

Graduate Course Change/Removal Proposal

Form Procedure

- To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
- Create a PDF of the saved form go to Print and choose **Save as PDF** copy rather than print.
- To access the saved form for editing or to finalize submission visit forms.fitchburgstate.edu to log in and view your Pending/Drafts under My Forms.

This proposal seeks to have the following effect on courses in the catalog. * ☐ Removal of course(s)
☒ Change to a course

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

* Nancy Murray

Members of the Graduate
Curriculum Committee:

Lynn D'Agostino: Chair
Jescah Apamo-Gannon
Dustin Halterman
Nancy Murray
Denise Sargent

Department / Unit Developing: * Education ☒

Department Chair: * Dr. Denise Sargent * dsargen5@fitchburgstate.edu

Academic Dean : Dr. Mojdeh Bayat mbayat@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.
 * ☒ Yes
☐ No

Graduate Program * Early Childhood Education (PreK-2) Initial Licensure and Elementary Ed (1-6) Initial L

The above program would be responsible for scheduling, staffing & assessing this course.

Course Change Information

Course Title: * EDUC 7645: Early Literacy in Language Arts in the PreK-6 Classroom

Existing Banner Abbreviation: * Read: Cur Assess Plan Teach

Proposed Banner Abbreviation: * Ear Lit & LA in PreK-6 Class

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Extended Campus Course? * ☐ Yes
☒ No

Course Revision & Rationale

Nature of the Course Revision:

- ☐ Level ☒ Additional Requirements
☐ Credits ☒ Title
☐ Prerequisites ☒ Description
☐ Other (Please Specify):

Course Revision Details

Please provide current and proposed versions

* Slight adjustments were made to the title and course to address the new early literacy guidelines and PSTS put out by DESE,

as well as NCTQ

Rationale and expected outcomes of course change.

In order to adjust courses within the programs to meet the changing needs of the Mass Department of Elementary and Secondary Education Professional Standards for Teachers, this course (one out of two courses) has been adjusted to meet the new Professional Standards for Teachers, the new Early Literacy Guidelines, as well as the Subject Matter Knowledge (SMKs) standards required by the Department of Elementary and Secondary Education in Massachusetts (DESE).

How does this change affect the departments Learning Outcomes for the program? List any changes that need to be made.

none

Course Syllabus

A syllabus is required when there is a change that impacts 50% or more of the current course content and curriculum or there is a change to the format of the syllabus that is outside of the University guidelines for graduate syllabi.

New Course Syllabus Upload:

EDUC 76.... Syllabus spring 2025.docx

Signatures

...3639383332

Nancy Murray

Requester Signature

10/17/2024

Date

...3434313038

Moideh Bayat

Academic Dean Signature

03/11/2025

Date

...3337353133

Denise Sargent

Department Chair Approval

03/11/2025

Date

...3439313030

Becky Copper Glenz

SGOCE Dean Signature

03/21/2025

Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature

Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date



EDUC 7645

Early Literacy and Language Arts in the PreK-6 Classroom

Instructor:

Office:

Office hours:

Office Phone:

Email:

Class Meetings:

A. COURSE DESCRIPTION

This course introduces the teacher candidate to the curriculum, assessment, planning, and teaching associated with language development, early literacy, and language arts instruction in the PreK to grade 6 school setting. The course addresses speech and language development from birth to 2nd grade, including connections to the impacts on early literacy instruction. This course will address the different components of early literacy development (phonemic awareness, phonics, vocabulary, comprehension, and fluency), and how to differentiate instruction based on levels of readiness, needs, interests and learning styles. Teacher candidates will learn to design effective, rigorous, and well-structured early literacy and language arts lessons with measurable outcomes. Emphasis is placed on developing a knowledge base of curriculum in language development, literacy acquisition, reading, speaking, listening, and visual representation. Teacher candidates will learn how to administer, analyze, and synthesize data from informal literacy instruction. The topics of children's literature, literacy across content areas, research and current trends in language arts and early literacy instruction and curriculum, as well as Common Core Standards and Massachusetts curriculum frameworks will be included in this course.

