I. Course Description

This course is designed to examine the developmental sequence of language acquisition and multiple methods to teach writing skills in the PreK-4 classroom. This will include the language arts receptive and productive categories of oral, written and visual language. Emphasis will be placed on the current educational teaching methods of the Writers Workshop and students will have the opportunity to practice these methods in the classroom and in required fieldwork in PreK-4th settings.

Pennsylvania Core Standards and the National Council of Teaching English (NCTE) Standards will be examined and aligned to coursework. The chosen texts and assignments are specifically aligned with the Pennsylvania Department of Education (PDE) Academic Standards for English Language Arts (April 2014) with particular emphasis on Standard 1.1, 1.4 and 1.5 for students PreK-4th grades.

II. Student Outcomes

This course is designed to enable students to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes (Based on Pennsylvania Department of Education Guidelines for Teacher Candidates)</th>
<th>PDE PreK-4 Program Guidelines for Teacher Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe, discuss and reflect upon the essential topics of the grades PreK-4 language arts program.</td>
<td>V.A-C, P-T</td>
</tr>
<tr>
<td>2. Identify the stages of language development and the strategies for continued development of language PreK-4.</td>
<td>II. B. 1-3</td>
</tr>
<tr>
<td>3. Apply knowledge of the developmental sequence of language and writing development through observation and lesson development.</td>
<td>II. B. 4-6</td>
</tr>
<tr>
<td>4. Identify and enhance phonics knowledge and its continued development.</td>
<td>II. A. e-i</td>
</tr>
</tbody>
</table>
5. Effectively identify, model, teach and assess the writing processes appropriate for each grade level Prek-4.

6. Develop a background for the content of speaking and listening and apply this knowledge to the classroom. Set developmentally, culturally, linguistically and individually appropriate goals for each student.

<table>
<thead>
<tr>
<th>III. Course Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class sessions will be interactive and will include opportunities to investigate multiple teaching strategies. You will engage in a variety of hands-on experiences including manipulatives, models, and technology tools appropriate for early childhood and primary language arts instruction. We will first explore children's language acquisition which will focus on the development of phonological, semantic, syntactic, morphemic and pragmatic language knowledge. The growth of children's written language is a vital aspect of language development. We will therefore examine the Writers Workshop and other current delivery methods of classroom writing, various writing strategies, the six traits of writing, writing genres, techniques to improve the quality of writing and the use of digital technology in enhancing lessons. Opening exercises, student/instructor shared lesson demonstrations, discussion based on course reading, small group work with correlated content, practicum field work and concluding assessment will be the basic class organization.</td>
</tr>
</tbody>
</table>

1. Attendance, Participation, and Professionalism (10 points)

- **The success of this course strongly relies on student’s attendance and participation.** Please punctually arrive to class and be prepared to discuss the scheduled topic of the day and participate in group activities. Participation points are awarded at the end of the semester. If you have contributed to class discussion and are in class consistently this will be counted in this portion of grading.

- **For this class, you will be required to participate in small groups and individually.** This is required for several reasons:
  - Practicing participation will help you to model it. You will be a better teacher if you have participated and will in turn, encourage your future students to participate.
  - Learning to lead. You will be a better teacher because of many prior experiences leading a group or team. Continual formal and informal oral presentation is a must for an educator, therefore you will be asked to do this often.
  - Taking ownership of your own learning. By active and frequent participation you are not just ingesting information, you are challenging, analyzing and contributing to it.

- Five points will be deducted for every class missed unless you have a valid reason of absence (e.g. documentation from medical or student services).
Students will complete all required assignments, on time and in an honest and comprehensive fashion (see Academic Honesty Guidelines). Five points will be deducted for every day an assignment is late (exceptions may be discussed with instructor). It is expected that **all assignments** contain correct spelling, sentence structure, composition and grammar.

Students will leave all personal “crises” at the door. Class discussions are reserved for topics related to course content.

Professional behavior is always expected. Therefore, a student will be respectful, honest and open with one another: everyone's participation and efforts will be welcomed, heard and valued. **Cell phones should be turned off and out of sight during class time.**

Final grade will be affected by the discretion of the instructor regarding the tenets of these class requirements.

