Syllabus
Department of Special Education
College of Education, University of Nevada, Las Vegas

I. Prefix & Number: ECE-431

II. Title: Literacy Instruction for ECE/Teaching Communication Skills to Young Children

III. Credit: 3 hours

IV. Semester/Time/Location: Fall 2019

V. Instructor: Christine Baxter, PhD

VI. Office Hours: By appointment only

VIII. Email: baxterc9@unlv.nevada.edu

VII. Prerequisite Course(s): Junior standing or consent of instructor

VIII. Course Description:

This course is designed to explore and understand the current research and studies examining the young child’s language and early literacy. Methods for developing listening, oral language, and early literacy skills for typical developing children as well as children with special needs will be covered. The goal of the course is to trace both the formation and strengthening of basic communication skills as they support early literacy.
InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practices
- Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children
- Standard 4: Using Developmentally Effective
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- Standard 6: Becoming a Professional
- Standard 7: Field Experiences
IX. Course Objectives:

Knowledge: Subject matter or discipline(s), Professional field of study, Pedagogical knowledge Pedagogical content knowledge, Professional knowledge.

1. Use knowledge of typical sequential development of language to identify individual differences of young children in their development. (INTASC1, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

2. Demonstrate understanding of the conditions that affect children’s development and learning. (INTASC1, INTASC3, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

3. Affirm and respect culturally and linguistically diverse children (INTASC2, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

4. Observe, record and assess young children’s development and learning and engage children in self-assessment for the purpose of planning appropriate programs for individuals. (INTASC6, NAEYCE3a, NAEYC3b).
   Measurement/Evaluation: Midterm and Case Study

Performance (Skills): The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in manner that ensures that all students are learning.

1. Create and modify environments and experiences to meet the individual needs of all children. (INTASC1, INTASC2, NAEYC4a, NAEYC4c)
   Measurement/Evaluation: Final Exam and Case Study

2. Demonstrate ways that teachers can contribute to language and literacy development. (INTASC5, INTASC8, NAEYC4.a, NAEYC4c)
   Measurement/Evaluation: Unit Plan

3. Use a variety of strategies to encourage children’ physical, social, emotional, aesthetic and cognitive development. (INTASC5, INTASC8, NAEYC1c NAEYC4.a, NAEYC4c)
   Measurement/Evaluation: Unit Plan
4. Generate activities in early environments, where young children can explore talking, reading and writing. (INTASC8, NAEYC4.a, NAEYC4.c)
   Measurement/Evaluation: Unit Plan

5. Demonstrate ability to develop and implement meaningful learning experiences in language and literacy. (INTASC5, INTASC8, NAEYC4.a, NAEYC4.b)
   Measurement/Evaluation: Unit Plan

6. Develop positive and supportive relationship with children through individual and group guidance. (INTASC8, NAEYC4.a)
   Measurement/Evaluation: Unit Plan

7. Establish positive, collaborative relationships with families. (INTASC10, NAEYC4a)
   Measurement/Evaluation: Unit Plan

8. Trace and support emergent literacy skills (writing and reading to the very early years). (INTASC4, NAEYC5a)
   Measurement/Evaluation: Unit Plan

Disposition(s): Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, development as well as the educator’s own professional growth guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

1. Establish and maintain physically and psychologically safe and healthy learning environments for children. (INTASC3, NAEYC1b, NAEYC1c)
   Measurement/Evaluation: Case Study

2. Respect parents’ choices and goals for children and communicate effectively with parents about curriculum and children’s progress. (INTASC10, NAEYC2a, NAEYC2b)
   Measurement/Evaluation: Case Study and Unit

3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (INTASC6, NAEYC3a, NAEYC3b)
   Measurement/Evaluation: Case Study and Unit Plan
4. Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents. *(INTASC6, NAEYC3d)*

   *Measurement/Evaluation: Case Study and Unit Plan*

5. Select, evaluate, and interpret formal standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. *(INTASC6, NAEYC3a)*

   *Measurement/Evaluation: Case Study and Unit Plan*

**Results:** In what ways do candidates demonstrate that their “patterns” of behavior and what they know and are able to do to make difference in student learning.

