Learning Goals:

This course introduces students to the development of literacy in young children, beginning from birth and continuing into the early elementary grades. Students will learn about philosophies and theories of early literacy development that have shaped how teachers and others have approached their work with young children, both in the past and currently. Students will 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. Finally, the course addresses effective instruction and organization of instruction for children in preschool, kindergarten, and the early elementary years.

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.

Class Materials:
Required Texts:


Recommended Texts:

Course Website:
We will use a Sakai site for this course.
Go to https://sakai.rutgers.edu/portal/site/34d1e035-5176-4139-aa2b-23f229b45615

Students with Disabilities:
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 documentation: 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.

Grading Policy:
It is possible to earn 800 total points on course assignments. Your grade will be calculated by calculating the percentage of points you earned out of the total possible. The following scale will be used to assign letter grades:

A 90% and above
B+ 87 to 89.9%
B 80 to 86.9%
C+ 77 to 79.9%
C 70 to 76.9%
D 60% to 69.9%
F 59.9% and below

Assignments:

1) Weekly Reading Assignments & Class Participation (100 points)

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. Please come each week with a list of “most important” ideas that you gleaned from the readings and two to three questions intended to spark discussion. These “notes” will be collected twice during the semester. The dates for collection will be unannounced. In addition, I will evaluate your preparedness based on your small group discussions, which I will sit in on. Class participation will be evaluated by your engagement with discussion topics, contributions to class, and attendance.

2) Children’s Literature Author Presentation (50 points)

Once during the semester you will work with a group of classmates to prepare a 15-minute presentation about the work of a well-known children’s author. You should collect as many of this author’s books as
possible and bring them to class. You should select one of these books to read aloud to the entire class. You should also use multi-media materials (e.g. websites, videos) to engage your classmates in learning about this author, his/her work, and the ways in which teachers and children engage with the books.

3) **Phonics Lesson (100 points)**

Using a model that I will present in class, you will develop a phonics lessons for a kindergarten, first or second grade class. You will select a children’s book to serve as the “jumping off” point for the lesson. You will also describe materials that would be placed in a “Word Work” center for children to practice your target phonics skill. 

Further description of both parts of this assignment will be distributed in class.

4) **Storytelling Assignment (50 points)**

This assignment requires the selection of a piece of children’s literature that is lends itself to storytelling. You will conduct a storytelling session in class. You will prepare the materials that will be used as you tell the story and will submit a one-page write up describing your storytelling session.

Further description of both parts of this assignment will be distributed in class.

5) **Vocabulary Lesson Assignment (begun in class) (100 points)**

You will use *Bringing Words to Life: Robust Vocabulary Instruction* to support the development of a detailed lesson for teaching vocabulary to kindergarten, first or second graders. Your lesson will be based on a children’s book. This assignment will be completed with a partner and will be begun in class.

Further description of this assignment will be distributed in class.

6) **Case Study & Action Plan (200 points)**

*It is important that you select a child to work with throughout the semester. This child should be between pre-school and second grade, and can be a student from your field experience. If you will work with a child from your field placement, be sure to discuss this with the classroom teacher and get the necessary permissions to work with the child. I will distribute a letter that explains the project that you can give to your cooperating teacher.*

This assignment requires you to study the literacy development of a particular child. Throughout the semester you will be taught to use informal assessment measures and 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. After describing the assessments given and the results, and providing a summary of the child’s literacy development, you will provide specific instructional recommendations for supporting the child’s growth as a reader and writer.

Further description of this assignment will be distributed in class.

7) **Planning the Literacy Block Assignment (200 points)**

This assignment requires the planning instruction that would follow the sharing of a grade level text with a whole class of first or second graders and the planning of lessons that would be conducted with small groups of children to meet their specific literacy learning needs. The texts used in all of the lessons will be linked by a common theme. To assist you in your planning, you will be provided with descriptions of the groups of children and their particular needs.

Further description of this assignment will be distributed in class several weeks prior to the due date.
| Session One (1/27) | History of Early Literacy Instruction – Influential Philosophies & Theories | • LDEY: Chapter 1  
  • Get access to a public library.  
  If you live on campus or in New Brunswick, you can join the New Brunswick public library. You need something with proof of address such as a utility bill to get a library card. You will need library access later in the semester. |
| Session Two (2/3) | Word Recognition: Preschool skills – Phonemic Awareness, Alphabet Recognition, Sight Words & Phonics | • LDEY: Chapter 5 (pp. 134-165) (notes) |
| Session Three (2/10) | Motivating Literacy Learning  
  (Guest presentation: Dr. Lesley Morrow)  
  GSE: 1st floor classroom (Room 124) | • LDEY: Chapter 8 (notes)  
  • LC: Chapters 1 – 5 (no notes required) |
| Session Four (2/17) | Word Recognition: Analysis of Oral Reading  
  (conducting a running record) | • LDEY: Chapter 2 (pp. 30 – 42) (notes)  
  • Storytelling Assignment due (in-class presentation) |
| Session Five (2/24) | Word Recognition: High frequency words & Decoding (phonics – continued & structural analysis) | • LDEY: Chapter 5 (pp. 165-199) (notes)  
  • PPW: Chapters 1-4 and Chapter 6 (turn in) |
| Session Six (3/3) | Choosing Appropriate Texts & Fluency | • LDEY: Chapter 6 (section on fluency only) (notes)  
  • Clark article (pdf on Sakai) (notes)  
  • Reutzel article (pdf on Sakai) (notes)  
  *Phonics Lesson due* |
| Session Seven (3/10) | Early Writing Development | • LDEY: Chapter 7 (notes) |
| SPRING BREAK (3/17) | | |
| Session Eight (3/24) | Vocabulary and Oral Language Development | • LDEY: Chapter 4 (notes)  
  • BWTL (Chapter 1-5 are the priority)  
  *Case Study Part 1 due* |
| Session Nine (3/31) | Comprehension | • LDEY: Chapter 6 (notes)  
  *Vocabulary Lesson assignment due* |
| Session Ten (4/7) | Assessments and Standards:  
  Common Core State Standards & the PARCC  
  SGOs (Student Growth Objectives) | • LDEY: Chapter 2  
  • Report of the National Reading Panel – *Put Reading First, 3rd edition*, National Institute for Literacy:  
    http://www.nationalreadingpanel.org/publications/researchread.htm  
  • Common Core State Standards (CCSS) for Language Arts:  
    http://www.corestandards.org/ELA-Literacy  
  • PARCC assessment |
| Session Eleven (4/14) | Organizing Literacy Instruction – Whole class and small group instruction and independent center activities | • Paratore & McCormack chapter (pdf on Sakai)  
• Ford & Opitz article (pdf on Sakai)  
**Case Study due** |
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<td>Session Twelve (4/21)</td>
<td>Organizing Literacy Instruction – Putting it all Together: Planning the Literacy Block</td>
<td>• LDEY: Chapter 9</td>
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| Session Thirteen (4/28) | Meeting the Needs of Individuals | • LDEY: Chapter 3  
**Planning Literacy Instruction assignment due** |
| Session Fourteen (5/5) | Home–School Literacy Connections  
The Professional Teacher – Synthesis & Evaluation of Your Learning and Recommendations for Ongoing Development as an Effective Teacher of Literacy | • LDEY: Chapter 10  
• Selected article from *The Reading Teacher*  
• New Jersey Professional Teaching Standards: [http://www.state.nj.us/njded/profdev/profstand](http://www.state.nj.us/njded/profdev/profstand) |