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact, within the first two weeks of the term, both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, 209 Thompson-Clark Hall, 724-946-7192.

### IV. Texts and Readings

**Required**

**Texts:**


**Web-based Resources:**

Pennsylvania Department of Education English Language Arts Core Standards  
[http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%20PreK-5%20March%202014.pdf](http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%20PreK-5%20March%202014.pdf)

Common Core Standards for English Language Arts  

National Council for Teachers of English  
[www.ncte.org](http://www.ncte.org)

Instructor posted readings and videos found on my.westminster.edu course site

**Peer Reviewed Journal Suggestions:**  
[http://www.naeyc.org/yc/pastissues](http://www.naeyc.org/yc/pastissues)  Young Children

- American Educational Research Journal
- Child Development
- Developmental Psychology
V. Course Requirements, Assignments, & Evaluation Criteria

A. Academic Integrity
Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

B. Grading
For our primary learning experiences, you will receive an evaluation rubric for response and grading of your work. To determine your course grade, points earned for course experiences will be considered as well as your professional behavior. All projects are due on the day stated on the syllabus. Grading of late projects will result in a five point deduction per day unless another plan has been determined with the instructor.

A = Outstanding quality and quantity
B = Good quality
C = Satisfactory quality
D = Passing but inferior
(Education majors must earn a minimum of a 3.0 in this course)

Grading Scale: 485 possible points
A = 93 to 100% of all possible points
A- = 90 to 92.99%
B+ = 87 to 89.99%
B = 83 to 86.99%
B- = 80 to 82.99%
C+ = 77 to 79.99%
C = 73 to 76.99%
C- = 70 to 72.99%
D+ = 67 to 69.99%
D = 63 to 66.99%

ASSIGNMENT DESCRIPTIONS

A. Presentation Chapter Overview (25 points)
You will have an opportunity to lead the class in a review of a course chapter. A full assignment description will be outlined at the beginning of class. *(CC II. A. e)*

B. Five Descriptive Applications from an ESL Teacher (25 points) Due: Sept. 7 11:30 p.m. via dropbox
A seasoned ESL (English as a Second Language) teacher will be a guest speaker in class. You are to listen to and record five strategies or applications that you have gleaned from the guest speaker's presentation. Your applications must be descriptive and articulate. *2-3 pages typed and double spaced.*
C. **Language Acquisition Observation for Preschool (50 points)**  Due: Sept. 14 11:30 p.m. via dropbox

Using the **Speech and Language Development Chart**, carefully observe children at the Westminster College Preschool Lab visit. Most of the children will be within the 3-3 ½ year old range. Capture at least one observational aspect from each of the categories on the chart to write your analysis (five total documentations). For example, under the category of speech you may observe a child using final consonants most of the time. Dictate the speech that you are hearing to evidence your finding.  

**2-3 pages typed and double spaced**

D. **PreK Language Center Activity and Lesson Plan (50 points)**  Due: Sept. 19 for class presentation

After learning about language development for preschoolers, you will design a language center activity that is developmentally appropriate for preschool learners. The activity should be created for a group of 3-4 students and should include one clear objective regarding your goal for language development (PA Early Learning Standards). Include a method for assessing the skill you are teaching that will provide direct data determining learner progress.  

You will be demonstrating your activity to small groups of children at the Preschool Lab and submitting the lesson plan and assessment.  

(CC.I.G.6, II. A1. a-d)

E. **Observation Tool for Writers Workshop (25 points)**  Due: Oct. 3 at the end of class

You will observe a mentor teacher conducting Writers Workshop in a third grade classroom at Mercer Elementary. You will be given an Observation Tool and will complete each category by including well-articulated, hand-written comments to describe what you are seeing in the classroom. Think about these questions before you observe.

- How did the teacher introduce the writing portion of the lesson?
- How does (or does not) he/she model writing?
- What materials/resources did the teacher use to supplement the writing segment?
- How can you connect the lesson to something you are learning in this course?