This course is required for all early childhood and elementary education initial licensure candidates. **A 20-hour pre-practicum experience is required.**

B. PREREQUISITES

EDUC 7003: Educational Issues in Child Development, SPED 7024: Understanding Disabilities and Diversity. For students enrolled in the Early Childhood program EDUC 8500: Development Assessment in Early Childhood for all Learners is also a prerequisite.

C. REQUIRED TEXTS

Reutzel, D. & Cooter, R. (2019). *Teaching Children to Read: The Teacher Makes the Difference* 8th Ed. Pearson.

Jalongo, M. R. (2011). *Early Childhood Language Arts*, 6th Ed. Pearson.

D. LEARNING OBJECTIVES/OUTCOMES

Professional Standards for Teachers (PSTs) addressed in this course:

Standard I: Curriculum, Planning, and Assessment

Promotes the learning and growth of all students by providing high-quality and coherent instruction, designing, and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

I-A Curriculum and Planning

- 1. Subject Matter Knowledge:** Demonstrates sound knowledge of the subject matter by:
 - Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in authentic contexts.
 - Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and their world.
 - Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
- 2. Knowledge of Students:** Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated learning experiences that enable all students to exercise social-emotional skills (e.g. self-management and making responsible decisions) and progress towards grade-level standards.
- 3. Curriculum Literacy:** Skillfully uses curricular materials by:
 - Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
 - Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction.
 - Utilizing a coherent instructional approach that builds student learning towards grade-level standards or individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.

1-B Assessment

- 4. Purposeful Assessment:** Uses a variety of formal and informal assessments for specific instructional purposes, including to:
 - Understand each student's strengths and areas for growth.
 - Measure and monitor students' understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals.
 - Actively inform instructional decisions.
- 5. Accessible Assessment:** Implements assessments that are accessible to all students by:
 - Providing multiple ways and opportunities for students to demonstrate their learning.
 - Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences.
 - Ensuring that assessment tasks, methods, and instruments maintain the rigor and high expectations outlined in the grade-level standards and do not perpetuate racial, cultural, or

linguistic bias.

I-C Analysis

6. Analysis and Conclusions: Analyzes disaggregated data from a wide range of assessments to:

- Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups.
- Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.

7. Adjustments to Practice: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.

SEI Indicator (a): Uses instructional planning, materials and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths and challenges.

SEI Indicator (c): Demonstrates knowledge between social and academic language and importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

Standard II: Teaching All Students

II-A Instruction

8. High Expectations and Support: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:

- Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.
- Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.
- Communicating clear criteria for success (e.g., models, rubrics, exemplars).
- Reinforcing perseverance and effort with challenging content and tasks.

9. Engaging Instruction: Engages all students as active participants in learning experiences that are relevant, real-world, and interactive by:

- Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts.
- Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning.
- Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion.
- Integrating digital tools and educational technology that enhance learning experiences and promotes the development of digital literacy skills.

10. Inclusive Instruction: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with

disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:

- Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students.
- Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.

Standard IV: Professional Culture: (Omitted IV-B 1 and 3)

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

11. Reflective Practice: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.

Cross-Cutting Subject Matter Knowledge (SMK) Requirements:

For all PreK—12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to:

- (a) Support the integration of standards for literacy across the content areas as outlined in the 2017 ELA/Literacy Framework.
- (b) Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, and Computing Systems as outlined in the 2016 Digital Literacy Computer Science Framework.
- (c) Apply the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
- (d) Understand the characteristics and instructional implications of moderately and severely disabling conditions.
- (e) Apply special education policies and procedures.
- (f) Support English learners through English learner education instruction.

For all PreK—12 educators licensed in Early Childhood, PreK—2; Elementary, 1-6; Moderate Disabilities, PreK—8 & 5-12; Teachers of Deaf and Hard of Hearing Oral/Aural; and Teachers of Visually Impaired, it is expected that they demonstrate the knowledge needed to support students in mastering the foundations of reading, including:

- (a) Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:
 - i. Current research-based theories and practices for developing proficient and strategic readers; familiarity with programs and approaches for teaching literacy/reading.
 - ii. Principles and research-based instructional practices for developing proficient readers (phonics and word recognition, vocabulary, reading fluency, comprehension, and the reading-writing connection).
 - iii. Theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges.

