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.

<table>
<thead>
<tr>
<th>5.</th>
<th>Effectively identify, model, teach and assess the writing processes appropriate for each grade level Prek-4.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I.A.7</td>
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<tr>
<td></td>
<td>II.B. 4-6</td>
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<tr>
<td></td>
<td>III. C. F.1</td>
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<td>V.P</td>
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<td>V.S</td>
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<td>V.T</td>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>6.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>II. A.1a-i.</td>
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<td></td>
<td>V.P</td>
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<td>V.T</td>
</tr>
</tbody>
</table>

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 assessment 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:

     o **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.

     o **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.

     o **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 silenced 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.

Academic Success Center:

Wondering how to better tackle your reading assignments? Looking for new ways to prepare for your tests? Worried about keeping up in all of your classes? Afraid to ask for help? You’re not the first Westminster College student to have these issues on your mind!

The Academic Success Center can help you with free academic support, including drop-in tutoring hours and individual tutoring for specific subjects, as well as individualized academic consultations to help you with goal setting, time management, note-taking, reading strategies and other skills that will help you reach your academic goals.

Located on the fourth floor of Thompson-Clark Hall, the center also offers rooms for individual or group studying on a first-come, first-serve basis until 10 p.m. every night. For more information, visit www.westminster.edu/academics/learning-center/index.cfm, or contact Coordinator Jessica Shelenberger by visiting TC 412, by emailing shelenjp@westminster.edu or by calling (724) 946-6700.

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
Strengthens 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/)

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**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
- Early Childhood Research and Practice
- Journal of Early Childhood Teacher 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)

Based on the above assignments, your participation and professionalism, your grade will be determined. The grade distribution listed in the undergraduate catalog will be utilized. All projects are due during class on the day stated on the syllabus unless an alternative plan has been discussed with the instructor. Grading of late projects will result in a five point deduction per day. After two weeks, an assignment will be not be graded and the student will receive not credit.

Grading Scale:
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%
D- = 60 to 62.99%
F = 0 to 59.99%
ASSIGNMENT DESCRIPTIONS

A. Presentation Chapter Overview (50 points for each presentation)

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: Jan. 24 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. 30 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: Feb. 5 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 first to your peers and then to small groups of children at the Preschool Lab. Submit the lesson plan and assessment. (CC I.G.6, II. A 1. a-d)

E. Observation Tool for Writers Workshop (25 points) Due: Feb. 19 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: March 7 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. Practicum Lesson Plan and Reflection (75 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 (50 points) Due: Draft submission, March 21 Final submission, March 28 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 30 in class

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.

H. *Student Writing Analysis #2 (50 points) Due: April 25 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. \textit{(CC.Ill. - C. F. N.)} \textbf{2-3 pages, typed and double spaced.}

\section*{I. 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. \textit{(CC V.A-C, I-K, R-T)}

\section*{J. Portfolio – (50 points) Due: April 30 by 5:00 p.m. outside my}

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 \textit{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 \textit{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). 

