

Independent Study Course Syllabus

Course Number: ELA 907

Course Title: Finding the Balance in Early Literacy

☐ Online ☒ Distance Learning

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Units: 3
Grade Level: Pre K-K

Course Description

Finding the Balance in Early Literacy, is a methods course designed to provide teachers of Preschool and Kindergarten with research-based theory connected to classroom application activities that will help provide success for their students in early literacy. Innovative teaching strategies and tools are provided that insure a child-centered approach to early literacy. Activities are designed to provide direct connections to the Common Core State Standards in Language Arts and PreSchool Learning Foundations. Activities address various learning styles and levels of understanding of young learners. A practice unit of study in the area of early literacy applies many of the teaching strategies described in the articles, guiding documents and literature into classroom activities. Built into the course requirements, are contacts between the course instructor and the student via phone or email. Accommodations have been made within course assignments for teachers to complete coursework with or without a classroom of students. Activities are presented for young learners to experience individually, in small learning groups, or with the whole class.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Classrooms That Work, They Can All Read & Write by Pat Cunningham and Richard L. Allington is the course textbook which contains suggested classroom activities and techniques for classroom application. **(TO BE ORDERED BY STUDENT from a source of your choice)**
Save money by purchasing a used book: Suggestion: <http://www.allbookstores.com>

Course Instructional Guide CD course syllabus, welcome and the following documents.

Classroom Application Files on course CD

Finding the Balance in Early Literacy PDF - by Carol S. Gossett is to be used as application lessons to apply concepts introduced in the course text.

Teaching Basic Skills PDF - by Carol S. Gossett is to be used to give additional practice of basic skills in language arts through learning games.

Guiding Documents on course CD— various guiding documents from organizations in the field of reading/language arts.

Best Practices, A Resource for Teachers
CA Kindergarten Documents and Glossary
CCSSI_ELA Standards
CA Preschool Learning Foundations Volume 1

Articles on course CD

Rocket Science
Beating the Tests
THE READING WARS
The Structure of Phonemic Awareness
The Four Ages of Reading Philosophy and Pedagogy: A Framework for Examining Theory and Practice
On the Reading Process

Sample Student Final Project on course CD

Online Resources – Additional course materials will be provided as direct links to relevant online resources including articles, webinars, and other valuable materials which directly address and support course content in the Common Core State Standards or the CA Preschool Learning Foundations. Further investigation by the student into the standards is encouraged through course assignments.

Technology Requirements:

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Course Requirements

Summary of Assignments (for detailed instructions please see Schedule of Topics and Assignments)

When you receive your course packet, please check to make sure you have received everything listed as part of the course materials. Contact your instructor to let her know you have received everything and to let her know if you have any questions regarding the course assignments, etc.

1. Read the text, *Classrooms That Work, They Can All Read and Write*.
2. Kindergarten-First Grade teachers, locate the Common Core State Standards in Language Arts for your grade level. PreSchool teachers: locate your Preschool standards or use the CA PreSchool Learning Foundations as a reference for curriculum standards.
3. Complete all writing assignments in both the Research and Guiding Documents and Classroom Application sections. All written assignments are to be double spaced, 1 inch margins all around, and 12 point font, New Times Roman.
4. Guide classroom students through selected lessons included with course materials or if you do not have a class of students available to you, prepare materials for a selection of 10 lessons from the Gingerbread Man unit and/or Learning Games. OR contact the instructor for possible alternate assignments. I sincerely want this course to be useful for you and to connect to your classroom needs – I do not want you to complete assignments that are “busy work” that do not connect to your curriculum needs. See Schedule of Topics and Assignments for details.
5. Final project, present the final project (PowerPoint presentation) to a group of parents or colleagues. Ask the participants to complete an evaluation of your presentation and return these to the instructor with your final project. Evaluation form included in the Schedule of Assignments.

State Preschool Standards/Foundations

Preschool teachers/students are asked to make connections to state standards in language arts. The California Preschool Foundations are provided on this CD for students who are employed in states that do not have state standards in language arts for preschool. Or go to: <http://www.cde.ca.gov/sp/cd/re/documents/preschoolff.pdf> to access the CA Preschool Learning Foundations standards in a full version.

CALIFORNIA PRESCHOOL FOUNDATIONS IN LANGUAGE ARTS addressed in this course include:

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LISTENING (CPF 1.0)
SPEAKING (CPF 1.0, 2.0)
READING (CPF 1.0 – 6.0)
WRITING (CPF 1.0)
LISTENING (CPF 1.0)
SPEAKING (CPF 1.0-2.0)
READING (CPF 1.0 – 6.0)
WRITING (CPF 1.0)

COMMON CORE STATE STANDARDS IN LANGUAGE ARTS –

Kindergarten/First grade

Assignments contained in this course are closely aligned to the Common Core State Standards in Language Arts. Go to: <http://www.corestandards.org/in-the-stares> to see if your state had adopted the Common Core State Standards. If your state has not adopted these standards, use the National Council of Teachers of English (NCTE) found at: <http://www.ncte.org/standards>
Kindergarten and First Grade teachers/students will make connections to activities included in this course to the following standards

