Rutgers, The State University of New Jersey

05:300:494:01 Literacy Development in the Early Years
Class meets on Monday, 9:50-12:50 p.m.
GSE Room 025A

<table>
<thead>
<tr>
<th>Instructor: Thomas A. Chiola, Ed.D.</th>
<th>Email: <a href="mailto:tchiola@rci.rutgers.edu">tchiola@rci.rutgers.edu</a></th>
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<tbody>
<tr>
<td>Phone Number: 848-732-932-7496</td>
<td>Location: 10 Seminary Place, New Brunswick NJ 08901</td>
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<tr>
<td>Office Hours: Available By Appointment; before or after class</td>
<td>Prerequisites or other limitations: Admission to the Teacher Education Program, a certified teacher</td>
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<tr>
<td>Mode of Instruction: <em>X</em> Lecture ___Seminar ___Hybrid ___Online ___Other</td>
<td>Permission required: <em>X</em> Yes No</td>
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<td>Directions about where to get permission numbers: Contact the Academic Services Department at the GSE</td>
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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 introduces students to the development of literacy in young children, beginning from birth and continuing through third grade. 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.  

**New Jersey Professional Standards for Teachers (2014)**:

Standard 1 (Learner Development); Standard 4 (Content Knowledge); Standard 6 (Assessment); Standard 7 (Planning for Instruction)

**Council for the Accreditation of Education Professionals (2013)**:

Standard One: Content and Pedagogical Knowledge

**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.

**Required texts:**

**Additional assigned readings and articles will be provided in class.**

**Grading policy:**

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<tr>
<th>Grading Scale</th>
<th>Grading Summary</th>
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<tr>
<td>A = 90-100</td>
<td>A = Outstanding work</td>
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<tr>
<td>B+ = 87-89</td>
<td>B = Good work</td>
</tr>
<tr>
<td>B = 80-86</td>
<td>C = Satisfactory work</td>
</tr>
<tr>
<td>C+ = 77-79</td>
<td>F = Failing work (also stopped attending without withdrawing)</td>
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<tr>
<td>C = 70-76</td>
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<tr>
<td>F = 69 and below</td>
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**Feedback:** Rubrics for assignments have comments and the level of quality described. Papers are not returned, just rubrics, therefore keep copies of your work.

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**Late Papers:** Grades will be lowered for all assignments that are late and do not have arrangements that were made in advance of the due date. This pertains to assignments that are major or weekly.

**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 revise, edit, and hand in proofread work.
- Late papers and weekly assignments will be graded as such. Assignments are due as indicated on the syllabus and as posted online.
- **All written assignments should be typed, double-spaced, using font size 12 and one-inch margins. Pages should be numbered, stapled, and include your last name. Do not hand in papers typed on both sides of a page. Do not use covers for your papers.**

**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](http://academicintegrity.rutgers.edu/integrity.shtml) for a full explanation of policies.

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity. Violations of Academic Integrity include any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material, and any violation may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

I will follow the policy strictly. It is expected that you comply with standards of academic integrity in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where it is a group product. Any resources that are used to guide your thinking and/or written work should be appropriately referenced. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious.
Student Responsibilities

**Registration:** It is the student’s responsibility to be registered for classes through the Registrar’s Office. Students who attend classes and who are not properly registered and cleared will not be reinstated into the class and will not receive credit. Additional information can be found at [http://nbregistrar.rutgers.edu](http://nbregistrar.rutgers.edu/).

Course Requirements

**Attendance Policy:** Attendance during class sessions is mandatory. Two unexcused absences will result in the lowering of your final grade by one letter grade. Additional absences may result in a failing grade or necessary withdrawal. As a future teacher who will be expected to be on time for teaching assignments and professional duties, you must be punctual. Habitual lateness (3 or more occurrences) will result in a lowered grade due to missed class participation.

Student Learning Outcomes

**By the end of the semester, students will:**

1. Review research, theory, and policy about early literacy.
2. Discuss strategies for classroom practice in reading, writing, oral language, listening and viewing from Constructivist and explicit instructional perspectives.
3. Discuss how to integrate literacy instruction throughout the school day and identify literacy as an integral part of all content areas using thematic instruction.
4. Explore how to motivate children using relevant instructional materials.
5. Organize and manage literacy instruction with an emphasis on shared, independent, and small group differentiated reading and writing instruction.
6. Discuss topics of importance including: Common Core State Standards, assessment, diversity, technology, and family literacy.