F. **Student Writing Analysis #1 (50 points)**  Due: Oct. 19 in class (please submit the writing sample stapled to the analysis)

When you begin your practicum, with your cooperating teacher’s permission, choose one child’s writing for analysis and assessment purposes. Begin by making a thorough examination of the student’s selected writing piece and by using the
Writing Continuum Chart, formulate anecdotal notes regarding the student's writing proficiencies and areas for building competencies (please refer to full assignment description). This will serve as a pre-test for your language arts lesson. You will follow-up with this same student by analyzing a second writing piece. (CC.III.- C. F. N.) 2-3 pages, typed and double spaced.

G. Peer-reviewed Article Critique (50 points) Due: Nov. 9 in class

For this assignment you will acquire a research article from a peer-reviewed journal and critique the contents of the article. Look for an excellent article that discusses speaking or listening skills concerning young children. Use the preliminary bullet points below to help you narrow your search. The focus of this assignment is on the strengths and weaknesses of the article. Citation in APA style, two-three paragraph critique, typed and double spaced. Submit a hard copy in class and also via dropbox by 11:30 p.m.

- What are the author's credentials and institutional affiliation?
- Has the author's work been cited by others?
- Is the publication current or dated?
- Is the work published by a publisher of professional books or journals?
- Is the work peer reviewed?
- Is the source a scholarly journal?

H. Practicum Lesson Plan and Reflection (50 total points)

Use the Westminster College Education Department's template to design a complete lesson plan appropriate to the grade in which you are serving in your field placement. You will be responsible for developing a language arts lesson plan for writing, language development or spelling. You will teach the plan and then reflect on and analyze the effectiveness of your lesson. Using your texts and readings, you will connect your findings to your own understanding of teaching writing, spelling and language. (CC. I. A., II. B. 4. a-h. III. A-F.H. V. A-T)

- Lesson Plan (25 points) Due: Draft submission, Oct. 31 Final submission, Nov. 7 in class
  Create an excellent plan and execute it in your practicum placement. Points are awarded for the written plan. The implementation may be observed by your practicum teacher or supervisor and will be assessed with S/U.

- Reflection on lesson plan implementation (25 points)
  2-3 pages, typed and double-spaced. Due Dec. 1 by 11:30 p.m. via dropbox

  The Reflection: The reflection component should make you think about your overall impressions regarding your lesson. Address each question as listed in the full assignment description.
I. *Student Writing Analysis #2 (50 points)  Due: Dec. 1 by 11:30 p.m. via dropbox (please submit the writing sample and the analysis)*

You will analyze a second writing sample using the same student you selected for your first writing analysis. By using the Writing Continuum Chart, formulate anecdotal notes regarding the student’s writing proficiencies, just as you did for the first analysis. Examine your evidence and then write a short paragraph describing how the student’s writing skills improved (or did not) since the first analysis. This will serve as a post-test for assessment purposes. *(CC.III. - C. F. N.) 2-3 pages, typed and double spaced.*

J. Chapter Quizzes – (10 points each)  See dates on calendar

Varied assessments will be offered as a method for you to demonstrate your understanding of course readings. Of these assessments, some will be in the form of a quiz. Multiple choice and short answer questions will be the format of each quiz. *(CC V.A-C, I-K, R-T)*

K. Portfolio and Mock Interview (30 points – portfolio/ 20 points interview)

**Portfolio Due: Dec. 7 by 5:00 p.m. outside my door  Interview on Dec. 11**

The portfolio assignment is not only to provide you with a collection of strategies and references for teaching language and writing in your future classroom, but to help you articulate how you are able to apply observations and coursework to National Council for Teachers of English (NCTE) guidelines. Some of the evidence for this portfolio will be the assignments you complete in the class and most will be supplemental evidence you have documented during your practicum. You will label your portfolio with the following standards from the National Council for Teachers of English.

**IRA/NCTE STANDARDS FOR THE ENGLISH LANGUAGE ARTS - 2015**

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

*The Mock Interview* will be held to assist you in articulating how you would teach writing and language development in the primary classroom. You will be given an allotted time to be able to answer questions as if you were interviewing for a teaching position.

