ED 291 Language and Literacy I: Service Learning Assignment (10 hrs)

Course Overview:

Through a balanced literacy approach, instruction will focus on processes involved in emergent literacy development. Strategies based on current theories of language and literacy will be modeled to promote skills in multi-level literacy instruction and assessment techniques.

Student Learning Outcomes:

- Identify the stages of reading and writing development; emergent, early and fluent.
- Demonstrate the components of balanced literacy; Read-Aloud, Shared reading/writing, Guided reading/writing, Interactive reading/writing, Independent reading/writing.
- Use information found in a Running Record to modify and direct instruction by: identifying student’s instructional reading levels, determining the cueing systems being used and creating guided lessons to support independence.
- Demonstrate knowledge of various methodologies and strategies that promote comprehension including prediction, summary and questioning.
- Demonstrate characteristics of teacher professionalism: confidentiality, appearance, behavior, communication.

Assignment:

1. Students are asked to actively engage with your students for at least 10 hours.
2. Students are prepared to work with small groups or one on one focusing on literacy development. The type and level of engagement may vary due to your needs.
3. Students will prepare a case study integrating assessment data (running records) as well as observed reading behaviors to create a plan of guided reading instruction for one student (the child’s name will not appear and information will be held in confidence).
4. Students will complete a Service learning verification in order to document service learning.

Please ensure that students exhibit the following characteristics of teacher professionalism:

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity

“A teacher affects eternity; he can never tell where his influence stops”

-Henry Adams