Reading Standards for Literature Kindergarten	Reading Standards for Literature First Grade
Key Ideas and Details (CCCSK 1,2,3)	Key Ideas and Details (CCCS1 1,2,3)
Craft and Structure(CCCSK 4,5,6)	Craft and Structure (CCCS1 4,5,6)
Integration of Knowledge and Ideas (CCCSK 7 & 9)	Integration of Knowledge and Ideas (CCCS1 7 & 9)
Range of Reading and Level of Text Complexity (CCCSK 10)	Range of Reading and Level of Text Complexity (CCCS1 10)
Reading Standards for Informational Text Kindergarten	Reading Standards for Informational Text Kindergarten
Key Ideas and Details (CCCSK 1,2,3)	Key Ideas and Details (CCCS1 1,2,3)
Craft and Structure (CCCSK 4,5,6)	Craft and Structure (CCCS1 4,5,6)
Integration of Knowledge and Ideas (CCCSK 7 & 9)	Integration of Knowledge and Ideas (CCCS1 7 & 9)
Reading Standards: Foundational Skills Kindergarten	Reading Standards: Foundational Skills First Grade)
Print Concepts (CCCSK 1)	Print Concepts (CCCS1 1)
Phonological Awareness (CCCSK 2)	Phonological Awareness (CCCS1 2)
Phonics and Word Recognition (CCCSK 3)	Phonics and Word Recognition (CCCS1 3)
Writing Standards Kindergarten	Writing Standards Kindergarten
Text Types and Purposes (CCCSK 1,2, 3)	Text Types and Purposes (CCCS1 1,2,3)
Production and Distribution of Writing (CCCSK 5,6)	Production and Distribution of Writing (CCCS1 5,6)

Research to Build and Present Knowledge (CCCSK 7)	Research to Build and Present Knowledge (CCCS1 7)
Speaking and Listening Standards Kindergarten (CCCSK 1,2)	Speaking and Listening Standards First Grade (CCCS1 1,2)
Presentation of Knowledge and Ideas (CCCSK 4,5,6)	Presentation of Knowledge and Ideas (CCCS1 4,5,6)
Language Standards Kindergarten	Language Standards First Grade
Conventions of Standard English (CCCSK 1,2)	Conventions of Standard English (CCCS1 1,2)
Vocabulary Acquisition and Use (CCCSK 4,5)	Vocabulary Acquisition and Use (CCCS1 4,5)

Evidence of Learning

Student Learning Outcomes (SLO)	Assignments SLOs are Measured	Connecting Standards To SLOs and Assignments	Evidence of Learning
1. Students will identify, reflect on, and apply Preschool Standards, or Common Core State Standards in the areas of Early Literacy, Reading, and Writing for the grade level they are teaching.	<i>Assignments 3, 20</i>	<i>CA Preschool Learning Foundations;</i> LISTENING (CPF 1.0) SPEAKING (CPF 1.0, 2.0) READING (CPF 1.0 – 6.0) WRITING (CPF 1.0) LISTENING (CPF 1.0) SPEAKING (CPF 1.0-2.0) READING (CPF 1.0 – 6.0) WRITING (CPF 1.0) <i>Common Core State Standards Kindergarten and First Grade</i> <i>See List Above for CCCSK and CCCS1 standards.</i>	Through student's written assignments and presentations which connect specific course activities to the Common Core State Standards OR Preschool Standards and other guiding documents. Through connections made between classroom activities and standards. Through a student prepared PowerPoint presentation which presents connections to the standards identified throughout the course.
2. Students will apply Best Practices and National Professional Teaching standards, through developmentally appropriate teaching strategies in their classroom.	<i>Assignments 4-23</i>	<i>National Professional Teaching Standards</i> Standards 1-5	Through student's written reflection on the implications of content presented throughout the course including school policy, classroom resources, course lessons, and the design of lesson plans.
3. Students will apply critical thinking skills and create opportunities for their classroom students to apply critical thinking skills.	<i>Assignments 4-23</i>	<i>CA Preschool Learning Foundations;</i> <i>Common Core State Standards Kindergarten and First Grade</i>	Through student's written reflections on the course readings and the implications for their curriculum and teaching strategies. Through the design of opportunities for their classroom

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		<i>See List Above for CCCSK and CCCS1 standards.</i>	students to use critical thinking skills by designing discussion questions based on the Thinking Skills template provided.
4.Students will share knowledge gained in this course to other professionals in the field.	<i>Assignments 22 and 23</i>	<i>National Professional Teaching Standards</i> Standards 1-5 <i>CA Preschool Learning Foundations;</i> • General Overview <i>Common Core State Standards Kindergarten and First Grade</i> <i>See List Above for CCCSK and CCCS1 standards.</i>	Through the design and sharing of a presentation to fellow educators.
5.Students will reflect on their teaching.	<i>Assignments 2, 7, and 21</i>	<i>National Professional Teaching Standards</i> Standards 1-5	Through student's written assignments which connect specific course activities to the Common Core State Standards or PreSchool Learning Foundations. Through a student prepared PowerPoint presentation which presents connections to the common Core Standards or PreSchool Learning Foundations. Through a culminating reflection on the learning experience in this course.