1. Design and implement a literacy case study for a young child in an early childhood program. *(INTASC6, NAEYC3a)*

   *Measurement/Evaluation: Case study*

2. Generate a unit plan addressing the literacy needs of an early childhood preschool classroom. *(INTASC7, INTASC8, NAEYC4c)*

   *Measurement/Evaluation: Unit Plan*

**XI. Suggested Resources:**

**Required Text(s):**

XIII. Course Assignments and Grades:

Course Requirements:

1. Text Readings
2. Post Discussions
3. Case Study
4. Unit Plan
5. Present Teaching Activity/Lesson Plan
6. Final Exam

Course Grading:

1. Posting Discussions (150 points)
2. Case Study (100 points)
3. Unit Plan (150 points)
4. Presenting Teaching Activity (100 points)
5. Final (100 points)

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>575 – 600</td>
<td>C</td>
<td>444 – 461</td>
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<tr>
<td>A-</td>
<td>540 – 574</td>
<td>C</td>
<td>420 – 443</td>
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<tr>
<td>B+</td>
<td>522 – 539</td>
<td>D+</td>
<td>402 – 419</td>
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<tr>
<td>B</td>
<td>504 – 521</td>
<td>D</td>
<td>384 – 401</td>
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<td>B-</td>
<td>480 – 503</td>
<td>D-</td>
<td>360 – 383</td>
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<tr>
<td>C+</td>
<td>462 – 479</td>
<td>F</td>
<td>&lt;360</td>
</tr>
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</table>

Grading Policy:

Class assignments are due on the dates specified in the course syllabus unless prior arrangements have been made with the instructor. If the assignment is late and no arrangements have been made, five points will be deducted for each day an assignment is late. All assignments must be typed – APA style (6th Ed.).

If a student wishes reconsideration of the scoring of an assignment, the student must submit a written request to the instructor that identifies – 1) the assignment to be reconsidered, and 2) the rationale.
### XIII. Class Schedule

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Module</th>
<th>Topics</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Module 1</td>
<td>Developmentally Appropriate Practice and Literacy</td>
<td>WebCampus</td>
</tr>
<tr>
<td>September 2</td>
<td>Module 2</td>
<td>Becoming an Effective Teacher of Reading</td>
<td>Chapter 1</td>
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<tr>
<td>September 9</td>
<td>Module 3</td>
<td>Examining Children’s Literacy Development</td>
<td>Chapter 2</td>
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<td>September 16</td>
<td>Module 4</td>
<td>Five Essential Components in Literacy</td>
<td>WebCampus</td>
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<td>September 23</td>
<td>Module 5</td>
<td>Assessing Children's Literacy Development</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 30</td>
<td>Module 6</td>
<td>Cracking the Alphabet</td>
<td>Chapter 4</td>
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<tr>
<td>October 7</td>
<td>Module 7</td>
<td>Learning to Spell</td>
<td>Chapter 5</td>
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<tr>
<td>October 14</td>
<td>Module 8</td>
<td>Developing Fluent Readers and Writers</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>October 21</td>
<td>Module 9</td>
<td>Building Children’s Knowledge</td>
<td>Chapter 7</td>
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<td>October 28</td>
<td>Module 10</td>
<td>Facilitating Children’s Comprehension: Reader Factors</td>
<td>Chapter 8</td>
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<td>November 4</td>
<td>Module 11</td>
<td>Facilitating Children’s Comprehension: Text Factors</td>
<td>Chapter 9</td>
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<tr>
<td>November 11</td>
<td>Module 12</td>
<td>Scaffolding Children’s Reading Development</td>
<td>Chapter 10</td>
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<tr>
<td>November 18</td>
<td>Module 13</td>
<td>Scaffolding Children's Writing Development</td>
<td>Chapter 11</td>
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<tr>
<td>November 25</td>
<td>Module 14</td>
<td>Integrating Literacy Into Thematic Units</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>December 2</td>
<td>Module 15</td>
<td><strong>Teaching Activity/Lesson Plan Presentation</strong></td>
<td>WebCampus</td>
</tr>
<tr>
<td>December 9</td>
<td>Module 16</td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>
Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.
Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, [https://www.unlv.edu/studentconduct/misconduct/policy](https://www.unlv.edu/studentconduct/misconduct/policy), which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, [https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: [http://guides.library.unlv.edu/appointments/librarian](http://guides.library.unlv.edu/appointments/librarian). You can also ask the library staff questions via chat and text message at: [http://ask.library.unlv.edu/](http://ask.library.unlv.edu/).

