**READ 3311**

**Literacy for the Early Years**

**Course Description**

A survey of research-based competencies essential for effective literacy instruction in the early years. Topics include characteristics of normal reading development in the emergent/early learner, materials, procedures, assessment and instructional methods considered effective in teaching oral language, writing strategy, building of comprehension, vocabulary, word identification, and diagnosis of reading difficulties in the young reader.

**Prerequisites**

ENGL 1301, 1302, 3 hours SOPH ENGL and concurrent enrollment in READ 3321.

**Intended Student Outcomes:**

At the conclusion of the course, the student will be able to:

Knowledge Outcomes

1) articulate a coherent, unified theory of teaching and learning literacy;
2) describe and discuss Process Writing, Stages of Spelling, and Reading Process as reciprocal processes for the developing literacy learner so that assessment and instruction in each are related and congruent;
3) examine the theory of normal literacy development and assessment driven instruction as tools for planning focused instruction to the needs of the emergent/early learner; and,
4) compare various reading instructional materials for the purpose of selecting to teach specific teaching points with a variety of emergent/early literacy learners.

Skill Outcomes

1) apply the underlying theory of normal literacy development and assessment-driven instruction to teaching the emergent/early learner;
2) record and analyze (miscue analysis) a reading running record for an emergent/early reader and determine a teaching point;
3) utilize technology ethically and legally;
4) demonstrate awareness of and value of developmentally appropriate practice with emergent readers; and,
5) explain the role of phonemic awareness and phonics in learning to read and practice strategies to enhance instruction early, and diverse literacy learners.

Values Outcomes

1) respect the professional standards of the field;
2) recognize the value of reflective practice to facilitate growth as a professional educators;
3) value students as individual learners in relation to the literacy classroom; and,
4) respect and understand developing literacy learners' diverse cultures, histories, language, and academic needs.