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**Course Schedule**

*Note: The course schedule is subject to revision at the discretion of the instructor. Revisions will be announced via email and/or in class.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 29</td>
<td>1. Course introduction</td>
<td>Video: TED Talks Deb Roy – The Birth of a Word</td>
<td>Quiz - Chapter 1 Otto</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>2. Teaching language and writing with integrity and accountability</td>
<td></td>
<td>Instructor Demonstration Lesson – Chapter 1 Otto</td>
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<tr>
<td></td>
<td></td>
<td>3. Aspects of language knowledge</td>
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<tr>
<td>1</td>
<td>August 31</td>
<td>1. Language in our lives</td>
<td>Otto Chapters 1</td>
<td></td>
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<tr>
<td></td>
<td>Thursday</td>
<td>2. The importance of language acquisition</td>
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<tr>
<td></td>
<td></td>
<td>3. Getting acquainted with phonological, semantic, syntactic, morphemic, and pragmatic knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>1.</td>
<td>2.</td>
<td>Otto</td>
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</tr>
<tr>
<td>September 5</td>
<td>Tuesday</td>
<td>Theoretical perspectives of language development</td>
<td>Learning to communicate</td>
<td>Chapter 2 Otto</td>
</tr>
<tr>
<td>September 7</td>
<td>Thursday</td>
<td>Language development within linguistic diversity</td>
<td>Effective teaching with children of all languages</td>
<td>Chapter 3 Otto</td>
</tr>
<tr>
<td>September 12</td>
<td>Tuesday</td>
<td>Language development and enhancement in preschool children</td>
<td></td>
<td>Chapter 6 Otto</td>
</tr>
<tr>
<td>September 14</td>
<td>Thursday</td>
<td>Observing language development with preschool children</td>
<td></td>
<td>Chapter 7 Otto</td>
</tr>
</tbody>
</table>
| 4 | September 19  
Tuesday  
8:50 – 10:30 | 1. Language development in Kindergartens  
2. Semantic, syntactic, morphemic and pragmatic knowledge  
3. Learning Center Activities demonstrations | Otto Chapter 8  
*Chapter 8 Otto – Summarize Exercise*  
Class held at:  
*Westminster College Preschool Lab*  
8:50 – 10:30 a.m.  
*DUE: Preschool Language Activity for small group at Preschool Lab. Submit lesson plan.* |
|---|---|---|---|
| 4 | September 21  
Thursday | 1. Enhancing the language development of Kindergartners | Otto Chapter 9  
*Come to class with two Kindergarten curricular ideas to share*  
*Peer Lesson Chapter 9 Otto*  
*Bring your laptops*
| 5 | September 26  
Tuesday | 1. Language development in the primary years  
2. Small group: Emergent Writing | Otto Chapter 10 & 12  
*Quiz Chapter 10 Otto*  
*Peer Lesson Chapter 10 Otto*  
*Instructor Follow-up with Chapter 12*
| 5 | September 28  
Thursday  
Class time TBA  
Stay tuned! | 1. Teaching writing: introduction to the process  
2. Writing strategies and the five stages of writing: prewriting, drafting, revising, editing and publishing | Tompkins Chapter 1 & 12  
*Instructor Lesson Chapter One Tompkins*  
*Preparation for embedded coursework* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>DUE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>October 3</td>
<td>EMBEDDED Class time</td>
<td><strong>Travel to Mercer Elementary Depart at 9:10 to return by 12:30 PM</strong></td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>Observe and record Writers Workshop conducted by mentor teachers.</td>
<td><strong>DUE: Writers Workshop Observational Tool (submit at end of class).</strong></td>
</tr>
<tr>
<td>6</td>
<td>October 5</td>
<td>EMBEDDED Class time</td>
<td><strong>Travel to Mercer Elementary Depart at 9:10 to return by 12:30 PM</strong></td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>Interact with Mercer third grade students during Writers Workshop.</td>