Grading Policies and Rubrics

1025 total points possible

923-1025 = A

820-922 = B or Credit Grade

Below 820 points = no credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubric). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Students successfully completing all assignments will earn a grade of **Credit** or where a letter grade is requested on the Grade Request form, a letter grade of **B** will be issued. Coursework falling short of a quality equaling a B will not receive credit.

Coursework is to be typed and in an organized, binder or folder format. Examples of classroom, student work or photos are welcomed but not required. Keep a copy of your coursework in the event something gets lost in the mail. If you would like your assignments returned, include a stamped, self-addressed envelope in which to do so. OR: If you prefer, assignments can be emailed to the instructor when all have been completed. Please include as many files as possible in a single email and follow up immediately with additional emails if more room is needed. Please place the course number: ELA 907 and your last name in the Subject area of the emails.

Schedule of Topics and Assignments

It is expected that students spend a minimum of 45 hours of study and preparation per unit. This is a 3 unit course; thus a total of 135 hours of study and preparation is required.

ELA-907: Finding the Balance in Early Literacy	Total Points Possible	Completed
1. <u>Instructor Contact #1</u>	25.00	
2. <u>Reflecting On Your Teaching</u>	25.00	
3. <u>How are the Reading Standards designed to be used?</u>	25.00	
4. <u>Pedagogy of Teaching Reading</u>	25.00	
5. <u>Meet Some Experts</u>	50.00	
6. <u>Are We Speaking the Same Language?</u>	50.00	
7. <u>Reflecting On Your Learning</u>	25.00	
8. <u>Instructor Contact #2.</u>	25.00	
9. <u>Chapter 1 - Creating Classrooms That Work</u>	25.00	

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10. <u>Chapter 2 - Creating Enthusiastic, Independent Readers</u>	25.00	
11. <u>Chapter 3 - Building the Literacy Foundation</u>	25.00	
12. <u>Chapter 4 - Developing Fluent Decoders and Spellers</u>	25.00	
13. <u>Chapter 5- Building Vocabularies</u>	50.00	
14. <u>Chapter 6 - Developing Thoughtful Comprehenders</u>	25.00	
15. <u>Chapter 7 - Developing Writers</u>	25.00	
16. <u>Chapter 8 - Multilevel Instruction</u>	50.00	
17. <u>Chapter 9 - Assessment</u>	25.00	
18. <u>Chapter 10 - Extra Support for Students Who Need It Most</u>	75.00	
19. <u>Chapter 11, 12, or 13 - A Day in a Kindergarten, Primary, or Intermediate Classroom</u>	25.00	
20. <u>Making Connections to the Gingerbread Man Unit</u>	100.00	
21. <u>Sharing Your Experiences</u>	50.00	
22. <u>Presentation</u>	100.00	
23. <u>Group Presentation</u>	50.00	
24. <u>Instructor Contact #3</u>	25.00	
<u>Written Communication</u>	15.00	
<u>Content knowledge and application in student's area of interest to affect change.</u>	15.00	
<u>Reflection for personal and professional growth</u>	15.00	
<u>Critical Thinking</u>	15.00	
<u>Computational/methodological skills</u>	15.00	
Course total	1025	

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GRADING RUBRIC for Evaluating Assignments and Instructions for Assignments

ELA-907: Finding the Balance in Early Literacy	Total Points Possible	Below Standard/ No Credit Submissions receiving below standard scores will be required to be resubmitted in order to receive a passing grade.	Standard credit/B	Superior/A
1. <u>Instructor Contact #1</u> : As soon as you have read through the online course materials in the introduction module, please contact your instructor by phone or by email noting if you have any questions. Please look over your course materials and the assignments so that you will be able to discuss any questions you might have prior to starting the course assignments.	25.00	(Less than 20 points) <ul style="list-style-type: none"> • Students did not initiate contacts with instructor. • Students did not respond to most instructor contacts. These assignments cannot be made up once the course is over.	(20-21 points) <ul style="list-style-type: none"> • Students initiated a minimum of 3 required contacts. • Students responded to many of the instructor contacts. 	(22-25 points) <ul style="list-style-type: none"> • Students initiated all required contacts. • Students responded to all instructor contacts.
2. <u>Reflecting On Your Teaching</u> As you begin this course, please list and give a brief explanation of all the components of your current reading/language arts program. What are your specific goals or objectives for your students in the area of reading/language arts? What grade level	25.00	(Less than 20 points) <ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations. 	(20-21 points) <ul style="list-style-type: none"> • 80-89% of the major elements for the assignment were addressed. • Student met minimum expectations. 	(22-25 points) <ul style="list-style-type: none"> • 90-100% of the major elements for the assignment were addressed. • Student was reflective,