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, [https://catalog.unlv.edu/content.php?catoid=6&navoid=531](https://catalog.unlv.edu/content.php?catoid=6&navoid=531).

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).
The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course. This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.
Case Study Assignment (100 points)

The objective of the case study is to find out about children’s reading interests, attitudes of reading and writing comprehension, reading and writing strategies and language development.

In class you will examine reading and writing interest and attitude inventories, methods of assessing oral language and comprehension. You will choose an interest inventory, attitude inventory, interview, functions of print test, word attack test, and comprehension test.

Case Study criteria:

1. Case Report Form
2. Attitude Inventory
3. Interest Inventory
4. Print Function Test
5. Word Attack
6. Comprehension Test
7. Recommendations
Case Report (100 points)
(Use first name only) (Divide into 4 parts, I. Student Data, II. Background Information, III. Assessment and Evaluations, and IV. Instructional Plan(s) Recommended)

I. Student Data

Student Name: _____

Date of Birth: ________ Age _____ Sex _____

School: ________________

Parent/Guardian: ______________

Home/Phone: ________________

Examiner: ________________

Dates of Examination: ________________

II. Background Information
(Apply only if information is available)

• Family, Birth and Developmental History
• Social History
• Educational History
• Physical Factors
• General Behavior During Examination (Must include)

III. Assessment and Evaluations
1. List instruments administered and the score (see following pages)
2. Analysis and interpretation of each instrument follows
3. Synthesis of all sources

IV. Instructional Plan

Approaches/Strategies/Methods, and recommendations for classroom instruction and parental support
Attitude Inventory

Name:___________________________________Age_____________Grade__________
Gender______________________School______________________________________________
Examiner_________________________________________________________________________

1. What is reading?

2. Why do people read?

3. What is writing?

4. Why do people write?

5. A long time ago people couldn't read or write. How do you think people came to invent reading and writing?
Literacy Interest Inventory

1. Do you have a hobby? ____________________________
   If you do, what is your hobby? ____________________________

2. Do you have a pet? ____________________________
   What kind of pet do you have? ____________________________

3. What is your favorite book that someone has read to you? _________________

4. What kind of books do you like to have read to you?
   Real animals ______ Fantasy animals ______ Fairy tales__________
   Real children ______ Family Stories ______ Poetry__________
   Science Fiction______ Picture Books_______ Historical fiction_______
   Funny Stories_______ Information Books ______ Science Books__________
   Sports Stories_______ Mysteries__________ Adventures__________
   True Stories__________

5. What is your favorite book that you have read by yourself? _________________

6. What kind of books do you like to read by yourself (Similar to 4) _________________

7. What sports do you like? _________________

8. Who are your favorite sports stars? _________________

9. What do you do when you get home from school? _________________

10. What do you like to do on Saturday? _________________

11. Do you like to collect things? _________________
    What do you collect? _________________

12. What are your favorite subjects in school? _________________

13. Would you rather read a book by yourself or have someone read it to you? _________________
    __________________________________________________________________

