

Texas A&M University- San Antonio
College of Education and Human Development
Department of Curriculum and Instruction
EDRG 5310: Early Literacy Learning & Instruction

A. COURSE DESCRIPTION:

Early Literacy Learning and Instruction is designed to address the literacy needs of young children from birth to early elementary. The course examines the various emergent literacy skills needed for children to learn to read and the pedagogies that explicate such learning. This course allows graduate students to teach children to read and/or work with struggling readers who are missing the foundational early literacy skills. (3 hours).

B. MAJOR COURSE REQUIREMENTS:

1. Professional Development Workshop
2. Literacy Toolkit
3. Components of Literacy Reflections

C. LEARNING OBJECTIVES

1. Create lessons that apply knowledge of word identification skills and strategies, fluency, comprehension, vocabulary and instructional methods that promote students' reading competence.
2. Develop activities that promote oral language skills and print awareness skills (concepts about print and environmental print).
3. Discuss the theoretical foundations of literacy, and methods and resources of an effective research-based reading/literacy curriculum that meets the varied learning needs of all students, specifically English Language Learners.

D. STANDARDS:

1. International Literacy Association
Standard 1: Foundational Knowledge
Standard 2: Curriculum and Instruction
Standard 5: Literate Environment
2. Master Reading Teacher Standards
Standard I: Components of Reading
Standard III: Differentiated Reading Instruction Design
Standard VI: Research-driven Intervention and Leadership
3. Reading Specialist Standards
Standard I: Components of Reading
Standard III: Strengths and Needs of Individual Students

E. LECTURE DISCUSSION TOPICS

1. Structure of English Language

2. Oral language
3. Print Awareness
4. Letter Knowledge
5. Phonological Awareness
6. Phonemic Awareness
7. Phonics
8. Spelling
9. Irregular Word Reading
10. Multisyllabic Word Reading
11. Fluency
12. Vocabulary
13. Comprehension

F. REQUIRED & RECOMMENDED READINGS

1. Carreker, S. & Birsh, J. (2011). *Multisensory teaching of basic language skills activity book, Revised Edition*. Baltimore, MD: Paul H. Brookes. **(Required)**
2. Honig, B., Diamond, L., & Gutlohn, L. (2013). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press. **(Required)**
3. Dow, R. S. & Baer, G. T. (2013). *Self-paced phonics: A text for educators* (5th ed.). New Jersey: Pearson. **(Recommended)**
4. Ellery, V. (2009). *Creating Strategic Readers: Techniques in Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. (2nd ed.). International Reading Association. **(Recommended)**