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do you teach? Do you use a text ... etc.				thoughtful, and clearly stated the assignment. • Student went beyond expectations.
3. <u>How are the Reading Standards designed to be used?</u> Go to the web or to your district office and locate the Common Core State Language Arts Standards, or other standards your state has adopted. Read the introduction to familiarize yourself with the rationale for the reading standards . Describe your views (offer a rationale as to why you agree or disagree with the content and intent of these standards and why or why not).	25.00	(Less than 20 points) • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations.	(20-21 points) • Adequate rationale was submitted for why or why not the standards should be used to direct curriculum.	(22-25 points) • Strong rationale was submitted for why or why not the standards should be used to direct curriculum design.
4. <u>Pedagogy of Teaching Reading</u> Read three articles of your choice from current (within the past 3-5 years) education journals or other scholarly publications to review what some of the experts in the field have to say about teaching reading. <i>Please cite the resource for your articles.</i> To locate these articles, either use your local library or Google Scholar or an online Research Library database. (you may also use the National Council of	25.00	(Less than 20 points) • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations.	(20-21 points) • 80-89% of the key elements for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and critical thinking.	(22-25 points) • All key elements for the assignment were defined. • Student presented a critical analyses and comparison of articles.

<p>Teachers of English – NCTE- website to locate articles – or a similar organization)</p> <p>1.Document the author, title, and source of your article. (give a URL if you locate the article online)</p> <p>2.Based on your own experiences teaching reading, and on the information shared through the resources above, summarize what you feel are the essential elements of a good reading program.</p> <p>3.Discuss any issues that caught your attention in the resources and how you personally feel about them.</p>				
<p>5. Meet Some Experts</p> <p>You will need to be online in order to access the UTube video links below:</p> <p>Phyllis C. Hunter (Teaching Reading)</p> <p>Reid Lyon (Reading Today)</p> <p>G. Reid Lyon (The Reading Process)</p> <p>Other recognized experts in the field of teaching reading include:</p> <p>Stephen Krashen, University of Southern California</p> <p>Jim Trelease, Educator and Author</p>	50.00	<p>(Less than 40 points)</p> <ul style="list-style-type: none"> • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations. 	<p>(40-44 points)</p> <ul style="list-style-type: none"> • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and critical thinking. 	<p>(45-50 points)</p> <ul style="list-style-type: none"> • All major concepts for the assignment were defined • All information was clear, thorough, and reflective. • Student presented an assignment that went beyond expectations.

<p>Hallie Yopp, Author and Professor, California State University, Fullerton Please feel free to access additional experts.</p> <p>Based on your review of a minimum of 3 experts listed above . . . (or select experts of your choice - but please, if you select experts not listed above, discuss your selections with instructor before you continue with your assignment)</p> <p>1. What is your opinion of the information shared from the experts you reviewed?</p> <p>2. Cite evidence of the application of this information in the reading standards used by your district. Describe how the standards for your grade level do or do not connect to what the experts have to say about the teaching of reading.</p> <p>3. Think about the implications of this information related to your students. How are you meeting the needs of your students in this area or how do you need to change your curriculum to serve these types of learning styles?</p> <p>4. Which strategies described in these articles do you feel best serves the needs of your students?</p>				
6. Are We Speaking the Same	50 points	(Less than 40 points)	(40-44 points)	(45-50 points)

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<p><u>Language?</u></p> <p>1. Review the California Kindergarten documents and Glossary included on the course CD.</p> <p>2. List a minimum of 5 terms that might be new to you, or five terms you have a better understanding of now that you have reviewed the glossary of terms.</p> <p>3. Discuss your opinion of the teaching strategies and activities listed in the CKA publications. Describe how these practices will or will not fit into your curriculum. If these do not fit in your curriculum, describe the road-blocks or reasons for them not being a good fit. If these do fit in your curriculum, describe how you would implement these.</p>		<ul style="list-style-type: none"> • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations. 	<ul style="list-style-type: none"> • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and critical thinking. 	<ul style="list-style-type: none"> • All major concepts for the assignment were defined • All information was clear, thorough, and reflective. • Student presented an assignment that went beyond expectations.
<p><u>7. Reflecting On Your Learning</u></p> <p>Webster defines pedagogy as: "the art, science or profession of teaching"</p> <p>After considering what the experts have to say and your own experiences, describe the pedagogy of teaching reading as you understand the definition.</p>	25.00	<p>(Less than 20 points)</p> <ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations. 	<p>(20-21 points)</p> <ul style="list-style-type: none"> • 80-89% of the major elements for the assignment were addressed. • Student met minimum expectations. 	<p>(22-25 points)</p> <ul style="list-style-type: none"> • 90-100% of the major elements for the assignment were addressed. • Student was reflective, thoughtful, and clearly stated the assignment. • Student went beyond