14. Name a book you read this week. _________________

15. Where would you like to go on vacation? _________________

16. Do you go to the library? _________________

17. Do you watch television? _________________

18. If you do, what kinds of programs do you like?
   Comedies_______ Specials_______ Mysteries__________
   Sports_______ News_______ Detective Shows__________
   Animal Programs______ Cartoons_______ Science Fiction__________
   Family Stories______ Westerns______ Other__________
   Educational TV______ Music_______ True Stories__________
   Game Shows__________

19. Name your favorite television programs ____________________________
    Who are your favorite characters on TV? ____________________________

20. Name several subjects you would like to know more about ________
    __________________________________________________________________
FUNCTIONS OF PRINT TEST

INTRODUCTION
This informal test is administered individually to children ages 4-7. The examiner must first collect the items on the list. Item #10 should be directions for putting together a bicycle, toy, etc. The directions should include diagrams as well as print.

DIRECTIONS FOR ADMINISTRATION
Say to the Child: Show me the storybook.
Record the response by marking “yes” or “no”.
Say to the Child: Why do people read storybooks?
Record the child’s response as accurately as possible.

Remove the storybook and replace it with item #4, the telephone book.
Say to the child: show me the menu.
Proceed in like manner for all items. Make sure there are always three items from which the child must choose and that they are arranged randomly.

If the child does not identify the item correctly, show him/her which one it is but do not proceed with the question “why do people read...?”.

The last question, “Why do people read?” is open ended and intended to serve as a way for children to summarize his/her knowledge about reading and the functions of print.

Say to the child: We have looked at many different things that people read. Let’s pretend that you met a person who doesn’t know anything about reading. The person asks you “Why do people read?” What would you tell that person.
Functions of Print Test

Introduction
This informal test is administered individually to children ages 4-7. The examiner must first collect the items on the list. Item #10 should be directions for putting together a bicycle, toy, etc. The directions should include diagrams as well as print.

Directions for administration
Say to the child: I am going to show you some things you probably have seen in your house or at school.

Place items 1, 2, and 3 in front of the child in random order.

Say to the child: Show me the storybook.
Record the response by marking "yes" or "no"

Say to the child: Why do people read storybooks?
Record the child's response as accurately as possible.
Remove the storybook and replace it with item #4, the telephone book.

Say to the child: Show me the menu
Proceed in like manner for all items. Make sure there are always three items from which the child must choose and that they are arranged randomly.

If the child does not identify the item correctly, show her/him which one it is but do not proceed with the question. “Why do people read...?”

The last question, “Why do people read?” is open ended and intended to stimulate children to summarize their knowledge about reading and the functions of print.

Say to the child: We have looked at many different things that people read. Let's pretend that you met a person who doesn't know anything about reading. That person asks you "Why do people read?" What would you tell that person?
Functions of Print Test

Name_____________________________________________ Age_____ Room_________

<table>
<thead>
<tr>
<th>Item</th>
<th>Recognition</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Storybook</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Menu</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Newspaper</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Telephone Book</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Magazine</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Shopping List</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. Letter</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. TV Schedule</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9. Calendar</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10. Directions</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Why do people read?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
INFORMAL READING INVENTORY (Example)
(Can be used for word attack skills and comprehension)
(If you use this inventory you will have to make a student copy of the reading passages. Make the font large for student reading)

Purpose: The informal Oral Reading Inventory is used to determine an instructional reading level. The child should not read the selection silently prior to reading it orally.

Teacher Directions:
- The pupil will read at least three selections beginning with the paragraph one level below grade placement.
- If the child makes two or more errors in the beginning paragraph, have the child read the preceding one.
- Continue downward until a selection is read without errors. This will be the child’s independent level.
- Continue upward in the test until five or more oral reading errors are made on a single selection or until two or more comprehension questions are missed. This establishes the frustration level.