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

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>
</table>
| 1    | January 15 Tuesday | 1. Course introduction  
2. Teaching language and writing with integrity and accountability  
3. Aspects of language knowledge | Video: TED Talks Deb Roy – The Birth of a Word |                                    |
| 1    | January 17 Thursday | 1. Language in our lives  
2. The importance of language acquisition  
3. Getting acquainted with phonological, semantic, syntactic, morphemic, and pragmatic knowledge | Otto Chapters 1 | Quiz - Chapter 1 Otto  
Instructor Demonstration Lesson – Chapter 1 Otto |
| 2    | January 22 Tuesday | 1. Theoretical perspectives of language development  
2. Learning to communicate | Otto Chapter 2 | Chapter 2 Otto  
Peer Lesson Chapter 2 Otto |
| 2    | January 24 Thursday | 1. Language development within linguistic diversity | Otto Chapter 3 | Chapter 3 Otto  
Peer Lesson Chapter 3 Otto |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 29</td>
<td><strong>Effective teaching with children of all languages</strong></td>
<td><strong>Guest speaker: Mrs. Tawnee Hunter, ESL instructor</strong></td>
</tr>
<tr>
<td>January 29</td>
<td><strong>Language development and enhancement in preschool children</strong></td>
<td><strong>Otto Chapter 6</strong></td>
</tr>
<tr>
<td>January 30</td>
<td><strong>Observing language development with preschool children</strong></td>
<td><strong>Otto Chapter 7</strong></td>
</tr>
<tr>
<td>January 30</td>
<td><strong>Meet at the Westminster College Preschool Lab</strong></td>
<td><strong>Class held at: Westminster College Preschool Lab 9:20 – 11:00 a.m.</strong></td>
</tr>
<tr>
<td>February 5</td>
<td><strong>Language development in Kindergartens</strong></td>
<td><strong>Otto Chapter 8</strong></td>
</tr>
<tr>
<td>February 5</td>
<td><strong>Semantic, syntactic, morphemic and pragmatic knowledge</strong></td>
<td><strong>DUE: Preschool Language Activity</strong></td>
</tr>
<tr>
<td>February 5</td>
<td><strong>Learning Center Activities demonstrations</strong></td>
<td><strong>You will present to peers in class and submit lesson plan.</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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</tbody>
</table>
| February 7 | 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*    |
| February 12| Language development in the primary years                              | Otto Chapter 10 & 12   | *Quiz Chapter 10 Otto*                                                                |
|            | Small group: Emergent Writing                                         | Peer Lesson Chapter 10 Otto |
|            |                                                                      | Instructor Follow-up with Chapter 12 |
| February 14| Teaching writing: introduction to the process                          | Tompkins Chapter 1 & 12 | *Instructor Lesson Chapter 1 Tompkins*                                                 |
|            | Writing strategies and the five stages of writing: prewriting, drafting, revising, editing and publishing |                          | *Preparation for embedded coursework*                                                   |
| February 19| Observe and record Writers Workshop conducted by mentor teachers.      |                           | *DUE: Writers Workshop Observational Tool (submit at end of class).*                     |

**Travel to West Middlesex Elementary School**
Depart at 8:30 am
Return 11:30 am
| 6 | February 22  
Friday |
|---|---|
| EMBEDDED  
Class time |
| Meet at the  
Preschool Lab  
11:30 AM |
| 1. Interact with  
Preschool Students  
during Fantastic  
Friday. |
| Tompkins  
Chapter 2 |
| Class held at:  
**Westminster College**  
Preschool Lab  
11:30 AM – 2 PM |
| Conduct preschool  
language activity.  
Bring a copy of your  
lesson plan and  
your lesson plan  
activity. |

| 7 | February 26  
Tuesday |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. The Writers Craft</td>
<td></td>
</tr>
</tbody>
</table>
| 2. The six traits +1; ideas,  
organization voice,  
word choice, sentence  
fluency, conventions,  
presentation |
| 3. Video segments |
| 4. SMART exchange  
website |
| Tompkins  
Chapter 3 |
| Quiz Chapter 3  
Tompkins |
| Peer Lesson  
Chapter 3 Tompkins |
| In class:  
Select and explore  
SMART lessons  
BRING LAPTOPS |

| 7 | February 28  
Thursday |
<table>
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<tr>
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<tbody>
<tr>
<td>1. Assessing Writing</td>
<td></td>
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<tr>
<td>2. How to grade writing</td>
<td></td>
</tr>
</tbody>
</table>
| 3. What makes an  
effective rubric? |
| Tompkins  
Chapter 4 |
| Chapter 4  
Tompkins |
| Peer Lesson  
Chapter 4 Tompkins |
| Bring an excellent  
mentor text to class |

