

## Literacy Development in the Early Years

Rutgers, The State University of New Jersey- Graduate School of Education

Fall 2013, Course 15:299:514

Tuesdays 4:50-7:30 pm

GSE 030

Instructor: Dr. Lorell Levy

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Office hours: Before and after class

### Course Overview

The focus of this course is the development of literacy skills in children from birth through third grade. Emphasis will be placed on emergent literacy strategies, language and vocabulary development, word study, comprehension, writing, and parent involvement. Children's literature will also be explored.

### Required Texts

Morrow, L. M. (2012, 7<sup>th</sup> edition). *Literacy Development in the Early Years: Helping Children Read and Write*. Boston: Allyn & Bacon

Morrow, L. M. (2002, 2<sup>nd</sup> edition). *The Literacy Center: Contexts for Reading and Writing*. York, Maine: Stenhouse Publishers.

Morrow, L. M. (2003). *Organizing and Managing the Language Arts Block: A Professional Development Guide*. New York: Guilford Press.

Articles/readings to be distributed

NJ Language Arts Core Content Standards [www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

### When turning in assignments, please consider the following:

- \*I only accept work that meets professional standards. As a teacher, you will be expected to clearly communicate information to parents, administrators, and colleagues. Errors will make you appear unprofessional. All work should be proofread and corrected before submission.
- \*Unless arrangements are made in advance of the due date, late papers and assignments will be graded as such.
- \*I am willing to give feedback and read drafts of your assignments if you would like. You can then use the feedback to revise your assignment before submitting it for a grade.

Assignments	Percentage of grade
<p><b>Attendance and Active Participation:</b> Your attendance and participation are necessary for you and your classmates to get the most out of this intensive course. You are expected to attend every class session having completed all required readings and assignments for that session. It is impossible to get the most out of this class without showing up and doing the work. Missing even one class may influence your grade negatively. You also need to arrive on time, stay for the entire period, and actively participate. <i>Contact me through email if you know that you will miss any portion of the class.</i> <b>Missing two classes will automatically result in a grade reduction.</b> There will be occasional quizzes throughout the semester so it is important to keep up with the readings.</p>	<p>20%</p>
<p><b>Center Material With Skill Development and Storytelling:</b> You will have the opportunity to do a five minute presentation to the class to introduce us to a book, an accompanying skill, and a material that you have prepared to practice that skill. More specific instructions on how to complete this project will be distributed.</p>	<p>20%</p> <p>Date: _____</p>
<p><b>Case Study:</b> For the case study you will assess a young student on several different measures (introduced in class) and suggest instruction based on the results of your assessments. In your field experience placement you will need to find a student (between the ages of 6-8) to administer reading assessments to throughout the semester. If it is not possible to use a child from your field experience, you can use a neighbor, nephew or niece, child of a family friend, etc. More specific instructions will be distributed in class.</p>	<p>30%</p> <p>Date: November 12</p>
<p><b>Organizing a Language Arts Program project:</b> You will write a 10-12 page paper demonstrating that you understand the components of a Language Arts program, can organize the program, and plan specific instruction. More specific instructions will be distributed in class.</p>	<p>25%</p> <p>Date: December 10</p>

## Evaluation

**Academic Integrity:** You can find the policy on Academic Integrity for Undergraduate and Graduate Students at the following website: <http://academicintegrity.rutgers.edu>

