

Rutgers, The State University of New Jersey
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Literacy Development in the Early Years
Fall 2021
Location: Virtual

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| Instructor: Laurell Parris | Email: lparris@rutgers.edu |
| Phone Number: (215) 432-2875 | |
| Office Hours: By appointment | Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i> |
| Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other | Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact OSAS: Ken.Tufo@gse.rutgers.edu |

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description & Learning Goals

This course addresses effective literacy instruction for children in preschool, kindergarten, and the early elementary years. It introduces students to the development of literacy in young children, beginning from birth and continuing into the early elementary grades. Students will learn about early literacy development philosophies and theories that shape how educators approach their work with young children, both past and present. Students will also learn what research has revealed about how young children develop the insights, skills, and conceptual

knowledge that enable them to successfully learn to read and write. By the end of the semester, students will have learned about the following:

- Research, theory, and policy as they relate to early literacy
- Current topics, including Common Core Standards, assessment, equitable education, and family literacy
- Constructivist strategies for teaching reading, writing, oral language, listening, and viewing
- Integration of literacy instruction across all content areas and throughout the school day using a thematic approach
- Organization and management of literacy instruction; selection of relevant instructional materials; use of balanced literacy (e.g. shared, independent, and small-group, differentiated reading and writing instruction) to engage children in literacy learning

Course Catalog Description: Focus on literacy skills for children from birth through third grade. Emphasis on emergent literacy strategies, language and vocabulary development, word study, comprehension, writing, and parent involvement. Children's literature is explored.

Professional Standards Informing This Course

The **New Jersey Professional Standards for Teachers (2014)** can be found at <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>. In this course, we will be covering the following standards:

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates

learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

The **Council for the Accreditation of Education Professionals (2013)** standards can be found at http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf. We will address the following standard in this course:

Standard One: Content and Pedagogical Knowledge. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career- readiness standards.

Required Text

- Morrow, L. M. (2019). *Literacy development in the early years: Helping children read and write* (9th ed.). London, England: Pearson.
- Muhammad, Ghody (2019) *Cultivating genius: An equity framework for culturally and historically responsive literacy* (2020). New York, NY: Scholastic
- Souto-Manning, M. & Martell, J. (2016). *Reading, writing, and talk: inclusive teaching strategies for diverse learners, K-2*. New York, NY: Teachers College Press.

Course Policies

Attendance

Attendance (this policy is separate from the participation grade): You are allowed ONE absence, which I will assume is for a good reason. Beyond that, your final grade will be reduced as indicated (unless, of course, you have a doctor's note or other documentation indicating a bona fide reason): 2 absences—reduction of a half grade; 3 absences—reduction of 1 full grade; 4

absences—failing grade in course. Again, if it is an excused absence, you are responsible for contacting me, getting the course materials, and making up for the class in order to receive the participation points.

Participation

This class is discussion-oriented; therefore, your active participation in this course is vital to the course and to your learning. It is imperative that all students come prepared to discuss this week’s assigned readings. Keep notes on the reading. These notes will be important for helping make meaning, participating in online discussions, giving feedback to your peers, sharing how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will be factored into your grade.

Evaluation of Written Work

I will only accept work that meets professional standards. As teachers, we are expected to clearly communicate information to students, parents, administrators, and colleagues. For this course, you are expected to hand in work that has been proofread. You will be evaluated on clarity, conciseness, and organization of writing. Responsiveness to the task or question will also be evaluated (e.g., are you fulfilling the requirements of the assignment). Your work must demonstrate independent judgment. This includes going beyond the information presented by others. Be critical, seeing both strengths and weaknesses, and support opinions with your own reasons. **All written assignments should be typed and double-spaced. Times New Roman, 12 point font size and one-inch margins are required. Pages should be numbered AND include your first initial and last name on each page.**

Late Assignments

If you need an extension on an assignment, please contact me BEFORE the due date. **If you do not contact me via email ahead of time, your grade on the assignment will be dropped by one letter grade for every class period it is late.**

Grading

| <i>Grading Scale</i> | <i>Grading Summary</i> |
|-----------------------------|---|
| A = 90-100 | A = Outstanding work |
| B+ = 87-89 | B = Good work |
| B = 80-86 | C = Satisfactory work |
| C+ = 77-79 | F = Failing work (also stopped attending without withdrawing) |
| C = 70-76 | |

F = 69 and below

Communications & Announcements

I will update our course website each week to post information for your assignments. You are responsible for any information that is presented in our Canvas Announcements, so please make sure to check the site between classes so that you are aware of any additions and/or changes.

