A. Course Description

Credits: 3

Prerequisites: EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course explores the fundamentals of reading instruction. The course provides Early Childhood and pre service k-6 teachers with knowledge of the foundations of the reading and writing process, strategies and curriculum materials to support reading and writing instruction, assessment tools and practices to plan and evaluate effective reading instruction, and create a literate environment that fosters reading and writing.

B. Course Effective Dates: 05/04/2011 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Relationship among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficient (C1a).
2. The use of formal and informal oral language and writing opportunities and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners. (C1b).
3. The interrelated elements of language arts instruction that supports the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another. (C1c).
4. The phonemes that make up the English Language (C2a).
5. The ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words (C2b).
6. The instructional progression of phonological awareness, for example words, syllables, onsets and rimes, and phonemes(C2c).
7. Knowledge about how letters, words and sentences are represented in written English (C3a).
8. The importance of teaching uppercase and lowercase letter recognition and formation (C3b).
9. The instructional progression of the alphabetic principle (C3c).
10. Knowledge about how letters, words and sentences are represented in written English (C3a).
11. How to facilitate comprehension at various stages of students reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading (C6c).
12. Knowledge of reading comprehension process necessary to comprehend different types of informational materials and content area texts (C7a).
13. The structures and features of expository/informational texts and effective reading strategies to address different text structures and purpose for reading (C7b).
14. Appropriate, motivating instruction, both explicit and implicit (D1)
15. Oral language development (D1a)
16. Auditory awareness, discrimination of sounds, phonemic awareness, and word awareness (D1b)
17. Teaching of phonics, sight words, spelling, and fluency including the election, design, and use of instructional programs, materials, texts, and activities (D1c).
18. Applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching and structures of expository text (D1d).
19. Use of formal and informal tools to assess students oral and written language development (E1a)
20. Comprehension of Narrative and expository texts and their use of comprehension strategies including determining...
21. The ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement (E 2-4)
22. The ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework (E2-5)
23. The ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability (E 2-6)
24. Knowledge of how to use student's interest, reading abilities and background as foundations for the reading program and provided authentic reasons to read and write (F1)
25. The ability to support students and colleagues in the selection or design of materials that match students reading levels, interests, cultural and linguistic backgrounds. (F2)

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

Community Engagement