- iv. Knowledge of reading standards as outlined in the 2017 ELA/Literacy Curriculum Framework: reading for key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and text complexity.
 - v. Instructional practices for supporting comprehension in a variety of genres and content areas.
 - vi. Knowledge of selection criteria for classroom literary and informational texts.
- (b) Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness).
 - (c) Phonemic awareness and phonics; principles, knowledge, and instructional practices.
 - (d) Use of assessment for instruction and intervention.
 - (e) Knowledge of a variety of formal and informal reading assessment tools.
 - (f) Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and to differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups).
 - (g) Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring.
 - i. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

Fitchburg State University Teacher Education Conceptual Framework



This course will address the dispositions of the Conceptual Framework in the following ways:

Knowledgeable: As a result of the learning experiences in this course teacher candidates will:

- Develop a knowledge base in reading research to select and implement instructional, assessment and intervention practices that are based on empirically tested theories of learning and cognition.
- Understand central concepts of reading, language and child development, the tools of inquiry, and the structures of content to teach reading, writing, listening and speaking skills to students in PreK to grade 6 classrooms.
- Learn the major theories, principles and research-based practices related to the development of children and how students differ in their approaches to learning.
- Become more cognizant of quality children's literature and ways to integrate literature into typical reading activities, such as teaching vocabulary and comprehension, independent reading, shared and guided reading, literature with drama, and literature circles.
- Recognize the interdependence of reading literature and writing skills and implementing literature into typical writing activities such as journaling, written responses to literature and writing workshops.

- Build connections among concepts, procedures and applications from English language arts, as well as reading and writing skills across other content areas.
- Describe the reading and writing process and explain the implications of this knowledge for children to be able to read and write effectively.

Skillful: As a result of the learning experiences in this course, teacher candidates will:

- Develop the skills needed to assess students' reading/language needs, plan instruction that is supported by research, and skillfully apply reading instruction to affect student learning.
- Use concepts from reading, language and child development to teach reading, writing, speaking, listening, viewing, visually representing, and thinking skills and to help students apply their developing skills/strategies to different situations, materials and ideas.
- Demonstrate knowledge of the Massachusetts English Language Arts and Literacy Curriculum Framework by using general standards and learning standards in all assignments
- Demonstrate knowledge of the writing process and the Standard English Conventions (SEC) in planning writing workshop experience and other writing activities.
- Explain the development stages in learning to spell.
- Construct learning opportunities and meaningful learning experiences that develop student competence and support individual student's development, acquisition of knowledge, and motivation.
- Use connections across the curriculum to motivate students, build understanding, and encourage application of knowledge, skills and ideas to think critically and problem solve real world issues.
- Create instructional plans for using language arts, reading and writing in all content areas of instruction, and include a variety of resources and materials in instructional plans.
- Use formative and summative assessments in planning and implementing literacy instruction.
- Demonstrate the ability to adapt instructional plan to use technology to meet the needs of all learners (typically developing students, English Language Learners, students with disabilities, gifted and talented students, etc) in PreK to grade 6 classrooms.

Caring: As a result of the learning experiences in this course, teacher candidates will:

- Strive to engage the imagination, affect and motivation of students who have specific reading needs by applying their knowledge of reading to positively affect student learning.
- Approach children with a strength-based perspective and provide a stimulating and challenging environment for learning.
- Become prepared to build a classroom community that promotes growth and learning of all children inclusive of culture, ability and language.
- Foster active inquiry, collaboration, and supportive interactions in the classroom through effective verbal, nonverbal, and media communication that promotes multiple perspectives and positive outcomes.
- Gain competence in their skills and self-efficacy to provide literacy instruction in accordance with evidence in the literature that also meets individual student needs.
- Learn the importance of remaining accountable for their efforts, including modification to instruction when needed.
- Establish and maintain positive, collaborative relationships with families, colleagues and agencies in the larger community to promote intellectual, social, emotional and physical growth and well-being of all students.