**Philosophy Statement of Literacy Development & Learning**

All students deserve quality literacy instruction and I have formed a number of core beliefs around this understanding. Literacy instruction should be differentiated to meet the various needs and abilities of all students. Research shows that differentiated instruction is a key component in helping children become better readers and writers, as today’s schools serve children from a variety of families and backgrounds. Learning is also a very social process, as students learn from each other and from the teacher. Working cooperatively, students are motivated to participate in meaningful and engaging lessons. This is why Social Learning Perspective is a major theoretical trend in reading classrooms today, where cooperative learning has been proven effective for all types of students. To support student learning, a classroom environment must be purposefully organized and structured. These core beliefs provide a strong foundation for a classroom that promotes literacy learning.
**Class Preparation and Participation:**
To be an effective learner and contributor to class discussions, it is imperative that all readings & assignments for each class be completed prior to our meeting. When we meet you are expected to bring resources needed. Lack of participation will result in lowered grades. Being prepared will maximize our face-to-face meetings.

**E-College Webs Site**

**Come to class with your digital devise always.** Some classes have online components found on our e-college website. The site allows you to participate in our online Professional Learning Community (PLC). Use of this site will enhance your learning and use of technology to support your teaching in the future.

**Professional Recommendations**

1. Join a professional organization (NAEYC, ILA, NJLA, NJEA, etc.)
2. Subscribe to a professional journal or teacher magazine.
3. Read novels, newspapers & magazines regularly, and attend cultural events as well.
   4. Attend a professional conference about literacy such as:  
      **Rutgers Annual Reading & Writing Conference which is on October 28, 2016.**
5. Ask questions any time. I’m happy to talk with you after class, via e-mail/Skype or phone.

**ASSIGNMENTS & PROJECTS**

**Using Children’s Literature to Create a Center Material for Skill Development**

Sign up to complete a project dealing with a particular skill for a particular night.
(A) Select a skill to teach using one on the sheet I distribute

(B) Select a piece of children’s literature that is either narrative or expository that helps to reinforce the skill

(C). Create a lesson to teach the skill which can either begin or end with storytelling.

(D). Create a material used to tell the story. The material will be a center activity for children to practice and reinforce the skill. When you present: (See Rubric for this assignment)

1. Tell the skill you are teaching first,
2. Explain and display the materials being used,
3. **TELLS THE STORY, DO NOT READ IT.**
4. Prepare a lesson based on guidelines given to you. Include the title of the book, author, and publisher. Plans are one page.
5. Presentations are 10-15 minutes maximum.
6. Put your lesson on our course Web site as a resource.
7. Include sturdy, well designed props

**Individual Due Date**
The case study assignment will involve assessing a child on many measures and suggesting instruction based on the outcomes of the assessments.

**The Case Study format is described on a separate sheet.**

| Part 1 is due on ______________ | 20% |
| Part 2 is due on ______________ | 20% |

**Planning for Exemplary Language Arts/Literacy Block:** This assignment will demonstrate your ability to organize and plan for your daily language arts/literacy block. You should include time allotted for both reading and writing activities in both whole group, small group and individual instruction. Your instruction should begin with a minilesson, demonstration, guided practice and independent work. (Consider how you will differentiate for English Language Learners and Special Education students and include in your plan.)

**Class Participation**

This component of your grade includes:

| a. In-class discussion | 20% |
| b. Attendance | |
| c. On time for class | |
| d. Requested materials brought to class | |
| e. Chapter quizzes | |
| f. Participation in online discussions | |

**Readings:** Students are expected to read assigned articles and participate in class discussions. Each week designated students will be discussants for the articles on the topic of the week. Students must
participate when they are discussants pose a question to the class and put it on the website for others to respond to. Post a question once during the semester and respond to 5 postings. This is part of class participation. Readings are listed on the course syllabus. You will be assigned one of the articles to the topic of the week. You will also turn in a written summary of the article. Format will be discussed in class.

| Total Possible Grade: | 100 points |

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### COURSE SCHEDULE

**SUBJECT TO CHANGE**

**Week One: Welcome to Literacy Development in the Early Years Monday, January 25.**

- Foundations of Early Literacy
  - Introduction to the course, assignments, overview of syllabus
  - Getting to know you activities
  - Introduction to Emergent Literacy & Early Language (history, theorists)
  - Emergent Literacy: What is literacy? Major components of balanced literacy?
  - Common Core State Standards
  
  Required Readings: Morrow, Chapters 1 of Literacy Development
  The Essentials of Early Literacy Instruction
  Findings of the National reading Panel (2000)

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### Week Two: Monday, Feb. 1

- Introduce Using children’s Literature to Create a Center for our Family Literacy Expo/Requirement & Description Project
- Organizing & Managing the Literacy Program: The Language Arts Block
- Importance of the Interactive Read Aloud-Minilesson Demonstration

Required Readings: Morrow Chapter 9 of Literacy Development & Ch. Of Morrow The Literacy Center

Article: The Reading Teacher, Vol. 65 Issue 2 October 2011
[http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf](http://web.uvic.ca/~gtreloar/20%20Latest%20Research%20Articles/Organizing%20Literacy%20Classrooms%20for%20Effective%20Instruction.pdf)

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### Week Three: Monday, Feb. 8