<td><strong>Interact with students during Writers Workshop</strong></td>
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<td></td>
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<td></td>
<td><strong>De-brief in conference room at Mercer</strong></td>
</tr>
<tr>
<td>7</td>
<td>October 10</td>
<td>All day practicum</td>
<td><strong>Quiz Chapter 3 Tompkins</strong></td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>The Writers Craft</td>
<td><strong>Peer Lesson Chapter 3 Tompkins</strong></td>
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<tr>
<td></td>
<td></td>
<td>The six traits +1; ideas, organization voice, word choice, sentence fluency, conventions, presentation</td>
<td><strong>In class: Select and explore SMART lessons</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video segments</td>
<td><strong>BRING LAPTOPS</strong></td>
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<tr>
<td></td>
<td></td>
<td>SMART exchange website</td>
<td></td>
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<tr>
<td>7</td>
<td>October 11</td>
<td>All day practicum</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>October 12</td>
<td>Assessing Writing</td>
<td><strong>Chapter 4 Tompkins Journal Writing</strong></td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>How to grade writing</td>
<td><strong>Peer Lesson Chapter 4 Tompkins</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What makes an effective rubric?</td>
<td><strong>Bring an excellent mentor text to class</strong></td>
</tr>
</tbody>
</table>
| 8 | October 17 Tuesday | 1. Personal Writing & Descriptive Writing – the most practiced genres  
2. Developing technique – journal and letter writing  
3. How to achieve greater successes for descriptive writing assignments | Tompkins Chapters 5 & 6 | *Chapter 5 Tompkins*  
*Socratic Seminar*  
*Peer Lesson*  
*Chapter 6 Tompkins*  
*Lesson Plan Writing and Implementation* |
<table>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>October 18 All day Practicum</td>
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<td></td>
</tr>
</tbody>
</table>
| 8 | October 19 Thursday | 1. Poetry Writing & Narrative Writing  
2. Look at examples! | Tompkins Chapter 7 & 8 | *Quiz Chapter 7 Tompkins*  
*Peer Lesson*  
*Chapter 8 Tompkins*  
*Discuss lesson plan with practicum teacher*  
*DUE: Student Writing Analysis #1* |
| 9 | Oct. 21-24 FALL BREAK |  |  |  |
| 9 | October 25 All day Practicum |  |  |  |
| 9 | October 26 Thursday | 1. Expository Writing  
2. Five patterns of expository writing: description, sequence, comparison, cause and effect, problem and solution  
3. **Guest speaker: Mrs. Valerie Lewis** | Tompkins Chapter 9 | *Chapter 9 Tompkins*  
*One minute write*  
*Guest speaker: Mrs. Valerie Lewis, Wilmington Elementary School* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.31.2023</td>
<td>Tuesday</td>
<td>Biographical Writing, Personal narratives, memoirs, autobiographies and biographies</td>
<td>Tompkins Chapter 10</td>
</tr>
<tr>
<td>11.1.2023</td>
<td>All day Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.2.2023</td>
<td>Thursday</td>
<td>Persuasive Writing, Lesson plan practice</td>
<td>Tompkins Chapter 11</td>
</tr>
<tr>
<td>11.7.2023</td>
<td>Tuesday</td>
<td>Listening Skills, Cursive Writing</td>
<td>In class: Listening activities, Glyph Activity, Core Standards, Cursive Writing Exercises</td>
</tr>
<tr>
<td>11.8.2023</td>
<td>All day Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.9.2023</td>
<td>Thursday</td>
<td>Speaking Skills, Teaching speaking and listening skills</td>
<td>In class: Verbal Exercises Review assignments for practicum: Lesson plan and reflection, Portfolio</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>DUE: Peer-reviewed article critique in class and via dropbox</td>
</tr>
</tbody>
</table>
12 November 13-17 Practicum in schools

