Prospective urban teachers will be introduced to the extensive research on beginning reading as well as the most recent theories about beginning reading instruction. This course provides the skills, strategies, and understandings necessary for urban teachers to help young children to learn to read. Various models for teaching beginning reading are introduced, and students will learn to evaluate beginning reading curricula based on the criteria learned in the course. A basic introduction to the selection and use of quality multicultural literature for diverse urban children will be part of the course. Clinical field experience hours are part of the course requirements.

B. Course Effective Dates: 12/18/2007 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Apply the central concepts and tools of inquiry for teaching language and literacy use teaching practices that support and enhance literacy development.
2. Communicate and collaborate with the family about concepts reading and their role in supporting reading success.
3. Help children use phonemic, semantic and graphic cuing systems during literacy activities.
4. Plan, design and implement developmentally appropriate learning experiences for primary age children.
5. Use a variety of strategies to present, interpret, and elicit responses to primary age children's literature.
6. Use appropriate techniques for broadening the vocabularies of primary-age children.
7. Use formal and informal assessments to plan teaching and learning strategies for individuals and groups.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.