				expectations.
8. <u>Instructor Contact #2</u> As soon as you have completed the first set of assignments above, contact your instructor either by phone email. She will confirm that your work is meeting the standards given and answer any questions you may have.	25.00	(Less than 20 points) • Students did not initiate contacts with instructor. • Students did not respond to most instructor contacts. These assignments cannot be made up once the course is over.	(20-21 points) • Students initiated a minimum of 3 required contacts. • Students responded to many of the instructor contacts.	(22-25 points) • Students initiated all required contacts. • Students responded to all instructor contacts.
9. <u>Chapter 1 - Creating Classrooms That Work</u> Read Chapter 1 in Pat Cunningham and Richard Allington's book, <i>Classrooms That Work, They Can All Read & Write.</i> a. Identify common traits of successful classrooms. b. Select some of the traits that you are currently practicing in your classroom. c. Describe examples of how you are accomplishing these best practices. d. Select a trait you would like to improve on in your teaching practices. e. Identify the challenges you are facing at this time that keep you from adequately addressing this trait at the present. Keep this in mind as you progress	25.00	(Less than 20 points) • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations.	(20-21 points) • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples	(22-25 points) • All major concepts for the assignment were defined. • Student presented an assignment that went beyond expectations.

through the text, making notes of how you might be able to improve in this area.				
10. Chapter 2 - Creating Enthusiastic, Independent Readers a. Identify the essential elements of a reading program that develops enthusiastic readers, as described in the course text. b. Describe how you might implement these practices in your class program. c. Discuss possible challenges or roadblocks you anticipate facing when implementing these elements. d. Describe a possible solution you might consider in order to overcome these challenges.	25.00	(Less than 20 points) • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations.	(20-21 points) • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples	(22-25 points) • A clear and thorough discussion of the effectiveness of learning games was presented. • A clear and thorough plan to incorporate games in the language arts curriculum was submitted.
11. Chapter 3 - Building the Literacy Foundation 1. Describe characteristics of Emergent Literacy. 2. Connect these characteristics to practices in your own classroom curriculum, by describing activities you use that give evidence of opportunities for your students in the area of Emergent Literacy.	25.00	(Less than 20 points) • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations.	(20-21 points) • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples	(22-25 points) • 90-100% of all key elements of the Power Point or Display Board were submitted. • Presentation was creative, accurate, and thorough.
12. Chapter 4 - Developing Fluent	25.00	(Less than 20 points)	(20-21 points)	(22-25 points)

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<p><u>Decoders and Spellers</u></p> <p>1. Describe why it is important for children to develop decoding and spelling skills.</p> <p>2. Share experiences you have had with children in your own classes where children lacked these skills and the challenges they had to overcome. How did you help them?</p> <p>3. Describe the practices shared in the text that you can relate to or that you would like to try for the first time in your classroom.</p>		<ul style="list-style-type: none"> • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations. 	<ul style="list-style-type: none"> • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples 	<ul style="list-style-type: none"> • A clear and thorough summary was submitted. • Critical Thinking Skills were applied to the reflection on this assignment.
<p><u>13. Chapter 5- Building Vocabularies</u></p> <p>1. Describe the benefits of developing your student's vocabulary.</p> <p>2. Select one activity/teaching strategy described in this chapter and develop materials (either upload a file or a photo of the materials prepared) and a lesson plan to apply the teaching strategy. (use the Lesson Plan template provided in this Module)</p> <p>3. Describe your application of the teaching strategy in detail</p>	50.00	<p>(Less than 40 points)</p> <ul style="list-style-type: none"> • Less than 80% of the major concepts for the assignment were defined. 	<p>(40-44 points)</p> <ul style="list-style-type: none"> • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples 	<p>(45-50 points)</p> <ul style="list-style-type: none"> • A clear and thorough summary was submitted. • Critical Thinking Skills were applied to the reflection on this assignment.

14. <u>Chapter 6 - Developing Thoughtful Comprehenders</u> 1. Describe what the author of your course text meant when they said "you must teach children how to think as they read and how different kinds of text requires different kinds of reading."	25.00	(Less than 20 points) • Less than 80% of the major concepts for the assignment were defined. • Student did not meet minimum expectations.	(20-21 points) • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples	(22-25 points) • 90-100% of the major concepts for the assignment were addressed. • Excellent connections to classroom application. • Student went beyond expectations.
15. <u>Chapter 7 - Developing Writers</u> 1. Describe what is involved in a Writer's Workshop. 2. If you have implemented this in your classroom, describe your experience. 3. If you have not, describe how you would set this up in your class schedule. 4. If you object to this practice, describe your reasons.	25.00	(Less than 20 points) • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations.	(20-21 points) • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples	(22-25 points) • 90-100% of the major concepts for the assignment were addressed. • Excellent connections to classroom application. • Student went beyond expectations.
16. <u>Chapter 8 - Multilevel Instruction</u>	50.00	(Less than 40 points)	(40-44 points)	(45-50 points)