*Teach writing lesson during practicum*

13 November 20-21 Practicum in schools

*Gather evidence for Portfolio*

14 November 28-December 1 Practicum in schools

12/1 – Submit reflection and analysis

*DUE: 12/1 Submit lesson plan reflection & student writing analysis #2 via dropbox by 11:30 p.m.*

15 December 5 & 7

1. Class time to review practicum experience
2. Portfolio and mock interview questions
3. Group and individual work/ evaluations

*DUE: Submit portfolio – 12/7 by 5:00 p.m. at my door, 313 Old Main*

16 December 11 Monday

Mock Interview TBA

**PDE Framework for Grades PreK-4 Candidate Competencies Covered in ECE 321 & 22**

Candidates will be able to:

**A. Curriculum** - Develop, implement, assess and modify curriculum and lessons as evidenced by their ability to:
1. Delineate how individuals acquire and process information;
2. Design learning environments to facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, problem solving;
3. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development;
4. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control;
5. Specify the experiences children need from birth to age nine to prepare them to learn, read, and succeed in school;
6. Identify early interactions with adults and peers, the Pre K – 4 teaching methods and curricula, and comprehensive interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades;
7. Demonstrate an understanding of and ability to plan for: type, identification, prevalence, effective, evidenced-based instructional practices and adaptations;
8. Demonstrate understanding of the legal rights and responsibilities of the teacher
for special educational referral and evaluation and the rights and procedural
safeguards that students are guaranteed;
9. Demonstrate an understanding of over-representation of minorities in special
education so as to not misinterpret behaviors that represent cultural, linguistic
differences as indicative of learning problems.

C. Pre K – 4 education foundation, theory, and policy; -identify:
1. Implement multiple approaches to learning;
2. Create environments that are educationally-focused, respectful, supportive and
challenging for all children;

F. PA Early Learning Standards - Demonstrate proficiency with Pennsylvania’s early
childhood learning standards, which is the framework that guides young children’s
Pre K – 4 Program Specific Guidelines, 2009
19
learning, and how these approaches influence curriculum in positive ways.
Candidates will know how to:
1. Implement multiple approaches to learning;
2. Create environments that are educationally-focused, respectful, supportive and
challenging for all children;
3. Develop curriculum that includes both planned and spontaneous experiences
that are meaningful and challenging for all children that lead to positive learning
outcomes and develop positive dispositions towards learning within each content
area.

G. Classroom environment - Demonstrate understanding of the way in which
classroom environments influence children’s learning including:
1. Design of classrooms, Pre K - 4, that demonstrate appropriate use of indoor and
outdoor physical space and materials;
2. Design of classrooms, Pre K - 4, that are inclusive for diverse learners, including
differences in age, development, culture and linguistics;
3. The connection between classroom arrangement and positive learning outcomes
for students;
4. The way in which a positive climate for learning involves the establishment and
maintenance of partnerships with families;
5. The use of classroom assessment tools to inform teaching strategies;
6. The connection between classroom materials, learning standards, and
Instruction.

II. Subject Matter Pedagogy Content
Candidates will be able to:
A. Language development
1. Develop, implement, assess and modify curriculum and lessons as evidenced by
their ability to:
a. Assess, develop and deliver explicit lessons for language comprehension and
expression skills to correlate to early childhood development in areas such as:
i. Object identification;
ii. Naming and description of pictures, directions, and concepts of
order, location, and quantity;
iii. Major and sequential parts of events situations or stories,
iv. Words, phrases; sentences using common objects, including
naming, description, and function;
v. Word association–opposites, categories, completion;
vi. Content, including main idea, inferences, outcomes, and sequence;
vii. Phrase production, sentence production, and descriptions
b. Develop and deliver lessons for language comprehension and expression
skills directly related to early literacy in the following areas:
i. Listen responsively to directions, stories and conversations;
ii. Follow simple and multiple-step directions;
iii. Demonstrate increasing, understanding of new vocabulary,
introduced in conversations, activities, stories or books;
iv. Recognize expressions, gestures and body language cues;
v. Understand that communication occurs in different ways including
various languages, devices, and gestures
c. Develop spoken language skills in the following areas:
i. Speak clearly enough to be understood by most listeners:
ii. Recite rhymes, songs, and familiar text;
iii. Use an increasingly complex and varied spoken vocabulary;
v. Share experiences individually, and in groups;
vi. Initiate and respond appropriately, in conversation and discussions, 
with adults and children;
vii. Use verbal and nonverbal language to communicate for a variety of 
purposes;
viii. Use a variety of sentence length and structures with increasing 
competence;
ix. Modulate voice, volume and intonation.
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d. Develop lessons on language comprehension and expression skills as a 
basis for learning to read by focusing on emergent literacy in the following 
areas:
i. Retell a simple story in sequence using illustrations in a book or 
literary props;
ii. Identify beginning, middle and end of a story;
iii. Draw connections between story, events, personal experiences and 
other books;
iv. Recognize different tones of stories (e.g., happy, sad, excitement);
v. Identify facts in a selection;
vi. Differentiate between real and make-believe;
vii. Make predictions from what is read, heard or seen in illustrations;
viii. Use illustration clues to infer and predict what happens next in a 
story.
e. Develop, deliver and evaluate phonological development lessons in the 
following areas:
i. Recognize similarities and differences in environmental and speech 
sounds;
ii. Develop understanding of word awareness;
iii. Progress from matching sounds, and rhymes in familiar words, 
games, songs, finger plays, stories, and poems;
iv. Recognize that two or more words begin with the same sound. 
[Alliteration];
v. Recognize segments and blends,
vi. Break words into syllables then phonemes;
vii. Segment onset and rime;
viii. Identify initial sounds in words;
ix. Demonstrate understanding that speech sounds are represented in 
print by letter sounds.
f. Address difficulties involving phonological awareness, memory, and retrieval.
g. Build and reinforce relationships between early spoken language and early 
pre-literacy abilities and consider influences of parent-child interactions in 
early shared storybook interactions.
h. Teach children to use tactile-kinesthetic and auditory cues in reading and 
writing.
i. Analyze how the language demands of textbooks, academic talk, and 
curriculum may stress a student's capabilities at different age and grade