Ethical: As a result of the learning experiences in this course, teacher candidates will:

- Demonstrate respect for diverse cultures and communities and identify high-quality children's literature that promotes and celebrates diversity.
- Communicate and apply the research findings about reading acquisition, the structure of the English language and assessment and instructional methods supported by research.
- Revisit the principles of remaining accountable for their teaching efforts, including modification to instruction when indicated, and evaluate the efforts of your professional decisions and actions on students, families and other professionals.
- Learn how to advocate for children to ensure they can maximize their potential, especially students from culturally and linguistically diverse backgrounds, students living in poverty, and English Language Learners.

Reflective Leader: As a result of the learning experiences in this course, teacher candidates will:

- Reflect on individual student development and consider materials, strategies and curriculum that support all learners.
- Reflect on and evaluate their own instructional practices, drawing on research, professional development and consultation with other professionals to improve their own knowledge, skills and strategies applicable to classroom practice.

E. TECHNOLOGY INITIATIVES

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems (IT) ext. 4500.

Candidates will utilize technology in the following ways:

- As a research tool
- As a means of communicating with others
- As an enhancement tool for the design of lessons and curriculum units
- As a means of presenting information

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), interlibrary loans, online and toll-free phone reference assistance, access to subscription databases, library instruction, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distributed Learning Library Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/library> and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account.

F. INSTRUCTIONAL STRATEGIES

X	Lecture/Presentation	X	Data Collection and Analysis
X	Discussion/Questioning	X	Pre-Practicum

	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trip
	Interviewing	X	Computer Application
X	Collaborative Learning Groups	X	Viewing or listening followed by discussing
X	Reflective Response		Other
X	Creating Visual Illustrations of Concepts		

G. COURSE REQUIREMENTS

1. Class Attendance, Participation and Preparedness

- a. Class Attendance – A major component of this course will involve the instructor modeling effective teaching strategies; thus, attendance during synchronous class sessions is integral to the success of this online course. As developing professionals, candidates are expected to attend every class, be on time, and communicate with the instructor regarding any necessary absences. If teacher candidates need to miss a class due to an emergency or illness, they need to notify the instructor. Attendance at pre-practicum sessions is mandatory. Absences and tardiness may result in a lower grade.
- b. Class Participation – Participation in course discussion boards, group work during class meetings and other class activities is expected and required. Professional behavior is always expected, including respectful listening without dominating class conversations. Colleagues know how to disagree professionally.
- c. Class Preparedness – All candidates are responsible for completing the readings and other assignments regardless of attendance. Candidates' ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time effectively. Candidates will receive points deducted for all late assignments and submissions unless advanced arrangements were made with the instructor. The course is based on a flipped-classroom model, so all teacher candidates should come to the synchronous class meetings prepared to ask questions, discuss content, demonstrate skills, and apply practical knowledge.

2. **Pre-Practicum/Field-Based Experiences** – Candidates are required to engage in 20 hours of a pre-practicum experience that includes observing and participating in English language arts and early literacy lessons under the supervision of the course instructor and an experienced supervisory teacher. You will be required to provide three signed documents at the conclusion of the course as proof of the required hours, and they must be submitted to the course instructor and Education Licensure Office (*Pre-Practicum Report Form*, *Candidate Dispositions Assessment Form*, and *Documentation of Field-Based Activities form*).

3. **Quizzes** – Candidates will take three quizzes over the course of the semester on material covered in class and in the assigned readings. Each quiz will cover only the material covered since the previous quiz; the quizzes are NOT cumulative. Quizzes will take different formats

(i.e. multiple choice, short answer, open book, etc) and will all be taken through Blackboard.

4. **Weekly Discussion Boards** – On most weeks of the semester, teacher candidates will write a discussion post that reflects on the material covered that week. Weekly discussion posts should be 2-3 paragraphs long. These discussion board posts are meant to be in-depth, where you make connections between the readings, critically review content, reflect on one aspect of a reading and how it connects to classroom observations you have made, or address knowledge gained from one of the readings. Initial discussion board posts are due the Wednesday of every week.

Additionally, every teacher candidate is expected to read through the discussion posts of their colleagues and respond to the posts of two classmates every discussion board week. Discussion board responses are your opportunity to engage in class discourse with classmates and colleagues in a virtual setting, and these responses should be more than just 'surface' responses (i.e. "Wow, what a great post, I agree!"). What did you agree or disagree with? Why? How can you support this? What are other things that your classmate can consider, or other reflections that you made about the same content? These discussion board responses should be 1-2 paragraphs each, and are due by Saturday of each week. The instructor will also respond to all discussion posts on a weekly basis.