Student Directions:
- We are going to take a look at your oral reading to see if we can find ways to help you improve.
- I will be making notes while you are reading. Do not let this bother you.
- Read this paragraph about (give title) out loud.
- Don’t worry about making mistakes. Just do the best you can.
- I will ask you some questions when you are finished, so read carefully.

Scoring: Mark and count the following oral reading errors:
- Omissions ---Circle the word omitted
- Insertions ---Write in the word said by the child.
- Substitutions ---Write the word the child says above the word.
- Words ---Write P above the word

Pronounced by teacher (after 5 second hesitation)

<table>
<thead>
<tr>
<th>Errors</th>
<th>Reading Level</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>1-4</td>
<td>instructional reading level</td>
</tr>
<tr>
<td>5 or more</td>
<td>frustration reading level</td>
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<tr>
<td>Errors</td>
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INFORMAL ORAL READING INVENTORY (cont.)

Mark the comprehension questions by:

- Putting a plus (+) for each correct answer on the line in front of the question.
- Putting a dash (-) for each incorrect response on the line in front of the question.

0 errors Independent reading level
1 error Instructional reading level
2 or more errors Frustrational reading level

- The final question each reading selection assesses a child’s oral expression and creative or critical thinking skills. It is included in the total score. Any logical answer should be accepted as this indicates the pupils comprehension of materials beyond the literal level.

- Capacity Reading Level – The capacity reading level indicates the potential listening comprehension level. Once the frustrational level has been determined, the teacher may begin orally reading the remaining stories continuing until the pupil misses three comprehension questions on any given selection. The last level at which the pupil misses less than three questions is the capacity level.
Pre-Primer

Having Fun

Jan and I like to jump rope.

We take our rope to school everyday.

After lunch we go to the playground.

One day a puppy tried to get the rope.

“No! No! puppy,” said Jan.

“We can not play with you.

We are playing a game.”

The puppy ran away.

Score for Oral Reading

0 independent level
1-4 instructional level
5 or more frustrational level

_____ 1. What did Jan and her friend like to do? (jump rope)
_____ 2. Where did they go after lunch? (to the playground)
_____ 3. What animal wanted to play with Jan and her friend? (a puppy)
_____ 4. What did the puppy try to do? (get the rope)
_____ 5. What did the puppy do at the end of the story? (ran away)
_____ 6. Where do you think the puppy went when he ran away?

Number of Errors

0 independent
1 instructional
2 or more frustrational
My new house is on a big farm.

I like the animals on my farm.

The animals wake us up in the morning.

She likes to plant flowers.

One morning she got up and looked outside.

The goat was eating all her flowers.

“Go away Billy!” she yelled.

Go play in your pen.”

Score for Oral Reading

0 independent level
1-4 instructional level
5 or more frustrational level

1. Where does the person in the story live? (on a farm)
2. What do the animals do in the morning? (wake us up)
3. What does Mother like to do? (plant flowers)
4. Why was Mother angry? (the goat/Billy ate her flowers)
5. Where did Mother tell Billy to go? (to the pen)
6. What do you think Billy will do when Mother goes back in the house?

Number of Errors

0 independent
1 instructional
2 or more frustrational
Farmer Brown liked birds. They helped keep the bugs out of his garden. He grew sunflowers in his yard. The cardinals would eat the sunflower seeds. Mr. Brown was glad. He liked giving his friends food to eat in the winter. In the summer they helped him by eating the insects.

One day a big stray cat came to Mr. Brown's house. It did not like birds. A baby bird fell out of the tree. The cat saw it and started toward it. The father cardinal was watching the baby bird. When the cat was ready to pounce the father bird dived at the cat. It ran away.

Score for Oral Reading

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_____ 1. What did Farmer Brown like? (birds)
_____ 2. What did Farmer Brown grow in his yard? (sunflowers)
_____ 3. What did the cardinal like to eat? (sunflower seeds)
_____ 4. What did the cat like? (birds)
_____ 5. Why did the cat run away? (The father bird dived at it.)
_____ 6. How do you think the baby bird got back to its nest?

