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EDU 397.02: Methods for Pre-K through Third Grade Early Literacy

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UNIVERSITY OF MONTANA
MOUNTAIN CAMPUS

**Education 397: Methods for Pre-K through Third Grade Early
Literacy**

Anya Muggli

Contact Hours: 3

Credit Hours: 3

Type of Hours: Lecture/Discussion/Field Experience

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CURRICULUM & INSTRUCTION CONCEPTUAL FRAMEWORK

The conceptual framework places central value on learning as a collaborative endeavor. The faculty in C&I believe that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is our Unit's intent that teacher candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Description

This course aims to prepare you to take on the important responsibility of fostering language development and teaching reading and writing to PreK and early elementary students. Throughout the semester, you will study key concepts about language and literacy development, learning, assessment, and instruction. We will focus on the nature of the reading process for emergent and early readers and writers. We will study a repertoire of ambitious strategies for assessing and teaching students with a wide range of abilities and backgrounds, including students who are English language learners and those who experience learning challenges.

To build understandings and skills in these areas, candidates will read and study professional material about language and literacy learning and early literacy instruction; analyze videos of teachers and children engaged in classroom literacy practices; participate in group activities in which they will help each other build understandings; complete a series of projects that require them to apply concepts. My goal is to help you become careful observers of children and thoughtfully adaptive reading and writing teachers.

Learning Outcomes

By engaging with course readings and in course activities, teacher candidates will:

1. Understand the major educational theories that underpin early literacy education and engage with the sociocultural, historical, and political nature of literacy education.
2. Understand the components of effective early literacy education and develop a repertoire of teaching strategies that are well-suited for promoting young students' learning/development related to oral language, phonological awareness, phonics, word identification, vocabulary, fluency, comprehension, knowledge building, and critical thinking.
3. Develop a repertoire of strategies for learning about preK-3 students and assessing the literacy capabilities of individual students.
4. Demonstrate working knowledge of the Montana Early Learning Standards and Montana Common Core State Standards for grades K-3 and develop a range of instructional plans that support students' achievement of the standards.
5. Demonstrate a working knowledge of the Indian Education for All policy and the [Essential Understandings Regarding Montana Indians](#) in the context of an elementary reading classroom and develop understandings and instructional plans that support [IEFA implementation](#).

6. Read and respond to current scholarship and pedagogical literature on early literacy. All students will become familiar with academic journals and literacy organizations that support teachers with preK-3 readers and writers.
7. Begin to envision and design classroom places that foster equitable and inclusive literacy learning for all students.
8. Carefully reflect on one's professional development and teaching and learning progress.

The International Literacy Association's Standards

According to the [International Literacy Association's 2017 Standards for Classroom Teachers](#), classroom teachers at all instructional levels (K-12) are expected to demonstrate proficiency across six standards:

1. **Foundational Knowledge:** Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary literacy and language and the ways in which they interrelate.
2. **Curriculum and Instruction:** Candidates apply foundational knowledge to critically examine elementary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.
3. **Assessment and Evaluation:** Candidates understand, select, and use appropriate assessments to gather evidence on elementary students' language acquisition and literacy development for instructional and accountability purposes.
4. **Diversity and Equity:** Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.
5. **Learners and the Literacy Environment:** Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.
6. **Professional Learning and Leadership:** Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.

Instructional Methods

Effective teaching methods will be modeled throughout the semester and will encompass a variety of formats including lectures, small and large group problem-solving activities and student-led presentations, and discussions. The first hour of each class will be dedicated to discussing readings and theory. The second hour of each class will be dedicated to practical application of the strategies and methods we cover in our readings. The use of email correspondence with the instructor is strongly encouraged as a means of individualizing instruction.

Required Text

Make sure to bring the following texts to every class:

- Teaching Reading Sourcebook (3rd Edition) – Bill Honig, Linda Diamond, and Linda Gutlohn (ISBN 978-1-63402-235-4)

Disability Statement

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me in the first weeks of the semester. During this meeting we will discuss what accommodations are necessary throughout the course.

Course Expectations

All participants will be expected to comply with the academic honesty policies, as defined in the University of Montana Student Conduct Code. The Code is available for review at: <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>. In all assignments, work that is not your own must be properly cited. If you do not cite work that is not your own, it is plagiarism; this qualifies as academic misconduct. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

Grading Procedures

All assignments will be scored with criteria for relevant components. The guidelines and criteria will be handed out and discussed in class.

Scale:

A	95-100	C+	81-83
A-	92-94	C	78-80
B+	90-91	C-	76-77
B	87-89	D	68-75
B-	84-86	F	Below 68

*All written assignments will be assessed for content and writing style. APA format must be utilized for all papers. Error-free writing is expected. Assignments received after the assigned due date will be penalized one letter grade per day late. Extensions will be permitted on a case-by-case basis. If you require additional time, you must contact me prior to the assignment's due date/time.

**Attending and taking part in the class discussions is essential. If irregular attendance is found to be an issue with an individual student, I will request a meeting to address the problem. I reserve the right to adjust grades to reflect poor attendance and/or participation.

ASSIGNMENTS: % of grade

1.	In-Class Practical Application Participation	20%
2.	Read-Aloud Analysis	20%
3.	Read-Aloud Recording & Reflection	20%
4.	Phonics Lesson Plan	20%
5.	Portrait of a Literacy Learner	20%

Class Participation

You are expected to attend every class. Missing even one class will have an impact on your learning experience and your grade. If you must miss a class, it is your responsibility to contact me prior to the start of class in order to avoid an unexcused absence. All in attendance are expected to come prepared and actively engage in class activities.