| 8 | March 5  
Tuesday |
|---|---|
| 1. Personal Writing &  
Descriptive Writing –  
the most practiced  
genres |
| 2. Developing technique –  
journal and letter  
writing |
| 3. How to achieve greater  
successes for |
| Tompkins  
Chapters 5 & 6 |
| Chapter 5  
Tompkins |
| Peer Lesson  
Chapter 6 Tompkins |
| Lesson Plan Writing  
and Implementation |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Assignments</th>
<th>Discussion</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>March 6</td>
<td>descriptive writing assignments</td>
<td></td>
<td>Ask for a student writing sample in your practicum setting.</td>
</tr>
<tr>
<td>8</td>
<td>March 7</td>
<td>1. Poetry Writing &amp; Narrative Writing</td>
<td>Tompkins Chapter 7 &amp; 8</td>
<td>Quiz Chapter 7 Tompkins</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>2. Look at examples!</td>
<td></td>
<td>Peer Lesson Tompkins</td>
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<td></td>
<td>Discuss lesson plan with practicum teacher</td>
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<tr>
<td>9</td>
<td>March 9 – 17</td>
<td>SPRING BREAK</td>
<td></td>
<td>DUE: Student Writing Analysis #1</td>
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<td>10</td>
<td>March 19</td>
<td>1. Expository Writing</td>
<td>Tompkins Chapter 9</td>
<td>Chapter 9 Tompkins</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>2. Five patterns of expository writing: description, sequence, comparison,</td>
<td></td>
<td>Guest speaker: Mr. Todd Cole</td>
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<td></td>
<td></td>
<td>cause and effect, problem and solution</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>3. Guest speaker: Mr. Todd Cole</td>
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<td></td>
<td>March 20</td>
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<td></td>
<td>All day</td>
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<tr>
<td>10</td>
<td>March 21</td>
<td>1. Biographical Writing</td>
<td>Tompkins Chapter 10</td>
<td>Chapter 10 Tompkins</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>2. Personal narratives, memoirs, autobiographies and biographies</td>
<td></td>
<td>Class Choice</td>
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<td>Peer Lesson Tompkins</td>
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<td></td>
<td>DUE: DRAFT Lesson Plan</td>
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<tr>
<td>Date</td>
<td>Description</td>
<td>Notes</td>
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<tr>
<td>March 26</td>
<td><strong>Tuesday</strong></td>
<td><strong>1.</strong> Persuasive Writing</td>
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<tr>
<td>March 27</td>
<td><strong>All day Practicum</strong></td>
<td><strong>2.</strong> Lesson plan practice</td>
<td></td>
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<tr>
<td>March 27</td>
<td><strong>Wednesday</strong></td>
<td><strong>Tompkins Chapter 11</strong></td>
<td></td>
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<tr>
<td>March 28</td>
<td><strong>Thursday</strong></td>
<td><strong>1.</strong> Listening &amp; Speaking Skills</td>
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<td><strong>2.</strong> Cursive Writing</td>
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<td></td>
<td><em>Round-up of practicum observations and writing in the classroom</em></td>
<td></td>
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</tr>
<tr>
<td>12 April</td>
<td>Practicum in schools</td>
<td><em>In class:</em></td>
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<td>13 April</td>
<td>Practicum in schools</td>
<td>✔️ Listening activities</td>
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<td>14 April</td>
<td>Practicum in schools</td>
<td>✔️ Gliph Activity</td>
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<td>✔️ Core Standards</td>
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<td>✔️ Cursive Writing Exercises</td>
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<td>12 April</td>
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<td><em>DUE: Final Lesson Plan</em></td>
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<td>13 April</td>
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<td><em>Teach writing lesson during practicum</em></td>
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<td>14 April</td>
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<td><em>Gather evidence for Portfolio</em></td>
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| 14 | **Wednesday**  
April 24  
URAC | **REQUIRED ATTENDANCE** | **Please attend any education related presentations** |
|----|--------|----------------|-------------------------------------------------|
| 14 | April 25-26 | Practicum in schools  
Graduate Symposium: April 25 - 6:00 - 7:30 pm, OM 3rd floor | DUE: By 4/25 (can be submitted any time prior to this date) Submit lesson plan reflection & student writing analysis #2 via dropbox by 11:30 p.m. |
| 15 | Tuesday  
April 30 | 1. Class time to review practicum experience  
2. Portfolio review | DUE: Submit portfolio 4/30 by 5:00 p.m. at my door, 313 Old Main |
| 15 | Thursday  
May 2 | Group and individual work/evaluations |  |
| 16 | May 6  
Monday | **Meeting at Outdoor Field Station** |  |

**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

1. Develop effective and appropriate curriculum that creates a secure base from 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;

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.
Pre K – 4 Program Specific Guidelines, 2009
21
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;
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