Number of Errors

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Learning A Lesson

Jessie loved to go boat riding. Her friend's father had a sleek red boat. He often took Jim and Jessie out on the lake. Jim knew he was not allowed to go near the boat when his father was away.

One day he went down to the lake. He climbed into the boat and started the motor. Suddenly it shot out onto the lake, throwing Jim into the water. Jessie heard him scream. She got a rope and ran to the lake. She threw the rope at Jim and pulled him to shore.

"Boy, that was close," said Jim. "I've learned my lesson. I'll never do that again.

Score for Oral Reading

0 independent level
1-4 instructional level
5 or more frustrational level

1. What did Jessie like to do? (go boat riding)
2. What color was the boat that belonged to Jim's father? (red)
3. What was Jim not allowed to do when his father was away? (go near the boat)
4. What happened to Jim when he tried to take the boat onto the lake?
5. How did Jessie know Jim was in trouble? (she heard him scream)
6. What did Jessie use to help Jim get to shore? (a rope)
7. Why do you think Jim said, "I've learned my lesson."?

Number of Errors

0 independent
1 instructional
2 or more frustrational
Grade 3

A Special Gift

Shannon’s birthday was next week. Her brother and sister wanted to do something special. They decided to plan a surprise party for her. Eileen liked to color. She drew pretty invitations to mail to six friends. Michel addressed the envelopes. He took them to the post office.

They ask their dad to help them earn some money to buy food and prizes. He told them he would give them ten dollars if they mowed the lawn and cleaned the garage.

At last the big day came. When Shannon got home from swimming she was surprised to see her friends. She smiled at Eileen and Michael. “Thank you for being so nice,” said Shannon. “This was the best gift I have ever had.”

Score for Oral Reading

0 independent level
1-4 instructional level
5 or more frustrational level

1. Who was going to have a birthday? (Shannon)
2. What did Eileen and Michael want to do? (plan a surprise party for her)
3. What jobs did they do for their dad? (mowed the lawn and cleaned the garage)
4. How much money was their dad going to pay them? (ten dollars)
5. What did Eileen and Michael want to buy? (food and prizes)
6. Where had Shannon been the day of her party? (swimming)
7. What could you do to earn extra money for a special occasion?

Number of Errors

0 independent
1 instructional
2 or more frustrational
Ann wanted to become a veterinarian. She loved animals and was always bringing stray pets home. One day she found a dog in the woods. His leg was injured and his big green eyes showed terror.

Calmly Ann spoke to the frightened animal. “Sit still. I will help you” She quietly walked toward the injured dog, gently talking. She pulled some food from her knapsack and laid it on the ground. Timidly the dog began nibbling his unexpected treat.

Ann examined the injured leg and started to fashion a splint from tree branches. The dog made no effort to move as she skillfully set the leg.

Cautiously Ann stood up. She began walking toward home. The dog struggled to get his balance and then followed her along the path. As she entered the house, the dog went to the corner of the porch and curled up. He seemed to understand he had found a new friend.

Score for Oral Reading
0 independent level
1-4 instructional level
5 or more frustrational level

1. What did Ann want to be? (a veterinarian)
2. What animal did she find in the woods? (a dog)
3. What was wrong with him? (he had an injured leg)
4. What did Ann make for him? (a splint)
5. What did she make the splint from? (tree branches)
6. Where did the dog sleep? (on her front porch)
7. Give some reasons why you think Ann would make a good veterinarian.

Number of Errors
0 independent
1 instructional
2 or more frustrational
School would soon be starting and Roy could hardly wait since Dad had agreed to let him play football this year. On the first day of practice, he noticed a stranger sitting on the bench in a football uniform. The boy didn’t look very big and Roy thought to himself, “That’s one that won’t give me any competition.”