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<p>Most all classrooms include students with multiple levels of development in their reading and writing skills.</p> <p>1. Describe practices presented in this chapter that you would like to apply in your classroom.</p> <p>2. Create a PowerPoint presentation that describes a "how to" approach to these teaching strategies. Prepare your presentation for an audience of fellow teachers.</p>		<ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations. 	<ul style="list-style-type: none"> • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples 	<ul style="list-style-type: none"> • 90-100% of the major concepts for the assignment were addressed. • Excellent connections to classroom application. • Student went beyond expectations.
<p>17. <u>Chapter 9 - Assessment</u></p> <p>1. Describe what literacy assessment includes.</p> <p>2. Describe specific assessment activities presented in this chapter that you would like to use in your classroom.</p> <p>3. Explain why you feel these would be appropriate and useful in your curriculum.</p>	25.00	<p>(Less than 20 points)</p> <ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations. 	<p>(20-21 points)</p> <ul style="list-style-type: none"> • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples 	<p>(22-25 points)</p> <ul style="list-style-type: none"> • 90-100% of the major concepts for the assignment were addressed. • Excellent connections to classroom application. • Student went beyond expectations.
<p>18. <u>Chapter 10 - Extra Support for Students Who Need It Most</u></p> <p>1. Select one of the activities described in this chapter.</p>	75.00	<p>(Less than 60 points)</p> <ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment 	<p>(60-66 points)</p> <ul style="list-style-type: none"> • 80-89% of the major concepts for the 	<p>(67-75 points)</p> <ul style="list-style-type: none"> • 90-100% of the major concepts

2. Design a brochure to advertise this activity to your students. Be creative and design something that would encourage participation in this extra curricular activity.		are covered. • Student did not meet minimum expectations.	assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples	for the assignment were addressed. • Excellent connections to classroom application. • Student went beyond expectations.
19. <u>Chapter 11, 12, or 13 - A Day in a Kindergarten, Primary, or Intermediate Classroom</u> 1. Reflect on the schedule described in either one of these chapters of your text. 2. What did you like about this schedule and what do you find to be of concern for your situation. 3. What elements of this schedule would you want to include and which elements do you find difficult to implement? 4. What challenges do you anticipate in implementing this type of schedule?	25.00	(Less than 20 points) • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations.	(20-21 points) • 80-89% of the major concepts for the assignment were addressed. • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples	(22-25 points) • 90-100% of the major concepts for the assignment were addressed. • Excellent connections to classroom application. • Student went beyond expectations. (22-25 points)
20. <u>Making Connections to the Gingerbread Man Unit</u> In order to make connections to classroom applications, begin by reading or re-reading the background information	100.00	(Less than 80 points) • Less than 80% of the key elements of the assignment are covered. Student did not meet	(80-89 points) • 80-89% of the major concepts for the assignment were addressed.	(90-100 points) • 90-100% of the major concepts for the assignment were

<p>in your course text and then apply appropriate teaching strategies by using the activities from the **Gingerbread Man unit provided with your students. The unit is meant to be only a beginning point. You will naturally create additional activities to apply the lessons according to the needs of your students.</p> <p>a. Describe a minimum of 10 activities from the **Gingerbread Man unit you would use to teach specific skills related to either the Common Core or PreSchool Standards you are using and the teaching strategies presented in your course text.</p> <p>b. For each activity, list a standard for your grade level, describe the teaching strategy from the course text, and then describe the activity from the **Gingerbread Man unit.</p> <p>Be brief but concise with your responses.</p> <p>**If you do not wish to use the Gingerbread Man unit, please describe an activity from a unit you would like to connect to. I sincerely want the assignments you complete in this course to be relevant to your curriculum. The Gingerbread Man Unit is simply offered as an option.</p>		<p>minimum expectations.</p>	<ul style="list-style-type: none"> • Student met minimum expectations. • Could be improved with more analysis and sharing of classroom application examples 	<p>addressed.</p> <ul style="list-style-type: none"> • Excellent connections to classroom application. • Student went beyond expectations.
21. <u>Sharing Your Experiences</u>	50.00	(Less than 40 points)	(40-44 points)	(45-50 points)

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<p>1. Reflect on the success of the teaching of your unit. If you used a unit different from the Gingerbread Unit, offer a small bit of background describing your unit.</p> <p>2. Describe how you plan to change the activities the next time you teach the unit.</p>		<ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations. 	<ul style="list-style-type: none"> • 80-89% of the major elements for the assignment were addressed. • Student met minimum expectations. 	<p>90-100% of the major elements for the assignment were addressed.</p> <p>Student was reflective, thoughtful, and clearly stated the assignment.</p> <ul style="list-style-type: none"> • Student went beyond expectations.
<p>22. <u>Presentation</u></p> <p>1. Prepare a PowerPoint presentation, or a presentation board, or a newsletter, or design a page on a school website that can be used to inform colleagues or parents of the important aspects of your reading program.</p> <p>2. Include information you gathered from your readings for this course, information on your district/state reading and language arts standards, and, if available, samples of student work.</p> <p>3. Include recommendations for activities the parents can provide for their children at home to help students with their reading skills.</p>	100.00	<p>(Less than 80 points)</p> <ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations. 	<p>(80-89 points)</p> <ul style="list-style-type: none"> • 80-89% of the major elements for the assignment were addressed. • Student met minimum expectations. • Could be improved with additional information and more attention to creativity in the presentation. 	<p>(90-100 points)</p> <p>90-100% of the major elements for the assignment were addressed.</p> <ul style="list-style-type: none"> • Excellent connections to classroom application. • Creative and engaging presentation. • Student went beyond expectations.

