

TEXAS A&M UNIVERSITY-SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF CURRICULUM AND INSTRUCTION
EDRG 3315 – Early Literacy

Student Learner Outcomes (SLO): Upon completion of this course students will be able to:

1. Evaluate theoretical frameworks for the process and functions of reading
2. Understand how to effectively plan scientifically-based reading instruction that focuses on phonological and phonemic awareness and alphabetic principle instruction
3. Develop an effective literacy center that focuses on word identification skills and effective strategies/instructional methods for decoding and word study and how these skills can leave to the students ability to read fluently
4. Determine appropriate strategies to use with paired texts (narrative and informational) and to develop text-dependent questions based upon those texts

Competencies:

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

Standard I. * The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. * The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. * The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

GENERALIST

Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps

children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children's literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency. **Standard VII.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

ENGLISH LANGUAGE ARTS 4-8

Standard I. Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II. Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

SPECIAL EDUCATION EC-12

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students' performance in English language arts and reading

SCIENCE OF TEACHING READING

(a) Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

- (1) Early Childhood: Prekindergarten-Grade 3;
- (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
- (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
- (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
- (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate an understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness and alphabet knowledge;
- (3) phonological and phonemic awareness;
- (4) phonics (decoding and encoding);
- (5) reading fluency;
- (6) vocabulary development;
- (7) syllabication and morphemic analysis;
- (8) comprehension of literary text;
- (9) comprehension of informational text; and
- (10) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
- (2) implementing both formal and informal methods of measuring student progress in early reading development;

(3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and

(4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Required Texts: Honig, B., Diamond, L., & Gutlohn, L. (2008). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press. (2nd edition is fine to use)

Carrekeer, S. & Birsh, J. (2011). *Multisensory teaching of basic language skills activity book, Revised Edition*. Baltimore, MD: Paul H. Brookes

Evaluation and Grading: Note: Dates are tentative and subject to change; check Blackboard frequently.

This class is graded on a 100-point scale.

Assignments	Accompanying Standard	Points
HQIM Lesson Plan: Interlization and Analysis	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	10 pts
Lesson Plans x 2	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	Phonological Lesson Plan- 10 pts Phonemic Lesson Plan- 10 pts 20 total points
Lesson Plan Reflection	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	Reflection- 10 pts
Activity Book Pages and Reflection	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	5 pts x 2= 10 pts
Quiz	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	10 pts.
Read and Response	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	6 pts. x 5 = 30 pts. total

LECTURE OR DISCUSSION TOPICS

Phonological Awareness

Phonics

Fluency

Vocabulary

Comprehension