**Topic:** Literacy and Diversity: Meeting the Needs of Children with Special Concerns

**And Introduction to Case Study Project & Requirements**

- Multicultural concerns, impact of diversity on literacy
- Helping English Language learners Communicate at School
- Theories of Language Acquisition & developmental stages
- The gifted, learning disabilities and children with physical disabilities
- Addressing Diversity through differentiated Instruction
- Objectives, Strategies Assessment

Required Readings: Morrow, Literacy Development: Ch.3
Elizabeth J. Franks, M.A. Ana M. Mistral, Ph.D. Thomas Chiola, Ed.D.
Week Four: Monday, Feb. 15

Topic: Writing, Spelling & Literacy Development
- Different theories of writing development
- Strategies for Early Writing Development
- Writing Workshop, Interactive Writing
- Spelling & Word Study

Required Readings: Morrow, Lit. Dev. Ch. 7

Week Five: Monday, Feb. 22

Topic: Developing Comprehension of Text & Concepts about Books
- Theory & Research on comprehension about Books
- Formal strategies for teaching comprehension, assessments
- Reader’s Workshop
- Reading Experiences that Enhance Comprehension
- Fluency Methods & Practices, assessments

Required Reading: Morrow, Lit. Dev. Ch. 6

Week Six: Monday, Feb. 29

Topic: Language & Vocabulary Development
- Language Development & Reading
- Theories, Behaviorist, Nativist, Piagetian & Vygotsky
- Objectives & Strategies to Enhance Language Development
- Children’s Literature & Language Development, Assessment

Required Reading: Morrow, Lit. Dev. Ch. 4

Week Seven: Monday, Mar. 7

Topic: Assessment in Early Literacy
- Assessing Early Literacy
- Authentic Assessment, Anecdotal records, Formative Assessments
- Running Records, Informal Reading Inventories, Portfolios
- Implementing & Assessing the CCSS
- Introduction to SGO’s (Student Growth Objectives)

Required readings: Morrow, Lit. Dev. Chapter 2

Week 8: Spring Break- March 14- March 18
**No Class Catch up on Your readings and work on your project/assignments**

**Week Nine: Monday, Mar. 21**

**Topic:** Motivating Reading & Writing with Well-Known New Literacies  
- Fostering a Print-Rich Environment  
- Literacy Centers (See Literacy Center Book)  
- The Teacher’s Role in Motivating Literacy Interest, Storybook Reading, Storytelling  
- Dramatic Play  
- Integration of Literacy into Thematic Units, Assessment  
- Early Literacy Learning in the digital Age: New Literacies

Required Readings: Morrow, Lit. Dev. Ch. 8  

**Week Ten: Monday, Mar. 28**

**Topic:** Family Literacy Partnerships: Home & School Working Together  
- Importance of Family Literacy  
- Challenges in Developing Family Literacy  
- A Parent-Involvement Framework  
- Materials & Activities for a Rich Family-Literacy Environment  
- Reading aloud to Children, Multicultural Perspectives  
- At-Home Literacy Activities Connecting the Classroom to Home

Required readings: Morrow, Lit. Dev. Ch. 10  
http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1003&context=teal_facpub

**Week Eleven: Monday, April 4**

**Topic:** Supporting Struggling Readers  
- Early Intervention Programs  
- Response to Intervention (RTI) Meeting Special Needs,  
- Reading Recovery  
- Small-Group Comprehension Intervention Sessions

**Required reading:** Paula Kluth (2010) Tell Me About the Story: Comprehension Strategies  
For Students With Autism [http://www.readingrockets.org/article/tell-me-](http://www.readingrockets.org/article/tell-me-)  
[about-story-_comprehension-strategies-students-_autism](http://www.readingrockets.org/article/tell-me-)

**Week Twelve: Monday, April 11**

**Topic:** Commercial materials and the teaching of reading  
- Selection and evaluation of materials  
- Blending commercial materials, the school’s curriculum, children’s literature, and your philosophy of teaching and your school districts

**Week Thirteen: Monday, April 18**

- Presentations Continued  
- The Family and Literacy Development  
- Family literacy: Home and School, Intergenerational, Multicultural Programs


**Week Fourteen: Monday, April 25**

- Final Presentations  
- Planning for Literacy Professional Development  
- School Plan: In school, at home  
- Personal Plans, Professional Organizations
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<tr>
<th>Week Fifteen: Monday, May, 2 (Last Day of Class)</th>
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<tr>
<td>• Celebration of Literacy Learning</td>
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<tr>
<td>• <strong>Literacy Portfolio Sharing</strong></td>
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<td>• Course Evaluations</td>
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<tr>
<td>• Final Exam</td>
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**Teacher websites for ideas:**
http://www.readingrockets.org
http://www.ecb.org
http://www.thinkfinit.org/welcome
http://www.storyarts.org/
http://www.teachertbe.com/
http://www.prniterest.com/
Teaching Channel
Pinterest