<p>23. <u>Group Presentation</u> a. Present your PowerPoint project on the aspects of your Reading Program to a group of parents or colleagues. b. Ask the participants to complete a reflection on your presentation and submit these reflections - See Participant Response sample (Template on course CD) c. Please present to a minimum of three participants. d. Summarize the participant's responses.</p>	50.00	<p>(Less than 40 points)</p> <ul style="list-style-type: none"> • Less than 80% of the key elements of the assignment are covered. • Student did not meet minimum expectations. 	<p>(40-44 points)</p> <ul style="list-style-type: none"> • 80-89% of the major elements for the assignment were addressed. • Student met minimum expectations. 	<p>(45-50 points)</p> <ul style="list-style-type: none"> • 90-100% of the major elements for the assignment were addressed. • Excellent summaries of feedback. • Student went beyond expectations.
<p>24. <u>Instructor Contact #3</u> As soon as you have completed your presentation, please contact your instructor via email or phone. Please email your presentation to your instructor. Your instructor will review this presentation and discuss the results of your presentation to colleagues or parents, and will answer any questions you might have.</p>	25.00	<p>(Less than 20 points)</p> <ul style="list-style-type: none"> • Students did not initiate contacts with instructor. • Students did not respond to most instructor contacts. <p>These assignments cannot be made up once the course is over.</p>	<p>(20-21 points)</p> <ul style="list-style-type: none"> • Students initiated a minimum of 3 required contacts. • Students responded to many of the instructor contacts. 	<p>(22-25 points)</p> <ul style="list-style-type: none"> • Students initiated all required contacts. • Students responded to all instructor contacts.
<p><u>Written Communication</u> Your instructor will expect the level of excellence described in this rubric throughout your submitted work.</p>	15.00	<p>(Less than 11 points)</p> <ul style="list-style-type: none"> • Student's written coursework was submitted with several spelling and grammatical errors. <p>Assignments were presented</p>	<p>(11-12 points)</p> <ul style="list-style-type: none"> • Student's written coursework was submitted typed, with few or no spelling and grammatical errors. 	<p>(13-15 points)</p> <ul style="list-style-type: none"> • Student's written coursework was submitted in a professional

		in an unorganized format. Student did not meet minimum expectations.	<ul style="list-style-type: none"> • Assignments were presented in an understandable format. Student met minimum expectations. 	format, typed, with few or no spelling and grammatical errors. <ul style="list-style-type: none"> • Assignments were presented in a clear and understandable format. Student went beyond expectations.
<p><u>Content knowledge and application in student's area of interest to affect change.</u></p> <p>Your instructor will expect the level of excellence described in this rubric throughout your submitted work.</p>	15.00	(Less than 11 points) <ul style="list-style-type: none"> • Student did not adequately demonstrate an understanding of the course objectives. • Student did not adequately make connections between strategies and techniques, Language Arts Standards, and classroom application. • Student did not meet minimum expectations. 	(11-12 points) <ul style="list-style-type: none"> • Student demonstrated an understanding of the course objectives through their reflective writing and discussion assignments. • Student indicated how they will use the strategies and techniques included in the course assignments in future classroom lessons. • Student met minimum expectations. 	(13-15 points) <ul style="list-style-type: none"> • Student demonstrated an understanding of the course objectives through their reflective writing and discussion assignments. • Student indicated how they will use the strategies and techniques included in the course assignments in

				future classroom lessons.. Student went beyond expectations.
<p><u>Reflection for personal and professional growth</u></p> <p>Your instructor will expect the level of excellence described in this rubric throughout your submitted work.</p>	15.00	<p>(Less than 11 points)</p> <ul style="list-style-type: none"> • Student minimally participated in both reflective writing and class discussions and did not adequately show evidence of their own understanding of course content and how this understanding is applied in their teaching practices. • Student did not meet minimum expectations. 	<p>(11-12 points)</p> <ul style="list-style-type: none"> • Student participated in both reflective writing and class discussions indicating their own understanding of course content and how this understanding is applied in their teaching practices. • Student met minimum expectations. 	<p>(13-15 points)</p> <ul style="list-style-type: none"> • Student participated in both reflective writing and class discussions indicating their own understanding of course content and how this understanding is applied in their teaching practices. Student went beyond minimum expectations.
<p><u>Critical Thinking</u></p> <p>Your instructor will expect the level of excellence described in this rubric throughout your submitted work.</p>	15.00	<p>(Less than 11 points)</p> <ul style="list-style-type: none"> • Student did not demonstrate basic critical thinking skills within assignments that called for analysis of the effectiveness of assignments applied in their classroom. 	<p>(11-12 points)</p> <ul style="list-style-type: none"> • Student demonstrated basic critical thinking skills within assignments that called for analysis of the effectiveness of assignments applied in their classroom. 	<p>(13-15 points)</p> <ul style="list-style-type: none"> • Student demonstrated the ability to apply critical thinking within assignments that called for analysis