I will use e-mail to contact you individually. **If you do not usually use your Rutgers e-mail account, be sure that you have set it to forward to the account you do check.**

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies. The work you submit should be your own, except in cases where it is a group project. **Any resources used to guide your thinking in written work should be appropriately cited (**

Confidentiality

When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices that you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

Course Requirements

Assignments

- **Class participation** **10%**
- **Reflections** **10%**
- **Case Study & Action Plan** **40%**
 - Part One: Getting to Know Children (10%)
 - Part Two: Administering Assessments (15%)
 - Part Three: Implications for Instruction & Reflection (15%)
- **Designing Literacy Lessons** **40%**
 - Text Set Interactive & Presentation (10%)
 - Lesson Writing (30%)

Class Participation: Reading assigned materials will be essential to your development as a teacher of young children. Class sessions will be based upon and will extend the information

presented in the readings. I will evaluate your preparedness based on your participation in small group and whole class discussions and activities, in addition to your regular attendance to class.

Course Reflections: You will compose five reflections throughout the semester to capture and document your learning throughout the course. In each reflection you should carefully consider your own thoughts and views regarding early literacy instruction from both your experiences as a student and your experiences in the field. You will then reflect upon how the course readings confirm, challenge, and inform your ideas.

Case Study & Action Plan: Throughout the semester, we will learn how to use formal and informal assessment measures, including work samples, to determine how children are developing as readers and writers. After learning about these measures in class, you will administer them to your focal child. You will submit the results of these assessments and your analysis of the child's strengths and needs in a case study report. You will begin by selecting a child between the ages of 4 and 8 (from your field placement, a friend's classroom, a relative, etc.). This student should be an **emergent reader** (with an approximate reading level between D and J). You should expect to meet with the case study child several times throughout the semester first in weeks 4-5 to get to know the child and their family and then during weeks 7-9 to administer assessments. After you administer the assessments, you will analyze the data to make recommendations for instruction. Your recommendations will then be shared as you participate in a mock parent-teacher conference in Week 12. This case study is an opportunity for you to show what you know about literacy development in the early years and the role of assessment.

Designing Literacy Lessons: This assignment requires the planning of several literacy lessons. You will work in groups to plan 3 or 4 days of literacy learning for a Kindergarten, first or second grade class. You will demonstrate your understanding of how to use a combination of approaches to engage children in a balance of literacy learning. Also, you will consider how you can integrate topics from the content areas (e.g. social studies, math, science, art, physical education etc.) into your lessons. In small groups and using Learning for Justice's Social Justice Standards, you will select a theme. Then, your group will curate a set of texts to create a thematic text set. Lastly, you will use the NJ state standards and Gholdy Muhammad's Culturally Historically Responsive Literacy framework to plan for three lessons: a Read aloud lesson, a reading mini-lesson, and a writing mini-lesson. Your group will work together to create a digital, interactive space so that your work can be shared with your peers.

Tentative Course Schedule by Week

| Week | Topics to be Covered | Readings Due | Assignments Due |
|---|---|---|--|
| Part One: Foundations of Early Literacy & Creating Literacy Classrooms that Honors Diversities | | | |
| 1 Wed 9/1 | Welcome to Literacy Development in the Early Years: <i>How do we create literacy communities that affirm and sustain the identities of all students?</i> | Morrow (2020) , Chapters 1-2 | |
| 2 Wed 9/15 | Exemplary Literacy Classrooms: A Balanced Literacy Approach: <i>What do we see in an exemplary literacy environment that is representative of a balanced literacy approach? How do teachers effectively scaffold literacy instruction?</i> | Fisher, Frey, & Akhavan (2020) , This is Balanced Literacy: Chapter 1 Defining Balance, Finding Balance Routman (2005) , Optimal Model: Writing Routman (2003) , Optimal Model: Reading Gradual Release of Responsibility and Reading and Writing within a Balanced Literacy Approach Approaches in a Balanced Literacy Serravallo & Goldberg (2007) Chapter 1 & 2 | Reflection #1 (literacy autobiography) Select a student to work with for Case Study |

