**READ 3321**

**Early Childhood Literacy Field Implementation**

**Course Description**

This course is designed to give students field-based experiences in the early childhood classroom. Students will develop practical lessons and activities to be used in the literacy classroom and apply knowledge and skills about instructional strategies, materials, and best-practices in the early grades classroom.

**Prerequisites**

Concurrent enrollment in EDUC 3320 or EDUC 3321

**Intended Student Outcomes:**

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

Knowledge Outcomes

1) recognize the connection among the different components of literacy (oral language, phonological/phonemic awareness, alphabetic principle, fluency, phonics, vocabulary, and comprehension);   
2) understand the importance of the different components of literacy;   
3) understand that there is a developmental continuum along which students develop literacy skills and understanding;   
4) know instructional strategies that facilitate the acquisition of literacy skills;   
5) recognize instructional strategies including cooperative learning that contribute to student achievement; and,   
6) identify the components of an effective lesson cycle and how assessment drives instruction.

Skill Outcomes

1) select and use instructional strategies, materials, and activities to develop and improve: oral language, phonological/phonemic awareness, alphabetic principle, fluency, phonics, vocabulary, and comprehension;   
2) design and implement lesson plans and activities which incorporate varied instructional strategies and learner-centered activities and assessments for the early childhood literacy classroom;   
3) design a variety of one on one and group activities to build students’ literacy skills; and,   
4) select and use developmentally appropriate technology, assessments, materials, and activities that meet the diverse needs of learners.

Values Outcomes

1) respect and emulate the professional standards of the field;   
2) recognize the need for learner-centered practices that meet the needs of the diverse learners in the classroom;   
3) appreciate the need for learner-centered practices;   
4) recognize the value of reflective practice to facilitate personal and professional growth as an educator; and,   
5) value the importance of building relationships which is the cornerstone to providing effective instruction to all students.