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>
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<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>
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<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>
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<tr>
<td>4. Identify and enhance phonics knowledge and its continued development.</td>
<td>II. A. e-i</td>
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</tbody>
</table>
5. Effectively identify, model, teach and assess the writing processes appropriate for each grade level Prek-4.

<table>
<thead>
<tr>
<th></th>
<th>I.A.7</th>
<th>II.B. 4-6</th>
<th>III. C. F.1</th>
<th>V.P</th>
<th>V.S</th>
<th>V.T</th>
</tr>
</thead>
</table>

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.

|     | II. A.1a-i. | V.P | V.T |

III. Course Format

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 assessments will be the basic class organization.

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). 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.

The School of Education is also committed to learning and teaching mindfulness in the classroom. You will be practicing mindfulness activities in class as well as learning strategies to teach in your future classroom. Here’s a summary of benefits particularly relevant to educators:

**Attention**
Strengthen our "mental muscle" for bringing focus back where we want it, when we want it.

**Emotional Regulation**
Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.

**Adaptability**
Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.

**Compassion**
Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.

**Calming**
Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

**Resilience**
Seeing things objectively reduces the amount of narrative we add to the world’s natural ups and downs, giving us greater balance.

[http://www.mindfulschools.org/about-mindfulness/research/](http://www.mindfulschools.org/about-mindfulness/research/)

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

Common Core Standards for English Language Arts

National Council for Teachers of English
www.ncte.org

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

Peer Reviewed Journal Suggestions:
http://www.ncte.org/elem National Council for Teachers of English Education
http://www.naeyc.org/yc/pastissues Young Children
- American Educational Research Journal
- Child Development
- Developmental Psychology
- Early Childhood Research and Practice
- Journal of Early Childhood Teacher Education
- Journal of Research in Childhood Education

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: 545 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 and to
devise a lesson plan for submission. 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: Jan. 25
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: Jan. 31
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 4-
4 ½ year old range. Capture a least one observational aspect from each of the
categories on the Speech and Language 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: Feb. 14
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. A 1. a-d)

E. Peer-reviewed Article Critique (50 points) Due: Feb. 20 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 versus the summary. Citation in APA style, 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?

F. Observation Tool for Writers Workshop (25 points) Due: March 20 at the end of class

You will observe mentor teachers conducting Writers Workshop in classrooms at Sharpsville Elementary. You will be given an Observation Tool Worksheet 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. You will submit your observations at the end of this embedded course time.

✓ 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?

G. *Student Writing Analysis #1 (50 points) Due: March 27 Due 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. (see below) (CC.III. - C. F. N.) 2-3 pages, typed and double spaced.
H. Practicum Lesson Plan and Reflection (75 total points)

Use the School of Education lesson plan 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 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 (50 points)** Due: Draft submission, March 22  Final submission, April 5 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 April 26 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: April 26 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 (50 points – portfolio/ 25 points interview)**
  Portfolio Due: May 1 by 5:00 p.m. outside my door  Interview on May 7

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.
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).

(CC.IG.6, III. B. 4, V.A-C,P-T, V.R)

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.