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| <p>3</p> <p>Wed 9/22</p> | <p>Literacy Classrooms that Honor Diversity: <i>How do standards inform teachers' instructional decision making? How do exemplary literacy teachers go beyond the standards to create culturally relevant and sustaining instruction?</i></p> | <p>Muhammad (2020), Chapters 1-2</p> <p>Hanford (2018), Hard Words: Why aren't kids being taught to read?</p> <p>Scharer (2019), What's the Fuss about Phonics and Word Study</p> | |
| <p>Case Study: Plan to interview student and family in Weeks 4-5</p> | | | |
| <p>4</p> <p>Wed 9/29</p> | <p>Understanding the Diversity of Children's Language and Literacy Practices: <i>In what ways can teachers differentiate instruction using culturally relevant literacy materials and practices to be inclusive of all learners and their language and literacy practices?</i></p> <p>Family Literacy Partnerships & Accessing Funds of Knowledge: <i>How can the school and home work together to enhance literacy instruction?</i></p> | <p>Souto-Manning & Martell (2016), Chapters 1-3</p> <p>Schrodt, K., Fain, J., & Hasty, M. (2015) Exploring Culturally Relevant Texts With Kindergartners and Their Families.</p> <p>Morrow (2020), pp. 378-381: A Parent/Guardian Involvement Framework</p> | <p>Reflection #2</p> <p>2-3 children's lit books to share with group and analyze using HRL</p> |
| <p>Part Two: Assessment Techniques, Practices, and Tools that Inform Literacy Instruction</p> | | | |
| <p>5</p> <p>Wed 10/6</p> | <p>The Role of Assessment & Assessment Tools: <i>How do teachers of literacy identify and utilize appropriate assessment for young learners?</i></p> | <p>Morrow (2020), Chapter 3 pp.33-40 & 46-60 Chapter 7 pp. 124-125 & 140-142 Chapter 8 pp. 161-166</p> <p>ILA (2020) Position Statement and Research</p> | <p>Thematic Text Set for Designing Lit Lessons due to digital bookshelf (Padlet, google doc, google slides, let them choose?) Somehow include</p> |

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| | | <p>Brief: Phonological Awareness in Early Childhood Literacy Development</p> <p>Moats & Tolman, Why Phonological Awareness is Important for Reading and Spelling</p> <p>Moats & Tolman, The Development of Phonological Skills</p> | <p>their HRL framework work?</p> <p>Read Aloud Planning document</p> |
| <p>6</p> <p>Wed 10/13</p> | <p>The Role of Assessment & Assessment Tools cont.: <i>How do teachers of literacy identify and utilize appropriate assessment for young learners?</i></p> | <p>Morrow (2020), Chapter 3 pp. 40-46 Chpt 10 pp. 270-277</p> <p>ILA (2020) Teaching and Assessing Spelling</p> <p>Templeton (2020) Stages, Phases, Repertoires & Waves: Learning to Spell & Read Words</p> <p>Rasinski (2004), Creating Fluent Readers</p> <p>ILA (2018) Reading Fluently Does Not Mean Reading Fast</p> | <p>Case Study Part 1: Getting to Know Children Write Up</p> |
| <p>Case Study: Plan to assess student in Weeks 7-9</p> | | | |
| <p>Part Three: Effective Literacy Instruction</p> | | | |