5. **Reflection Journal** – Candidates will reflect on their pre-practicum experiences and the connections that they are making to the course in 3 reflective journals throughout the course. In these 1-2 page (double spaced) reflections, students will note what they are perceiving in the schools and classrooms that they are observing, and how those experiences connect to what is being learned during the semester. These journals are to be written in your natural voice, not formal academic voice, and a chance to reflect on and connect learning to practice in the field through examples you are observing.
6. **Phonemic Awareness Inventory** – Candidates will be administering and analyzing a phonemic awareness inventory to a PreK or Kindergarten age student. Candidates will collect data on the student's ability to make letter/sound connections, match phonemes, isolate phonemes, and/or blend phonemes. Candidates will formally write-up their findings and discuss how the information could be used to develop curriculum and the next instructional steps for that student. The inventory to be used can be found on pages 162-163 of the Morrow text, and exemplars will be provided to guide and inform teacher candidates.
7. **Lesson Plan** – Utilizing course materials and observations of pre-practicum classrooms, candidates will write two lesson plans to support student learning of language arts and early literacy skills. The first lesson plan will be focused on phonemic awareness skills, and the second lesson plan will focus on reading comprehension skills, which will change slightly based on the pre-practicum sites for the teacher candidates and the grade that they are working with. The lesson plans will be scored using the Education Unit Lesson Plan rubric (to be provided in class). The instructor will model creating and implementing comprehensive lesson plans and provide exemplars in class for guidance. Candidates will submit a lesson plan draft, receive feedback from the instructor, and then submit a final draft with appropriate edits and revisions. Both the draft and final submission will contribute to the final grade for this assignment.

8. **Family/Community Literacy Project** – Candidates will find two peer-reviewed research articles from the last 5 years. One research article must address culturally competent and responsive pedagogy regarding language arts or literacy instruction, and the other must address inclusive and diverse classrooms in the age level from your pre-practicum experience. You are going to write a 2–3-page reflection paper that summarizes the findings of the research and the evidence-based practice implications. This reflection needs to cite the articles in appropriate APA format and be more than just an annotated bibliography of the research. Ensure that you make links and connections between the research, how this information influences your own practice, and what you envision doing in your own classroom.

In addition, you are going to create an artifact that supports what you learned and how you will apply it to your teaching regarding links between families and communities. Be creative and connect to your own interests and strengths! Some ideas and past artifacts may include:

- a) A detailed family bulletin board that explains connections between literacy or language arts in the home and at school, that addresses culturally responsive texts.
- b) 2-3 class activities designed to be collaboratively taught with families or other members of the community.
- c) A PowerPoint presentation related to culturally responsive texts or language arts instruction that can be directed towards teacher peers at a staff meeting or families at a training.

G. COURSE EVALUATION AND GRADING

Assignment/Activity	Percentage of Final Grade
Class attendance, participation, and preparedness	5
Quizzes (3 total)	15
Reflective Journals (3 total)	15
Discussion Board Posts and Responses	15
Phonemic Inventory	10
Family/Community Literacy Project	20
Lesson Plans (2)	20
TOTAL	100%

FSU GRADE	LETTER GRADE	100 POINT		FSU GRADE	LETTER GRADE	100 POINT
4.0	A	95-100		2.3	C	74-76
3.7	A-	92-94		2.0	C/C-	71-73
3.5	A-/B+	89-91		1.7	C-/D+	69-70
3.3	B+	86-88		1.5	D+	67-68
3.0	B	83-85		1.3	D	64-66
2.7	B-	80-82		1.0	D/D-	60-63
2.5	C+	77-79		0.0	F	0-59

H. ASSISTANCE AND SUPPORT

Disabilities Statement. If you need course adaptations or accommodations because of a documented disability or if you have emergency medical information to share with me, please let me know as soon as possible. If you have a disability for which you would like to request accommodations, please contact Disability Services located in 312 Hammond Building at 978-665-4020.