Just then the coach introduced Bobbie, the new player, and asked the teams to go to the field. Roy kicked off to the opposing team. He watched Bobbie catch the ball on the five yard line. Roy relaxed because he was sure that Bobbie would be tackled before reaching the twenty yard line.

Roy couldn’t believe his eyes as he watched Bobbie twisting and turning, evading each tackler easily. The crowd roared as he scampered across the goal line for a touchdown.

Just as Bobbie was hoisted into the air by the other players, his helmet fell off. No one could believe a girl had returned the kick for a touchdown.

Score for Oral Reading
0 Independent level
1-4 Instructional level
5 or more frustrational

1. Why could Roy hardly wait for school to start? (His dad had agreed to let him play football)
2. Who was sitting on the bench on the first day of practice? (a stranger)
3. Why didn’t Roy think the boy would give him any competition? (He didn’t look very big.)
4. Who introduced Bobbie? (the coach)
5. Where did Bobbie catch the ball? (on the 5 yard line)
6. Why did everyone find it hard to believe the kick had been returned for a touchdown? (Bobbie was a girl)
7. What do you think will happen to Bobbie now that her secret is known?

Number of Errors
0 independent
1 instructional
2 or more frustrational
Teaching Activity/ Lesson Plan Presentation (100 points)

- You will select one teaching activity relevant to literacy
- You will submit a written copy of the procedure to your professor
- Demonstrate the activity to the class (Generate a Power Point)
- Discuss outcomes, time allowance, when this activity will fit in your scheduled day
- Materials needed and how will you evaluate this activity
- Please Post for each class member

Lesson Plan Format

Grade

Level:

Domain:

Activity

Goal(s):

Objectives (Nevada Academic Content Standards or Nevada Pre K Standards):

1.
2.
3.
etc.

Materials:

Procedures:

Extension:

Evaluation of Lesson and Learner(s):
Reflective Journal Discussions  (150 Points)

Discussions ~ Posting ---
Initial Response: Due Thursdays 11:59
Response Posting: Due Sunday 11:59

For each chapter of the text, students will reflect and discuss the reflective discussion question for the week. Each discussion must be at least 200 words in length. Post your discussion for you classmates to view via the discussion tab. Discussions must be posted in order to be graded. (7 points for posting your discussion per week and 3 points for your response to another student’s posting per discussion), (15 discussions yielding 150 points). This assignment must be completed via the discussion icon/link.

Discussion participation must be completed by the due date/times noted.

Discussion 1: What does it mean to use developmentally appropriate literacy practices in ECE?

Discussion 2: Do you remember your kindergarten and first-grade classroom? Can you remember a moment when you first read to someone? Do you remember any difficulties you faced in learning to read? What were your favorite books as a child? What does the term literacy mean to you?

Discussion 3: What types of literacy experiences did you engage in as a child prior to coming to school? How will you foster young children’s interest in literacy and teach concepts about written language?

Discussion 4: Why do you think it is important to know the five essential components of literacy according to the National Reading Panel.

Discussion 5: What is a literacy portfolio and why would you include children keeping portfolios?

Discussion 6: Do you remember receiving phonics instruction when you were in the primary grades? What was it like? What role should phonemic awareness instruction and phonics instruction play in a balanced literacy program?

Discussion 7: Consider the spelling instruction you received from prekindergarten to grade 4. Was the instruction focused upon a list of words from a spelling textbook? Was this method effective? Traditional activities such as spelling bees and writing words 3 times each do not always lead to improved spelling ability. What techniques can a teacher use to help students improve their spelling?

Discussion 8 What are the three components of reading fluency? What are the three components of writing fluency. Why do you think the components of reading and writing fluency are so similar? Why it is crucial that children become fluent readers and writers by the end of third grade?
Discussion 9: What does academic vocabulary mean? How will you teach young children about vocabulary?

Discussion 10: What type of books do you prefer for recreational reading? What attracts you to these books? How would you select books for prekindergarten to grade 3 classroom libraries? What factors would be most important in your selection?

