

Integrating Technology into the Virginia K-2 Reading Curriculum Syllabus

Overview

This course is designed to equip teachers with strategies and resources that will help them meet the rigorous standards of the state of Virginia in Reading and the Language Arts. It offers a balanced literacy approach, in which children master both the mechanics of language and its functional uses through meaningful learning tasks.

Participants will consider technologies and Web-based resources that support the goals of Virginia's Reading First initiative. Upon the completion of this course, each successful participant will have created a collection of strategies and resources into a Reading First Resource Kit, which can be readily implemented into the classroom.

Week 1: Balanced Literacy

Learners will

- identify current trends in reading instruction.
- examine children's literature resources.
- explore Web-based resources that promote early literacy skills

Week 2

Oral Language Development

Overview

No component of early literacy is more important than oral language development in children. Oral language is how we first learn to communicate, expressing needs, wants and ideas. It becomes a significant part of our early lives, and as we make the transition to print literacy we must have a rich collection of oral language experiences and vocabulary. This week we will consider the role of oral language development in a balanced literacy program.

Expectations

Learners will

- identify the stages of oral language development.
- examine the functions of oral language.
- explore resources and strategies for promoting oral language development.

Week 3

Systematic Phonics

Overview

As oral language is developed, phonemic awareness is an important next step in reading readiness. From this understanding of “sound building” to create words, children transfer their oral language skills to phonics, or the study of letter-sound relationships. This becomes the bridge across which young children travel to become print literate. This week you will study the importance of systematic phonics instruction in a balanced literacy program.

Expectations

Learners will

- identify the role of phonemic awareness in emerging literacy.
- examine best practices for phonics instruction
- explore resources and strategies for promoting systematic phonics instruction.

Week 4

Auditory Processing

Overview

As phonemic awareness and phonics instruction come into play in beginning reading, auditory processing becomes a significant factor in developing reading skills. Long recognized as a legitimate learning modality, auditory processing helps infants to recognize their own voice, toddlers imitate words and preschoolers approximate sentences and participate in conversations. In fact, at all levels of a child’s academic career, listening skills are a critical factor in school success. This week we will examine the role of listening in the balanced literacy program.

Expectations

Learners will

- explore the role of auditory processing in learning.
- identify listening skills and their role in reading.
- explore resources and strategies for promoting listening skills.

Week 5

Reading and Writing

Overview

Reading and writing are reciprocal processes that complement one another in building fluency, comprehension and independent literacy. Rather than teaching reading and writing in isolation, the balanced literacy program integrates these processes so that they coexist within the classroom much as they do in real life. This week we will explore strategies for incorporating reading and writing into a total balanced literacy program.

Expectations

Learners will

- explore other initiatives in early childhood literacy.
- consider the guidelines for peer feedback..
- prepare their final project.

Week 6

Overview

As we begin Week 6, you have completed assignments in Weeks 1 through 5 that will now come together to form your Reading First Resource Kit. You will post a draft of your Project at the beginning of the week for peer review. You will then post the revised version at the end of Week 6 for evaluation.

Your final project should include:

- A one paragraph philosophy of early childhood reading instruction which consists of tenets from Virginia's Reading First Initiative and your own personal convictions as a reading teacher.
- Strategies for Oral language development
- Strategies for Listening skills
- Strategies for Systematic Phonics instruction
- Strategies for Reading instruction
- Strategies for a Writing Workshop
- Children's literature titles that address each component of a balanced literacy program.
- Technology resources that will supplement your balanced literacy program.

Expectations

Learners will

- explore the Four Blocks program.
- identify the guidelines for peer review.
- complete and submit the final draft of their project.