessed by one of the following:
1. Rubrics
2. Checklists
3. Self Reflections
Assessment tools assess both standards and artifact/assignment criteria.

LITERACY MINOR PROGRAM ASSESSMENT
As of Fall, 2008, the program assessment system for the reading minor is a continuous process. Several check points throughout the program require the attention of the Reading Minor Candidate. Please refer to the check list in the individual LiveText account for the specifics of this program assessment.

COURSE TOPICS AND SCHEDULE
These topics are covered in the course, with approximately two instructional weeks devoted to each:

1. Experiences and language learning: a constructivist view
2. Environmental conditions that benefit language development and language learning
3. Connections to home and community
4. Form and structure of language learning
5. Emergent literacy areas: vocabulary development, story structure, grapheme awareness, sound discrimination and listening skills, phoneme awareness and phonics, spelling, second language acquisition

OBJECTIVES AND INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the concept of meaningful experiences that lead to language and literacy acquisition in young children. <strong>CWU-CTL.1 IRA.1, 2</strong>  <strong>WA READ 1.0 Standard 5.1, 5.2, 5.3</strong></td>
<td>Lecture/discussion (PowerPoint presentations); modeling; demonstrations; small group discussions; group reports; development of play center*; other activities included in the course pack for EDRD 417</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a plan for establishing connections between the school and the home &amp; community. <strong>CWU-CTL.1 IRA.1, 2, 4, 5</strong>  <strong>WA READ 1.1.3; 3.1.5, 3.2.1, 4.1, 5.1, 5.3, 6.2, 6.3.6 Standard 5.3</strong></td>
<td>Lecture/discussion (PowerPoint presentations); modeling; demonstrations; small group discussions; group reports; other activities included in the course pack for EDRD 417; community project*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide definitions and examples of key concepts in these areas: (a) young children’s conceptual knowledge at various developmental levels, (b) form and structure of</td>
<td>Lecture/discussion (PowerPoint presentations); modeling; demonstrations; small group discussions; group reports; other activities included in the course pack for EDRD 417,</td>
</tr>
<tr>
<td>Learner Outcomes</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>language, (c) social knowledge and skills, and (d) evaluation of children’s literacy acquisition. CWU-CTL.1 IRA.1 WA READ-1.1.1, 1.1.4, 1.2.1, 1.3, 2.0; 3.1.5, 4.1, 5.1, 6.3, 6.5.8, 6.6.5 Standard 5.1, 5.3</td>
<td>community project*</td>
</tr>
<tr>
<td>Demonstrate how theory is put into practice in each of these areas: (a) vocabulary development, (b) comprehension of story structure, (c) grapheme awareness, (d) sound discrimination and listening skills, (e) phoneme awareness and phonics, and (f) print awareness and spelling development. CWU-CTL.1 IRA.1, 2, 3, 4, 5 WA READ 1.2, 3.1.2, 3.1.3, 3.1.4, 3.3, 3.4, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.5.7, 6.6.1 Standard 5.1, 5.3</td>
<td>Lecture/discussion (PowerPoint presentations); modeling; demonstrations; small group discussions; group reports; other activities included in the course pack for EDRD 417; *community project</td>
</tr>
<tr>
<td>Identify and explain key concepts in second language acquisition. CWU-CTL.1 IRA.1, 4 WA READ 1.3, 2.2.5, 3.2.1, 3.2.3, 5.1, 6.3.3, 6.6</td>
<td>Lecture/discussion (PowerPoint presentations); modeling; demonstrations; small group discussions; group reports; other activities included in the course pack for EDRD 417</td>
</tr>
</tbody>
</table>

**EVALUATION/GRADING**

Assessment and grades may include:

- Attendance/participation
- Evaluation of storytelling performances
- Community storytelling program plans and report
- Reviews of the text chapters

**EXPECTATIONS/POLICIES**

1. It is expected that written work will be done with university level usage of English, vocabulary, and composition style.

2. It is expected that there will be attendance and participation in class discussions and activities
3. It is expected that students will be respectful of the other students in the class.

4. It is expected that the student will be very supportive of the storytelling performances of his/her classmates.

**ADA STATEMENT**

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or ADA Compliance Office, Director, ADA Affairs and Student’s Assistance on campus at (509) 962-2171 for additional disability-related educational accommodations.

**Academic Dishonesty**

Academic dishonesty is defined in the CWU Student Conduct Code (11.B). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a ‘W’ can be replaced by a letter grade.

**Bibliography**


