

Reading 393-Emergent Literacy

College of Education

Department of Language, Literacy, and Special Populations

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Textbooks: McGee, Lea & Richgels, Donald. (2008). Literacy's
Beginnings: Supporting Young Readers and Writers.

There may be additional readings passed out in class.

Course Description/Objectives:

1. To provide knowledge about current practices, research, and methodology for teaching and assessing reading, writing, listening, and speaking.
2. To develop an understanding of the cognitive development of children in regard to their literacy acquisition and to plan learning activities appropriate to developmental levels.
3. To develop an awareness of the diversity in students' abilities and cultural backgrounds with the goal of providing appropriate instructional practices for each learner.
4. To develop knowledge of the wide range of trade books available for children and strategies for helping children select appropriate materials.
5. To provide opportunities for reflection and verbal and written responses to literacy understandings.

Course Format: Course content is delivered through lecture, reading from the text, class discussions, group literature circles and discussions, and student presentations. Evaluation will consist of peer and instructor evaluation. Class participation and inquiry will facilitate the learning in this course.

Standards Matrix:

Objectives/Learning Outcomes	Activities (*indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
The candidates can identify predictable patterns of literacy development from pre-reading (emergent literacy) to conventional literacy when presented with a student scenario.	Class Discussion: Lecture In-class additional reading activities Text	Quiz Group Discussions	4.1k, 4.2k, 4.3k, 4.4k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s
The candidates will list individual variations that could possibly occur in literacy acquisition when presented with a student scenario in which the variation is possible.	Class Discussion: Lecture In-class additional reading activities Text	Quiz Group Discussions	4.1k, 4.2k, 4.3k, 4.4k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s
The candidates can identify the need for a variety of assessment tools and techniques when asked how to assess young students in reading and writing.	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Lecture Text	Test Student samples of Assessment tools	1.8k, 3.3s, 4.9s, 5.4k, 5.7s, 6.3k, 6.1s, 7.1s, 7.10k, 9.6k, 9.1s, 10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s, 2 2b,4,5
The candidates use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction.	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Lecture Text	Test Student samples of Assessment tools	1.8k, 3.3s, 4.9s, 5.4k, 5.7s, 6.3k, 6.1s, 7.1s, 7.10k, 9.6k, 9.1s, 10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s, 2 2b,4,5
The candidates can explain the components of a balanced literacy program when presented with a piece of children's literature.	Lecture Text	Test Lesson plans	7.1k – 7.3k 1, 2b, 2i
The candidates can explain the importance of fluency to comprehension when presented with a parent conference scenario.	Class lecture Text Use of fluency assessment	Test Lesson plans	6.1k, 6.2k, 6.4k, 6.2s, 6.6s
The candidates will identify possible strategies to use with a student when presented with a student scenario dealing with fluency.	Class lecture Text Use of fluency assessment	Test Lesson plans	6.1k, 6.2k, 6.4k, 6.2s, 6.6s
The candidates can define	Class lecture and	Test	8.1k-8.3k, 8.1s-8.4s

and explain the developmental process of writing to communicate.	discussions	Lesson plans	
The candidates can determine ways to provide instruction that helps young children develop competence in written comprehension when presented with a student scenario.	Class lecture and discussions	Test Lesson plans	8.1k-8.3k, 8.1s-8.4s

Web address for state standards: www.tea.state.tx.us

Web address for specialty organization standards: reading.org

Course Requirements:

1. **Attendance**-Regular attendance is expected. More than three (3) hours absence may result in a drop of one letter grade in the final grade for each hour of absence. Students will be allowed one absence without consequence. (If an assignment is due, you will need to have someone turn that assignment in for you or it will be considered late.) Two tardies will equal one absence and two times to leave early will equal one absence.
2. **Textbook Readability Analysis**- Each student will conduct a readability analysis of three (3) different textbooks for a given grade level. Students will use 3 one hundred (100)-word passages (beginning, middle, end of textbook) for each book they analyze. Students will write a one-page paper providing their findings. **60 points**
3. **Lesson Plan/Strategy Presentations**- Students will present a sample reading/writing strategy lesson (resources will be discussed). These lessons may be presented in groups of 2 or 3 (no more than 3 will be allowed). You may choose to work alone if you wish. The group or individual should demonstrate understanding by presenting the concept as it applies to a piece of children's literature. There should be a handout of at least one page which details the example used during the presentation. These lessons should last no more than 20 minutes.**100 points**
4. **Annotated bibliography**- Each student will complete an annotated bibliography of 25 children's books. This bibliography will include 15 fiction and 10 non-fiction books. The list may include picture books, chapter books, predictable books or any books that the student considers to be his/her favorite. **100 points**
5. **Literature Circles**-Students will participate in literature circles using one Newbery Book. When they complete the study, they will present the book to the class. **40 points**
6. **Quizzes**- There will be two 50-point quizzes and one 50-point final quiz to check for understanding of course content. **150 points**
7. **I-Search**- It is important for every student to pursue his or her own interests in a course. Many times, you read something interesting but cannot pursue it because there are too many "must do" assignments. Choice and ownership are key components in learning. You will be given the opportunity to pursue your interest through an I-Search. This I-search must be connected to **emergent literature; reading and/or writing**. You will briefly explain your search process and what you found out to class (5 minutes) and in a 2-3 page pager. See Blackboard on I-Search procedure, sample, and rubric. **30 points**
8. **Interview Questions**-Students create questions and participate in the Chapter Study Group Format along with the Chapter Self-Evaluation each week; each week is worth 5 points. **Total=12 chapters x 5 points = 60 points**
9. **Professionalism**- Each student will be given 20 professionalism points at the start of the semester. Any student who displays professional behavior throughout the semester will retain all 20 points. See "Expectations" for point reduction explanations. **20 points**