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| <p>7</p> <p>Wed 10/20</p> | <p>Language Development & Approaches to Word Study: <i>How can teachers of literacy utilize their knowledge of emergent literacy skills to engage in strategies to help students learn about concepts of print, develop knowledge of the alphabet, and utilize strategies to figure out unknown words while reading?</i></p> | <p>Souto-Manning & Martell (2016), Chapter 4</p> <p>Morrow (2020), Chapter 7</p> <p>National Reading Panel, Phonics Instruction</p> <p>Farrell, Hunter, & Osenga, A New Model for Teaching High-Frequency Words</p> <p>Readingrockets.com Phonics: In Practice</p> | <p>Read Aloud Lesson Plan Draft Due</p> <p>Reflection #3</p> |
| <p>8</p> <p>Wed 10/27</p> | <p>Developing Comprehension of Text: <i>How can teachers of literacy utilize their knowledge of theory and research about reading comprehension to engage in research-based teaching strategies that enhance a child's comprehension of text?</i></p> | <p>Serravallo (2018), Understanding Texts & Readers, pp. 7-14</p> <p>Morrow (2020), Chapter 9 pp. 177-215</p> <p>Souto-Manning & Martell (2016), Chapter 5</p> | |
| <p>9</p> <p>Wed 11/3</p> | <p>Writing & Spelling Development: <i>How can teachers of literacy use their knowledge of the writing process to design writing experiences that allow students to develop the craft of writing?</i></p> | <p>Morrow (2020), Chapter 10</p> <p>Souto-Manning & Martell (2016), Chapter 6</p> <p>Serravallo (2021) Chapter 1, 2 & 3</p> <p>Group Specific</p> <p>Group 1: Strategy Lessons Group 2: Guided Writing Group 3: Shared Writing Group 4: Interactive Writing Group 5: Inquiry Groups</p> | <p>Reading Mini-lesson Draft due</p> |

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| | | Group 6: Reflection Groups Group 7: Partnerships and Clubs | |
| 10 Wed 11/10 | Developing Vocabulary Knowledge & Fluency: <i>How can teachers of literacy design shared reading experiences to develop students' vocabulary knowledge and fluency?</i> | Morrow (2020), Chapter 6 pp.109-116 Cox , Performance Reading We need a translanguaging article | Case Study Part Two: Administering Assessments-Results Write-Up |
| 11 Wed 11/17 | Small Group Instruction: Diving Deeper into Guided Reading & Conferencing: <i>How can teachers of literacy use their knowledge of students' strengths and needs to plan for small group and individualized instruction?</i> | Watch Seedfolk Guided Reading Lesson add in some conferencing articles - maybe conferring with readers - serravallo? | Reflection #4 Writing Mini-lesson Draft Due |
| Part Four: Sharing Our Products | | | |
| 12 *Mon 11/29 | Mock Parent-Teacher Conferences | NAEYC, Parent-Teacher Conferences NAEYC, 4 Quick Reminders as You Plan for Family Conferences 5 Strategies for a Successful Parent-Teacher Conference Parent-Teacher Conferences: Before, During, and After | Case Study Part Three: Implications for Assessment Write-Up Mock Parent-Teacher Conferences (nothing due to Canvas) |

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| <p>13</p> <p>Wed 12/1</p> | <p>Sharing “Designing Literacy Lessons”</p> | | <p>Reflection #5</p> <p>Designing Literacy Lessons & Presentation</p> |
| <p>14</p> <p>Wed 12/8</p> | <p>Sharing “Designing Literacy Lessons”</p> | | <p>Reflection #5</p> <p>Designing Literacy Lessons & Presentation</p> |

References

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- Farrell, L., Hunter, M., Osenga, T. (n.d.). *A new model for teaching high-frequency words*. Reading rockets. <https://www.readingrockets.org/article/new-model-teaching-high-frequency-words>.

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NAEYC (n.d.). *Parent-teacher conferences.*

NAEYC (n.d.). *4 quick reminders as you plan for family conferences.*

Minero, E. (2018, October). *5 strategies for a successful parent-teacher conference.* Edutopia. <https://www.edutopia.org/article/5-strategies-successful-parent-teacher-conference>.

Parent-teacher conferences: before, during, and after. Teachervision. Retrieved August, 2021, from <https://www.teachervision.com/new-teacher-resources/parent-teacher-conferences-during-after>.