Counseling Center: If, at any time in the semester, you encounter a variety of challenges that may affect your stress levels or mental health, the Counseling Services Office provides a wide range of free, services and consultations to students, faculty and staff. You can visit their office at 317 Hammond or reach them 978-665-3152 or counselingscheduler@fitchburgstate.edu.

Academic Coaching and Tutoring Center: The Academic Coaching and Tutoring Center can provide Peer Tutoring, Academic Coaching, a Writing Center, and Peer Mentoring for all students who need more academic support in their classes. You can walk-in for a visit at 306 Hammond, or make an appointment by calling 978-665-3499.

I. COURSE POLICIES

Grade Appeal - If candidates disagree with the evaluation of their work or believe an improper grade has been assigned, an appeal may be followed. They should discuss the matter with the instructor and refer to the *Undergraduate Academic Policies and Procedures* found online in the Fitchburg State University Undergraduate Catalog.

Academic Integrity Policy - The faculty in the Education Unit at Fitchburg State University expect that work submitted in fulfillment of course requirements will be solely that of the individual student (unless otherwise instructed) and all other sources will be cited appropriately. The *Academic Integrity Policy*, as outlined in the Fitchburg State University Undergraduate Catalog under *Undergraduate Academic Policies and Procedures*, will be strictly enforced.

Copyright Policy - Candidates are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or the publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. Candidates should refer to the *Academic Integrity Policy* outlined in the Fitchburg State University Undergraduate Catalog under *Undergraduate Academic Policies and Procedures*.












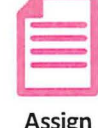


Computer Literacy and Assignment Quality - All assignments must be typed, doubled-spaced and formatted in APA style when appropriate, using computer word processing for all assignments (unless otherwise instructed). Candidates are encouraged to use email as a method of communication. Use of the Internet to obtain information, ideas, and resources is also encouraged. Candidates are also strongly encouraged to access the Blackboard system, as course documents will be posted on the site for your convenience.

















All written assignments must be edited in accordance with the *Publication Manual of the American Psychological Association, 7th edition* (APA style) unless otherwise instructed. The faculty in the Education Unit of Fitchburg State University expect students preparing to be teachers to serve as role models of good oral and written communications. All grades earned will be based in part on the quality of oral presentations and written material.
















Cellular Telephones/Laptops/Tablets - All cellular telephones must be turned off during class time and fieldwork experiences unless instructed by the professor. Please discuss extenuating circumstances with











the professor. Tablets and laptops may be used during class to take note and access class documents, but any off-task classroom behavior with that technology will result in a loss of that privilege for the student. No outside work for other classes or other communication should be taking place during synchronous class time.

J. COURSE CONTENT OUTLINE AND TOPICS

<u>Week 1</u> (date)	 Topic	Syllabus Introductions Curriculum Frameworks	 Class Format	Onsync Google Meet 5-7 pm
	 Read/ Watch	- Syllabus - DESE Early Literacy Curriculum Frameworks (pgs 1-19) - Reutzel & Cooter, Chapter 1	 Assign Due	- Discussion Board by Thu - Discussion Board Response by Sun (2)
<u>Week 2</u> (date)	 Topic	- Early Language and Vocabulary Development (birth-PreK)	 Class Format	Asynchronous
	 Read/ Watch	- Jalongo, Chapter 3+4	 Assign Due	- Discussion Board by Thu - Discussion Board Response by Sun (2)
<u>Week 3</u> (date)	 Topic	- Early Language and Vocabulary Development (PreK-2nd); Phonemes	 Class Format	Asynchronous
	 Read/ Watch	- Reutzel & Cooter, Chapter 2 - 44 Phonemes (video)	 Assign Due	- Reflection #1 due Fri
<u>Week 4</u> (date)	 Topic	- Phonological Awareness, Phonemic Awareness; Vowels and Consonant Patterns	 Class Format	Onsync Google Meet 5-7 pm