Grading Scale: Total Points

A	(93-100%)	520-560 points
B	(85-92%)	476-519 points
C	(77-84%)	431-475 points
D	(70-76%)	392-430 points
F	(below 70%)	below 391 points

Total Points: 560

Late assignments will be accepted only if prior arrangements have been made with the instructor.

Expectations-

1. Students will be on time for class.
2. Students will turn work in on time.
3. Students will display active participation during class.
4. Students will show respect for fellow students

Students not meeting these expectations will have professionalism points deducted at the rate of 2 points per infraction. Each student will receive 20 professionalism points at the start of the semester.

American with Disabilities Act

Disability Statement- Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examination, for the observation of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examination are to be completed.

Calendar:

January

21	22 <ul style="list-style-type: none">• First Class• Review Syllabus• Literature Circle Explanation Read Chapter 1, "Understanding Children's Literacy Development," pgs. 1-29, and write interview questions for following week.	23	24	25
28	29 <ul style="list-style-type: none">• Chapter Review using interview questions• What did you learn?• Explain Readability Analysis• Discuss theory of learning from text. Read Chapter 2, pgs. 30-53, and write interview questions for following week.	30	31	1

February

4	<p>5</p> <ul style="list-style-type: none"> • Chapter Review using interview questions • What did you learn? • Explain Lesson Plan/Strategy Presentation • Discuss info from text. <p>Read Chapter 3, pgs. 55-85 and write interview questions for following week.</p>	6	7	8
11	<p>12</p> <ul style="list-style-type: none"> • Chapter Review using interview questions • What did you learn? • Explain Annotated Bibliography • Discuss info from text. • Explain Quiz Procedures <p>Read Chapter 4, pgs. 87-117, and write interview questions for following week.</p>	13	14	15
18	<p>19</p> <p>Quiz 1 Due</p> <ul style="list-style-type: none"> • Student presentation • Chapter Review using interview questions • What did you learn? <p>Read Chapter 5, pgs. 118-148, and write interview questions for class on March 4, 2008</p>	20	21	
25	<p>26</p> <p>*Class will be held on the Parmley Elementary campus, Willis ISD</p> <p>*Readability Analysis Due</p>	27	28	29

March

3	<p>4</p> <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. • Explain I-Search procedures <p>Read Chapter 6, pgs. 149-182, and write interview questions for class on March 18, 2008.</p>	5	6	7
10	<p>11</p> <p>Spring Break</p>	12	13	14
17	<p>18</p> <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. <p>Read Chapter 7, pgs. 183-211, and write interview questions for following week.</p>	19	20	21
24	<p>25</p> <p>Annotated Bibliography Due</p> <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. <p>Read Chapter 8, pgs. 212-244, and write interview questions for following week.</p>	26	27	28
31				

April

	1 <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. • Talk about Quiz procedures Read Chapter 9, pgs. 245-280, and write interview questions for following week.	2	3	4
7	8 Quiz 2 Due <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. Read Chapter 10, pgs. 281-318, and write interview questions for following week.	9	10	11
14	15 <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. Read Chapter 11, pgs. 319-343, and write interview questions for following week.	16	17	18
21	22 <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. Read Chapter 12, pgs. 344-366, and write interview questions for following week.	23	24	25
28	29 I-Search Due <ul style="list-style-type: none"> • Student Presentation • Chapter Review using interview questions • What did you learn? • Discuss info from text. 	30		

May

			1	2
5	6 Students share the results of their I-Search papers Discuss Final procedures	7	8	9
12	13 Final	14	15	16