Discussion 11: Do you remember your teachers in prekindergarten to grade 3 reading aloud to the class? What are your memories of the read-aloud sessions? What were your experiences with poetry in the primary grades? How did these experiences influence your attitude toward poetry?

Discussion 12: What are the stages in the reading process? How will you use the reading process in preparing literature focus units, literature circles, reading workshop, and basal reading programs?

Discussion 13: In what ways are the reading and writing processes similar? Writing can be viewed as a social activity. What aspects make writing a social activity? Why do children need to think about others as they write?

Discussion 14: What steps can teachers take to help children improve their literacy skills while they are receiving content-area instruction? How do children use reading and writing as tools for learning.

Discussion 15: What is a thematic unit? How would you adapt thematic units to meet the needs of English learners?
Unit Plan: Topic of Investigation (5 day) (150 points)

Topic of your choice: (e.g., Insects, Plants, Nature, Animals, Space, Sports Community Helpers, Water, The Future, Communities, Families and Traditions etc.)

This Unit Plan will be made up of listening, speaking, writing, language and reading experiences that children can explore and learn. You will include numerous activities that are relevant to your selected topic. Activities should be developmentally appropriate and ranging from early preschool to primary students (up to 2nd grade). It is suggested to have a content area based theme, such as the above listed science or social studies topics.

Criteria:

Topic: (See above list)
Introduction to your Unit: (Why is this topic important to young children?) Target Vocabulary: (5 Challenging Topic and 5 Academic Content. Include child friendly definition of each and picture.)

Goals: Skills to be developed (Nevada Pre-K Content Standard/Nevada Academic Content Standard)
Introductory Activity/Lesson
DAY 1: How will you introduce the Topic: Motivation
You may have multiple activities that are all relevant to the topic of investigation and can be applied throughout the day

Lessons:
DAY 2: Direct Instruction and Independent Practice Activity
DAY 3: Direct Instruction and Independent Practice Activity
DAY 4: Direct Instruction and Independent Practice Activity
DAY 5: Culminating Direct Instruction and Independent Practice Activity

Each Lesson should include:
Objectives
Procedures: (Teacher Teaches, Class Practices Together, Independent)
Grouping patterns: (Whole Group, Small Group, One On One) Evaluation (Rubric 3 point scale)

References
## Literacy Unit Plan

Each student will develop an original literacy unit plan and original literacy lessons and a corresponding rubric for assessment of student learning for each lesson/activity.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (30 points possible)</th>
<th>Completeness of Information (90 points possible)</th>
<th>Organization (30 points possible)</th>
</tr>
</thead>
</table>
| **Exceeds Expectations** | • Clear and logical sequence and order  
• Easy to follow  
• Typed  
• Appropriate grammar and spelling | * Provides Goals  
• Follows lesson plan format and is not missing any components  
• Goals, objectives, and procedures are developmentally/age appropriate  
• Gives appropriate plans to simplify and extend lesson  
• Information is consistent | * Introduction  
• Clear and logical sequence/order  
• Understandable  
• Logically sequenced.  
• Inclusion of References & Materials  
• Consistent |
| **Meets Expectations** | • Somewhat logical sequence and order  
• Somewhat easy to follow  
• Typed  
• Minimal grammar and spelling errors | • Somewhat follows lesson plan format and/or missing one of the components  
• Most of the goals, objectives, and procedures are developmentally/age appropriate  
• Plans to simplify and extend lesson are inappropriate  
• Most information is inconsistent | • Semi-logical sequence/order  
• Inclusion of References  
• Most References and Materials  
• Somewhat consistent |
| **Below Expectations** | • Difficult to follow  
• Illogical and unclear sequence and order  
• Not typed  
• Poor grammar and spelling are present  
• Illegible | • Does not follow lesson plan format and/or missing more than two of the components  
• Goals, objectives, and procedures are not developmentally/age appropriate | Illogical sequence/order |