The use of laptops, tablets, etc. is acceptable ONLY if they are being utilized as a tool for learning/engaging in class activities. Looking at one's phone and texting is strictly prohibited! If you are expecting an urgent call, let me know prior to class.

It is expected that participants will have read the assigned material prior to each session. Group activities, discussions, and projects will be based on assigned readings.

***IMPORTANT NOTE:** Teacher candidates earning a grade of D or below or are missing more than three class session during the ten-week session do not meet the professional behavior and competency expectations and will not qualify for placement in the four-week field component of this course.

Assignments and Projects

Practical Application Activities: As previously mentioned, the first hour of class will be dedicated to discussing readings while the second half will be dedicated to practical application of the material we covered in the readings. In other words, during the practical application activities, you will be working in small groups to transform the theory from the reading into real-world behaviors usable in your future classrooms.

Read-Aloud Analysis: The Read-Aloud is an instructional strategy central to early literacy teaching and learning. After investigating the development, implementation, and purpose of a Read-Aloud, you will analyze an example of a recorded Read-Aloud as a means of learning about how teachers create this literacy and learning experience for young readers.

Read-Aloud Recording & Reflection: Following your analysis, you will plan, record, and reflect upon a digital read-aloud experience for a PreK audience.

Phonics Lesson Plan: Another central component of early literacy instruction is phonemic awareness and phonics instruction. For this assignment, you will develop a comprehensive phonics lesson with a focus on a topic of your choice in any one grade in the PreK – 3 realm.

Portrait of a Literacy Learner: For your Level I field experience, you will be placed in a classroom setting working with a specific student(s) in grades K-3. For this assignment, you will focus on one K-3 student in your field placement to develop a detailed report on his/her/their identify as a literacy learner. This inquiry is designed to expand your understanding of literacy proficiency, learning, teaching, and curriculum design by constructing a portrait of one literacy learner across multiple observation sessions.

	Weekly Topics
Week 1 – Jan 11	Course Introduction <ul style="list-style-type: none"> - Personal Introductions - Syllabus - Key Assignments - Important Dates - Background Knowledge
Week 2 – Jan 18	No Classes 😞 Be sure to get started on the readings for next week as there is quite a bit of material to get through
Week 3 – Jan 25	Becoming an Effective Teacher of Reading <ul style="list-style-type: none"> - Portrait of an early reader - Principles of effective literacy instruction - What if students struggle?
Week 4 – Feb 1	Engaging early readers in the classroom <ul style="list-style-type: none"> - The Read-Aloud - The importance of teacher modelling - Analyzing a Read-Aloud <p>Due: Read-Aloud Analysis by Friday, Feb. 5th at 11:59 pm.</p>
Week 5 – Feb 8	The Read-Aloud Analysis – Discuss the video <ul style="list-style-type: none"> - Introduce the Recorded Read-Aloud Assignment - Students are Multimodal Meaning Makers <ul style="list-style-type: none"> - How does the Multimodal Approach to understanding literacy learning help us guide our students through their journey as young readers and writers? - Examination of a student’s literacy development
Week 6 – Feb 15	No Classes 😞 Recorded Read-Aloud due on Friday, February 19th by 11:59pm

Week 7 – Feb 22	<p>The Structure of the English Language</p> <ul style="list-style-type: none"> - What is the structure of the English language? - How does this structure play into early literacy instruction? - When and how do we teach this? - Print Awareness and Word Knowledge
Week 8 – March 1	<p>Phonological Awareness and Phonemic Awareness</p> <ul style="list-style-type: none"> - How do these play into early literacy development? - When and how do we teach phonological and phonemic awareness?
Week 9 – March 8	<p>Phonics</p> <ul style="list-style-type: none"> - Systematic and Explicit Phonics Instruction - Struggling Readers - Four Approaches to Phonics Instruction - Word Recognition and Decodable Text
Week 10 – March 15	<p>Phonics Practical Application</p> <ul style="list-style-type: none"> - Developing Phonics Lessons for early readers and struggling students - Introduction to Phonics Lesson Plan Assignment
Week 11 – March 22	<p>Irregular & Multisyllabic Word Reading</p> <ul style="list-style-type: none"> - Assessment and Intervention - When and How
Week 12 – March 29	<p>Fluency Assessment</p> <ul style="list-style-type: none"> - What is fluency and how does it relate to comprehension? - What classroom practices support students' fluency and vocabulary acquisition? - How do miscue analysis assessments help teachers shape instruction to meet individual students' needs? <p>DUE: Phonics Lesson Plan on Friday, April 2nd by 11:59pm</p>
Week 13 – April 5	<p>Vocabulary & Background Knowledge</p> <ul style="list-style-type: none"> - Principles of Vocabulary Learning - Word-Learning Strategies for successful meaning making - Practices for strong vocabulary instruction

Week 14 – April 12	Bringing it all together <ul style="list-style-type: none">- Developing a Portrait of a Literacy Learner- Using assessment to develop individualized instruction
Week 15 – April 19	Presentations of Student Portraits – Clinical Experience Requirement
Finals Week - April 27	Presentations of Student Portraits – Clinical Experiences Requirement