	 Read/ Watch	- Differences between Phonological Awareness and Phonemic Awareness (video) - Reutzel & Cooter, Chapter 3	 Assign Due	- Discussion Board by Thu - Discussion Board Response by Sun (2) - Quiz #1 by Fri
<u>Week 5</u> (date)	 Topic	- Phonics	 Class Format	Asynchronous
	 Read/ Watch	- Reutzel & Cooter, Chapter 4+5	 Assign Due	- Discussion Board by Thu - Discussion Board Response by Sun (2)
<u>Week 6</u> (date)	 Topic	Early Semantic Development, Syntactic Development, Morphemic Development, & Pragmatic Development	 Class Format	Asynchronous
	 Read/ Watch	- Reutzel & Cooter, Chapter 7 - Brown's 14 Morphemes - The Acquisition of Semantics (Bb)	 Assign Due	- Discussion Board by Thu - Discussion Board Response by Sun (2) - Phonemic Awareness Inventory Due Fri
<u>Week 7</u> (date)	 Topic	Emergent Literacy Skills (Read Alouds, Guided Reading, Shared Reading)	 Class Format	Asynchronous
	 Read/ Watch	- Jalongo, Chapter 6+7	 Assign Due	- Reflection #2 due Fri
<u>Week 8</u> (date)	 Topic	- Lesson Planning for Early Literacy and Language Arts	 Class Format	Onsync Google Meet 5-7 pm

	 Read/ Watch	<ul style="list-style-type: none"> - Reutzel & Cooter, Chapter 11 - Lesson Plan Video (Bb) - DESE Early Literacy Curriculum Frameworks (for appropriate grade) 	 Assign Due	<ul style="list-style-type: none"> - Discussion Board by Thu - Discussion Board Response by Sun (2) - Quiz #2 by Fri
<u>Week 9</u> (date)	 Topic	- Children's Literature	 Class Format	Asynchronous
	 Read/ Watch	<ul style="list-style-type: none"> - Jalongo, Chapter 9 - Children's literature to promote students' global development and well being (Bb) 	 Assign Due	<ul style="list-style-type: none"> - Discussion Board by Thu - Discussion Board Response by Sun (2) - Lesson Plan #1 draft due Fri
<u>Week 10</u> (date)	 Topic	- Meeting diverse needs in literacy/ language arts classroom	 Class Format	Asynchronous
	 Read/ Watch	<ul style="list-style-type: none"> - Jalongo, Chapter 1 - Guided Reading Groups vs Skilled Groups (video) 	 Assign Due	<ul style="list-style-type: none"> - Discussion Board by Thu - Discussion Board Response by Sun (2) - Lesson Plan #1 final due
<u>Week 11</u> (date)	 Topic	- Reading Stages and processes	 Class Format	Asynchronous
	 Read/ Watch	- Reutzel & Cooter, Chapter 6 and 7	 Assign Due	- Reflection #3 due Fri
<u>Week 12</u> (date)	 Topic	- Assessments of Early Literacy and Language Arts	 Class Format	Onsync Google Meet 5-7 pm

	 Read/ Watch	- Jalongo, Chapter 13 - Reutzel & Cooter, Chapter 10	 Assign Due	- Discussion Board by Thu - Discussion Board Response by Sun (2) - Lesson Plan #2 draft due Fri
<u>Week 13</u> <i>(date)</i>	 Topic	-Literacy across content areas	 Class Format	Asynchronous
	 Read/ Watch	- Jalongo, Chapter 12 - Reading and Writing Across Content Areas	 Assign Due	- Lesson Plan #2 final due Fri - Quiz #3 by Fri
<u>Week 14</u> <i>(date)</i>	 Topic	-Family and Community Literacy	 Class Format	Asynchronous
	 Read/ Watch	- Jalongo, Chapter 2	 Assign Due	Family/Community Literacy Project due (finals week)