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>January 16</td>
<td>1. Course introduction</td>
<td>Video: TED Talks Deb Roy – The Birth of a Word</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>2. Teaching language and writing with integrity and accountability</td>
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<td>3. Aspects of language knowledge</td>
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<td>1</td>
<td>January 18</td>
<td>1. Language in our lives</td>
<td>Otto Chapters 1</td>
<td>Quiz - Chapter 1 Otto</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>2. The importance of language acquisition</td>
<td></td>
<td>Instructor Demonstration Lesson – Chapter 1 Otto</td>
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<td></td>
<td></td>
<td>3. Getting acquainted with phonological, semantic, syntactic, morphemic, and pragmatic knowledge</td>
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<td>Lesson plan guidance</td>
</tr>
<tr>
<td>2</td>
<td>January 23</td>
<td>1. Theoretical perspectives of language development</td>
<td>Otto Chapters 2</td>
<td>Chapter 2 Otto – Group highlight cards</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>2. Learning to communicate</td>
<td></td>
<td>Peer Lesson Chapter 2 Otto</td>
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<tr>
<td>2</td>
<td>January 25</td>
<td>1. Language development within linguistic diversity</td>
<td>Otto Chapters 3</td>
<td>Chapter 3 Otto – Write One Question</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>2. Effective teaching with children of all languages</td>
<td></td>
<td>Peer Lesson Chapter 3 Otto</td>
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<td></td>
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<td>3. <strong>Guest speaker:</strong> Dr. Rene Pico, ESL instructor</td>
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<td><strong>DUE:</strong> Guest Speaker notes to submit by 11:30 p.m. via dropbox, Five descriptive applications</td>
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<td><strong>Bring laptops for Tuesday’s class</strong></td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td>Chapter/Quiz/Peer Lesson details</td>
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<tr>
<td>3 January</td>
<td>Tuesday</td>
<td>1. Language development and enhancement in preschool children</td>
<td>Quiz Chapter 6 Otto&lt;br&gt;Peer Lesson Chapter 6 Otto&lt;br&gt;BRIING LAPTOPS&lt;br&gt;In class:&lt;br&gt;In pairs select three activities to share with families</td>
<td></td>
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<tr>
<td>3 January</td>
<td>Wednesday</td>
<td>1. Observing language development with preschool children&lt;br&gt;2. Guest speaker: Mrs. Deborah Roud, Head Teacher, WCPL</td>
<td>Class held at: Westminster College Preschool Lab&lt;br&gt;9:20 – 11:00 a.m.&lt;br&gt;DUE: 2-3 page language acquisition observation to submit, via Dropbox by 11:30 p.m. today</td>
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<tr>
<td>4 February</td>
<td>Tuesday</td>
<td>1. Enhancing the language development of Kindergartners</td>
<td>Chapter 8 Otto&lt;br&gt;Come to class with two Kindergarten curricular ideas to share&lt;br&gt;Peer Lesson Chapter 8 Otto&lt;br&gt;Bring your laptops</td>
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<tr>
<td>8 February</td>
<td>Thursday</td>
<td>1. Language development in the primary years&lt;br&gt;2. Small group: Emergent Writing&lt;br&gt;3. Semantic, syntactic, morphemic and pragmatic knowledge</td>
<td>Quiz Chapter 10 Otto&lt;br&gt;Peer lesson Chapter 10 Otto&lt;br&gt;Assignment description for Peer Reviewed Article Critique</td>
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<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>February 4</td>
<td>Wednesday</td>
<td>8:50 – 10:30</td>
<td>Meet at the Westminster College Preschool Lab</td>
<td>Instructor Follow up with Chapter 12 Otto</td>
</tr>
<tr>
<td>March 5</td>
<td>Tuesday</td>
<td>8:50 – 10:30</td>
<td>Learning Center Activities</td>
<td>Class held at: Westminster College Preschool Lab 8:50 – 10:30 a.m.</td>
</tr>
<tr>
<td>March 6</td>
<td>Tuesday</td>
<td>8:50 – 10:30</td>
<td>Tompkins Chapter 1 &amp; 12</td>
<td>DUE: Preschool Language Activity for small group at Preschool Lab. Submit lesson plan.</td>
</tr>
<tr>
<td>March 7</td>
<td>Tuesday</td>
<td>8:50 – 10:30</td>
<td>Tompkins Chapter 2</td>
<td>Watch this video before next class: <a href="https://youtu.be/JqaZyfno7k">https://youtu.be/JqaZyfno7k</a></td>
</tr>
<tr>
<td>March 8</td>
<td>Tuesday</td>
<td>8:50 – 10:30</td>
<td>Tompkins Chapter 3</td>
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<td>Date</td>
<td>Time</td>
<td>Event Details</td>
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<td><strong>In class:</strong> Select and explore SMART lessons</td>
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<td><strong>BRING LAPTOPS</strong></td>
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<td>6 – 8 PM</td>
<td>Participation in the Wilmington Elementary Family Extravaganza</td>
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<td>7</td>
<td>February 27</td>
<td>1. Assessing Writing</td>
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<td>Tuesday</td>
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<td>Tompkins Chapter 4</td>
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<td>2. How to grade writing</td>
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<td>Peer Lesson Tompkins</td>
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<td>3. What makes an effective rubric?</td>
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<td>Bring an excellent mentor text to class</td>
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<td>See Children’s Author, Lindsay Barrett – George 12:30 – 1:30</td>
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<td>Mueller Auditorium</td>
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<td>7</td>
<td>March 1</td>
<td>1. Review Writers Workshop</td>
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<td>Thursday</td>
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<td>Mid-semester tune up</td>
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<td>Review Author Visit</td>
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<td>Writers Workshop Overview</td>
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<td>Discuss Lesson Planning</td>
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<td></td>
<td>Friday March 2– Literacy Lock-in with Sharpsville 6 – 11 PM</td>
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<td>7</td>
<td>March 2</td>
<td>2. Lesson Plan Implementation</td>
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<td>Friday</td>
<td></td>
<td>Mid-semester tune up</td>
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<tr>
<td>Extra Credit</td>
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<td>Review Author Visit</td>
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<td>Writers Workshop Overview</td>
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<td>Discuss Lesson Planning</td>
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<td></td>
<td></td>
<td>Friday March 2– Literacy Lock-in with Sharpsville 6 – 11 PM</td>
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<tr>
<td>Spring Break</td>
<td>March 3 - 11</td>
<td>Embedded classroom at Sharpsville with Dr. Camardese</td>
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<tr>
<td>March 12 &amp; 13</td>
<td>Mon &amp; Tues</td>
<td>Embedded classroom at Sharpsville with Dr. Camardese</td>
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<td>March 14</td>
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<td>Attain a writing sample for your writing analysis #1</td>
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<tr>
<td></td>
<td>All day</td>
<td>Practicum</td>
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**Note:** Embedded classroom at Sharpsville with Dr. Camardese.