<p><b><u>Grading Scale</u></b>            A=90-100            B+=87-89            B=80-86            C+=77-79            withdrawing)            C=70-76            F=69 and below</p>	<p><b><u>Grading Summary</u></b>            A=Outstanding work            B=Good Work            C=Satisfactory work            F=Failing work (Or stopped attending without</p>
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<b>Class Section</b>	<b>Topics and Activities</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<i>Session 1</i> <b>Sept 3</b>	<b>Introduction to the Course and Syllabus</b> Early Literacy Instruction through the years An exemplary language arts classroom		
<i>Session 2</i> <b>Sept 10</b>	<b>Presentation by Dr. Lesley Morrow</b>	Literacy Development in the Early Years Chapters 1 (41) & Appendix B (10) Organizing and Managing the Language Arts Block Chapter 1 (21)	Work on lining up a student as your case study student (between the ages of 5-8)
<i>Session 3</i> <b>Thursday, Sept 19</b>	<b>20<sup>th</sup> century Practices and Assessment</b> Balanced Literacy Literacy Policy How will assessment inform your instruction? Running Records Portfolio assessment Standardized High Stakes Tests	Literacy Development in the Early Years Chapter 2 (27) Organizing and Managing the Language Arts Block Chapters 3 and 4 (89)	
<i>Session 4</i> <b>Sept 24</b>	<b>Language and Vocabulary Development</b> How do children develop language? Supporting Language Development in the Early Literacy Classroom Vocabulary Development: Strategies that work	Literacy Development in the Early Years Chapter 4 (39) The Literacy Center Chapter 3 and Resource Section 4 (32) Ten Do's and Don'ts of Word Study (Fisher & Bates) (11)	Administer running record
<i>Session 5</i> <b>Oct 1</b>	<b>Strategies to Figure Out Words: Phonemic Awareness, Phonics, and More</b> Understanding the Sounds of Language Learning About the Alphabet Phonics: Understanding Sound-Symbol Correspondences Using Context Clues Storytelling presentations (5)	Literacy Development in the Early Years Chapter 5 (65) The Literacy Center Chapter 4 and Resource Section 3 (59) <i>Guided Reading: The Romance and the Reality</i> (Fountas and Pinnell) (16) Tell Me About Fred's Fat Foot Again (Murray) (6)	Administer High Frequency Word test and Phonemic Awareness Test (PAT 2)
<i>Session 6</i> <b>Oct 8</b>	<b>Strategies to Figure Out Words: Phonemic Awareness, Phonics, and More (cont'd)</b> Understanding the Sounds of Language Learning About the Alphabet Phonics: Understanding Sound-Symbol Correspondences Using Context Clues	Literacy Development in the Early Years Chapter 5 (65) The Literacy Center Chapter 4 and Resource Section 3 (59) <i>Guided Reading: The Romance and the Reality</i> (Fountas and Pinnell) (16) Tell Me About Fred's Fat Foot Again (Murray) (6)	Administer Phonics Test (Informal Phonics Survey)

	Storytelling presentations (5)		
<i>Session 7</i> <b>Oct 15</b>	<b>Developing Comprehension and Fluency</b> Research on Comprehension Comprehension Strategies in Multiple Settings Storytelling presentations (5)	Literacy Development in the Early Years Chapter 6 (53) The Literacy Center Resource Section 2 (28) “High Five!” Strategies to Enhance Comprehension of Expository Text (Dymock & Nicholson) (11)	
<i>Session 8</i> <b>Oct 22</b>	<b>Developing Comprehension and Fluency (cont’d)</b> Research on Comprehension Comprehension Strategies in Multiple Settings Storytelling presentations (6)	Literacy Development in the Early Years Chapter 6 (53) The Literacy Center Resource Section 2 (28)	Administer Retelling Assessment Use p.232 (Figure 6.13) or p. 235 (Figure 6.14)
<i>Session 9</i> <b>Oct 29</b>	<b>Meeting the Needs of Diverse Learners</b> Cultural Diversity English Language Learners Struggling Readers <i>Voices from the Field: Pam DeRiso, Language Arts Resource Teacher/Lawrence Township Teacher of the Year 2013 and Lisa Kapp, Language Arts Resource Teacher</i>	Literacy Development in the Early Years Chapter 3 (33)	
<i>Session 10</i> <b>Nov 5</b>	<b>Writing, Spelling, and Literacy Development</b> Early Writing Acquisition The Process Approach to Writing The Writing Workshop	Literacy Development in the Early Years Chapter 7 (53) The Literacy Center Resource Section 5 (4)	Administer Writing Assessment p.307 (Figure 7.22)
<i>Session 11</i> <b>Nov 12</b>	<b>Organizing and Managing the Literacy Program</b> Preparing rich literacy physical classroom environments Integrating literacy into the curriculum with themes Guided Reading, small group work, differentiation Creating centers for independent and collaborative learning	Literacy Development in the Early Years Chapter 9 (43) The Literacy Center Chapter 5 and Resource Section 1 (29)	Case study is due
<i>Session 12</i> <b>Nov 19</b>	<b>Family Literacy</b> Inviting families to partner with you Respecting all family literacy histories	Literacy Development in the Early Years Chapter 10 (38)	
<i>Session 13</i> <b>Dec 3</b>	<b>The Role of Motivation in Literacy Development</b> Strategies for Motivating Reading and Writing	Literacy Development in the Early Years Chapter 8 (55)	Bring in the address of an educational website to share

	Assessing children's attitudes Thematic Units Motivation in the Digital Age		
<i>Session 14</i> <b>Dec 10</b>	<b>Synthesis, Evaluation, Application</b> Common Core State Standards and the Future		Organizing a Language Arts Program Project due