K. SUGGESTED READINGS AND RESOURCES

- Allen, L., Forsten, C., Hollas, B., Nickelsen, L., Rice, L., & Shackleford, M. (2008). *Differentiated instruction: Theory into practice for grades K-8*. Crystal Springs Books.
- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Heinemann.
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- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling*. Pearson.
- Bennett, S. (2007). *That workshop book: New systems and structures for classrooms that read, write, and think*. Heinemann.
- Brozo, W. G., & Simpson, M. L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence*, (5th ed.). Pearson.
- Calkins, L. M. (1994). *The art of teaching writing*. Heinemann.
- Calkins, L. (2003). *The nuts and bolts of teaching writing*. Heinemann.
- Calkins, L. (2015). *Writing pathways: Performance assessments and learning progressions*. Heinemann.
- Calkins, L. M., & Harwayne, S. (1987). *The writing workshop: A world of difference*.
- Cappiello, M. A., & Dawes, E. T. (2013). *Teaching with text sets*. Shell Education.
- Culham, R. (2014). *The writing thief: Using mentor texts to teach the craft of writing*. International Reading Association.
- Cunningham, P. M. (2014). *What really matters in vocabulary: Research-based practices across the curriculum*. (2nd ed.). Pearson.
- Cunningham, P. M., & Cunningham, J. W. (2010). *What really matters in writing: Research-based practices across the elementary curriculum*. Allyn and Bacon.
- Dahl, K., & Farnan, N. (1998). *Children's writing: Perspectives from research*. International Reading Association.
- Daniels, H., & Steineke, N. (2011). *Texts and lessons for content-area reading*. Heinemann.
- Daniels, H., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Heinemann.
- Daniels, H., Zemelman, S., & Steineke, N. (2007). *Content-area writing: Every teacher's Guide*. Heinemann.
- Dorfman, L. R., & Cappelli, R. (2009). *Nonfiction mentor texts: Teaching informational writing through children's literature, K-8*. Stenhouse Publishers.
- Ehmann, S., & Gayer, K. (2009). *I can write like that! A guide to mentor texts and craft studies for writers' workshop, K-6*. International Reading Association.

- Emig, J. (1971). *The composing processes of twelfth graders*. National Council of Teachers of English.
- Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2015). *50 instructional routines to develop content literacy*. (3rd ed.). Pearson.
- Fisher, D., & Frey, N. (2014). *Close reading and writing from sources*. International Reading Association.
- Fisher, D., & Frey, N. (2016). *Improving adolescent literacy: Content strategies at work*. (4th ed.). Pearson.
- Fisher, D., Frey, N., & Lapp, D. (2016). *Text complexity: Stretching readers with texts and tasks*. (2nd ed.). Corwin.
- Fletcher, R. (2017). *Joy write: Cultivating high-impact, low-stakes writing*. Heinemann.
- Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Heinemann.
- Ganske, K. (Ed.). (2014). *Write now! Empowering writers in today's K-6 classroom*. International Reading Association.
- Graves, D. (1981). *A case study observing the development of primary children's composing, spelling and motor behaviors during the writing process* (Final report, NIE Grant No. G-78-0174. ED218-653). University of New Hampshire.
- Graves, D. (1994). *A fresh look at writing*. Heinemann.
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- Helman, L., Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (2012). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Pearson.
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- Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Corwin.
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- Lehman, C. (2011). *Reviving disengaged writers, 5-8*. Heinemann.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based Strategies for increasing student achievement*. Association for Supervision and Curriculum Development. SCD.
- McLaughlin, M. (2010). *Content area reading: Teaching and learning in an age of multiple literacies*. Pearson.

Miller, M., & Veatch, N. (2011). *Literacy in Content (LinC): Choosing instructional strategies to teach reading in content areas for students in grades 5-12*. Pearson.

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Richardson, J. & Lewis, E. (2018). *The next step forward in reading intervention: The rise framework*. Scholastic.

Ruddell, M. R. (2008). *Teaching content reading & writing*. John Wiley & Sons

Serafini, F. (2010). *Classroom reading assessments: More efficient ways to view and evaluate your readers*. Heinemann.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Heinemann.

Serravallo, J. (2018). *Understanding texts & readers: Responsive comprehension instruction with leveled texts*. Heinemann.

Spandel, V. (2005). *The 9 rights of every writer: A guide for teachers*. Heinemann.

Spandel, V. (2013). *Creating writers: 6 traits, process, workshop, and literature*. (6th ed.). Pearson.

Stewart, A. & Beaudry, J. (2018). *Teaching strategies that create assessment-literate learners*. Corwin.

Denise Sargent

4:30 PM

A strong emphasis will be placed on understanding the complexities associated with autism spectrum disorders along with the impact of these characteristics within other disabilities. Candidates visit classrooms and explore the characteristics of safe and collaborative learning environments that value diversity.