**Word choice, sentence fluency, conventions, presentation**

3. SMART exchange website
<table>
<thead>
<tr>
<th>Date</th>
<th>March 15 Thursday</th>
<th>March 20 Tuesday</th>
<th>March 21 All day Practicum</th>
<th>March 22 Thursday</th>
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| 8    | **Personal Writing & Descriptive Writing – the most practiced genres**<br>2. Developing technique – journal and letter writing<br>3. How to achieve greater successes for descriptive writing assignments | Observe and record Writers Workshop conducted by mentor | Tampkins Chapters 5 & 6 | **Embedded class time**<br>1. Expository Writing<br>2. Five patterns of expository writing: description, sequence, comparison, cause and effect, problem and solution | **Chapter 5 & 6 Tompkins**<br>Peer Lesson Chapter 5 Tompkins<br>*Lesson Plan Writing and Implementation*<br>*Prepare for Embedded Class*

<p>| 8    | <strong>Meet at Sharpsville Elementary - Embedded Class</strong>&lt;br&gt;<em>Quiz Chapter 7 Tompkins</em>&lt;br&gt;<em>DUE: Writers Workshop Observational Tool (submit at end of class).</em>&lt;br&gt;<em>Discuss lesson plan with practicum teacher</em> | Tampkins Chapter 7 &amp; 8 | <strong>Meet at Sharpsville Elementary - Embedded Class</strong>&lt;br&gt;<em>Chapter 9 Tompkins</em>&lt;br&gt;<em>DUE: Draft Lesson Plan</em> |</p>
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<tr>
<th>Date</th>
<th>Weekly Schedule</th>
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| 10    | March 27 Tuesday
|       | 1. Biographical Writing and Persuasive Writing  
|       | 2. Personal narratives, memoirs, autobiographies and biographies  
|       | Tompkins Chapter 10 & 11 |
|       |  Chapter 10 & 11  
|       | Tompkins  
|       | Peer Lesson  
|       | Chapter 10 Tompkins  
|       | **DUE: Student Writing Analysis #1**  
|       | Lesson plan drafts returned to discuss  
|       | Watch this video for next class discussion:  
|       | [https://youtu.be/2A DAY9AQm54](https://youtu.be/2A DAY9AQm54)  
|       | Easter Break  
|       | March 29 – April 2  
| 11    | April 5 Thursday  
|       | 1. Teaching speaking and listening skills  
|       | 2. Overall Review of Writers Workshop  
|       | In class:  
|       | ✔ Verbal Exercises  
|       | **DUE: Final Draft Lesson Plan**  
|       | Review assignments for practicum:  
|       | 1. Lesson plan and reflection  
|       | 2. Portfolio  
| 12    | April 9-13  
|       | Practicum in schools  
|       | **Teach writing lesson during practicum**  
| 13    | April 16-20  
|       | Practicum in schools  
|       | **Gather evidence for Portfolio**  
|       | April 18 On campus for URAC  
| 14    | April 23-27  
|       | Practicum in schools  
|       | **DUE: 4/26 Submit lesson plan reflection &**
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

Field Station! Re-visit

Mock Interview TBA
which young children can explore and tackle challenging problems;
2. Develop and implement meaningful, challenging curriculum that support’s young
children’s ability and motivation to solve problems and think well;
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;
iv. Ask and answer relevant questions;
v. Share experiences individually, and in groups;
vi. Initiate and respond appropriately, in conversation and discussions,
with adults and children;
ix. Use verbal and nonverbal language to communicate for a variety of
purposes;
vii. Use a variety of sentence length and structures with increasing
competence;
ix. Modulate voice, volume and intonation.
Pre K – 4 Program Specific Guidelines, 2009
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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;
x. 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;

Pre K – 4 Program Specific Guidelines, 2009

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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