		<ul style="list-style-type: none"> • Student did not meet minimum expectations. 		of the effectiveness of assignments applied in their classroom.
<u>Computational/methodological skills</u> Your instructor will expect the level of excellence described in this rubric throughout your submitted work.	15.00	<p>(Less than 11 points)</p> <ul style="list-style-type: none"> • Student did not adequately show evidence of the use of teaching strategies, techniques, and methods presented in the course content and did not demonstrate a basic understanding of these through their analysis, reflection, and discussion of course assignments. <ul style="list-style-type: none"> • Student did not meet minimum expectations. 	<p>(11-12 points)</p> <ul style="list-style-type: none"> • Student indicated the use of teaching strategies, techniques, and methods presented in the course content and demonstrated a basic understanding of these through their analysis, reflection, and discussion of course assignments. • Student met minimum expectations. 	<p>(13-15 points)</p> <ul style="list-style-type: none"> • Student used teaching strategies, techniques, and methods presented in the course content and demonstrated an understanding of these through their analysis, reflection, and discussion of course assignments. • Student went beyond minimum expectations.
Course total	1025			

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. See attached file for instructions for requesting a final grade.

Instructor/Student Contact

It is important in a distance learning course for students to feel connected to their instructor. Please do not hesitate to contact your instructor. If for some reason you do not receive a reply to an email in a timely manner, please call, as sometimes student emails are placed in a Quarantined or Spam folder by the university filtering system and I do not see the message.

Distance Learning Courses:

There are 3 Instructor contacts required of the students in this course. (see Schedule of Assignments above). These contacts are designed to give students the opportunity to discuss specific assignments with the instructor throughout the course. It is important for students to make these contacts at the designated sequence of the schedule of the course to avoid completing assignments incorrectly.

References/ Resources

Academic Benchmarks <http://www.academicbenchmarks.com/search/> The Free K-12 Academic Standards Digital Library for all state standards.

California Preschool Foundations <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
Includes the Preschool Foundations for ages 48 months and 60 months including suggested activities to teach each learning foundation.

Cecil, N. (2007). *Striking a Balance: Best Practices for Early Literacy*. Holcomb Hathaway, Publishers; Third edition. Scottsdale, Arizona.

Common Core State Standards Initiative <http://www.corestandards.org/the-standards> Includes the Common Core State Standards in Language Arts for all grade levels.

Didax Educational Standards <http://www.didax.com/standards/> Includes standards in the following areas: Mathematics, English/Language Arts, Visual and Performing Arts, Technology, Science, Social Studies, Health, and more.

Educational World: National Education Standards <http://www.education-world.com/standards/national> includes links to both national and state standards in different areas of the curriculum.

Shunk, D.M., Pintrich, P.R., & Meece, J.L. (2008). *Motivation in education: Theory, research, and applications*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Mid-continent Research for Education and Learning (MCREL) www.mcrel.org/standards-benchmarks A compendium of content standards and benchmarks for K-12 education in both searchable and browsable formats.

National Professional Teaching Standards <http://www.nbpts.org>. Five areas are addressed throughout the course materials. Students are asked to apply these standards in their teaching practices.

General Procedures

Checking Course Materials

Check the course materials. Make certain that you have all materials needed to complete this course. If you have any questions related to your materials, please contact **Frank Gossett** at **559-930-5151** or at: fgossett@pacbell.net . In the event you need to return the box of course materials, please send them to:

Frank Gossett
795 Douglas Ave.
Clovis, CA 93611

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Your instructor will receive an email letting her know that you are ready to have your work graded. Once she receives your completed work, she will submit your final grade to the university online. Mail your completed work to:

Angel Krause
1831 S. Claremont Ave.
Fresno, CA 93727

OR email to: angel.krause@fresno.edu Please place the course number and your last name in the subject area in your message.

Request for an Extension

If you find that you will not be able to complete your coursework by the due date, you may request an extension at: http://ce.fresno.edu/sharedmedia/cpd/cpd_extension_form.pdf . Make sure you request this extension at least 2 weeks prior to your final due date. You will be granted a 6 month extension.

Dropping a Course

If you determine that the course is not what you expected or does not fit your professional development needs, you can drop the course for a full refund within 4 weeks after you have registered. Please see University Policy below:

Please send the following information to Frank Gossett at: fgossett@pacbell.net:

DROP Request

Name:

Course Number:

Reason for Dropping the Course:

Date Course Materials are being returned:

Other comments:

Email this message to: fgossett@pacbell.net

Mr. Gossett will process your Drop as soon as the course materials are received at:

**Frank Gossett
795 Douglas Ave.
Clovis, CA 93611**

University Policy: Refunds

A full refund for tuition and instructional materials, **less a \$30 handling fee**, will be granted if a course is dropped within four weeks after registration and all materials are returned to Frank Gossett in their original condition. After four weeks, a 50% refund will be granted through nine weeks. **After nine weeks there is no tuition refund.** Student must officially withdraw from a course, or a “no credit” grade will be issued by the instructor one year after the date of registration.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to <i>apply</i> it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.

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Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