III. Assessment
Candidates will be able to:
*Same competencies required in the Accommodations & Adaptations for Diverse Learner 
Guidelines, for students with disabilities.
A. Identify, administer, interpret and plan instruction based on each of the assessment 
components in a standards aligned system:
1. Authentic
2. Screening.
3. Diagnostic
4. Formative
5. Summative
B. Demonstrate an understanding of the types of assessments used (e.g., screening, 
diagnostic, formative, summative) and the purpose of each assessment in a databased 
decision making process;*
C. Effectively use systematic observations, documentation and other effective 
assessment strategies;
D. Establish, develop and sustain the assessment partnerships with families and other 
professionals;
E. Identify, define and interpret the types of valid and reliable education assessments 
and their uses including screening, diagnostic, formative, summative and authentic;
F. Implement approaches to child assessment including:
1. Ways to use informal and formal assessment tools, including work and play
samples, portfolios including electronic portfolios (digital cameras, digital videos),
documentation panels, teacher-made tests/tasks, checklists, observational
schemes, and nontraditional means (e.g. composing a poem about each child,
drawing a picture of each child) activities to gauge child well-being and learning
and the relationship between teacher and each child;
2. Ways to use assessment data to implement instructional and/or programmatic
revisions for quality improvement;
3. Articulating the impact of instruction on child well-being and learning;
4. Describing the impact of state-wide student performance testing and the
influence on the program and the child;

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5. Identifying dynamic assessment techniques and the role of adult mediation and
teacher scaffolding in the teaching-learning assessment process;
6. Identifying group assessment techniques (e.g. video, etc).
G. Demonstrate the use of formal and informal assessment data for instructional,
behavioral and possible eligibility decisions based on the type of assessment, level
of the students being assessed, and the point and quality of instruction;*
H. Demonstrate an understanding of the multi-disciplinary evaluation process and an
ability to articulate the findings presented in an evaluation report including gradelevel
equivalents, percentile rank, standard scores, and stanines;*
I. Demonstrate an understanding of the components of the IEP process, with emphasis
on understanding measurable goals based on present levels, specially designed
instruction, adaptations, accommodations, supplementary aids and services, and
supports for school personnel;*
J. Articulate differences between achievement tests, aptitude tests, and observational
data used in special education placement decisions;*
K. Create an instructional plan using assessment information related to individual
student achievement;*
L. Analyze and interpret formative assessment (e.g., curriculum based assessment,
CBA);*
M. Demonstrate an understanding of the purpose and intent of standardized
assessments and progress monitoring as one of multiple indicators used in overall
student evaluation;*
N. Systematically monitor student performance to best identify areas of need;*

V. Professionalism
Candidates must understand the value of and strategies for creating a community of
earners. They will be able to:
A. Establish and maintain a positive social context for learning;
B. Set developmentally, culturally, linguistically and individually appropriate
expectations for children;
C. Relate to, communicate with, develop and sustain partnerships with families