

TEXAS A&M UNIVERSITY-SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM AND INSTRUCTION

EDRG 3316 – Early Literacy & Language II

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

1. Demonstrate knowledge of reading development and apply instructional practices to promote student development within the following components of reading, such as advanced phonics, fluency, vocabulary, and comprehension skills and strategies.
2. Explain how phonemic awareness, phonics, fluency, and vocabulary impact comprehension.
3. Determine informal and formal assessments for measuring progress in early literacy development, including diverse learners.

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. These instructional strategies actively engage students in the learning process and provide timely, high-quality feedback.

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

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

Standard 19 TAC §235.101(b) Reading Development. (b) Knowledge of Reading

Development Components. Classroom teachers identified in subsection (a) of this section demonstrate 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:

- (5) reading fluency;
- (6) vocabulary development;
- (7) syllabication and morphemic analysis;
- (8) comprehension of literary text;
- (9) comprehension of informational text

Standard 19 TAC §235.101(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:

- (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 reflects 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

GRADING POLICIES

Assignment	Standards	Points	Percentage
240 Tutoring 293 STR Review Quiz & Plan to Practice	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	4	4%
Exam 1	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	10%
Exam 2 240 Tutoring 293 STR Practice Test 1	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	15	15%
Read & Respond	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	4 x 5 = 20	20%
Interactive Spelling Activity	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	10%

Workbook Assignments	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	10%
QR Fluency Assignment	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	12	12%
Literacy Center	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	15	15%
Constructed Response Question 240 Tutoring 293 STR	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	4	4%
TOTAL		100	100%

LECTURE OR DISCUSSION TOPICS

1. Review of Early Literacy Components from Part I
2. Advanced Phonics
 - a. Irregular Word Reading
 - b. Multisyllabic Word Reading
3. Spelling and Orthography
4. Fluency Assessment and Instruction
5. Vocabulary and Morphology
6. Comprehension of Literary and Informational Text
7. Assessment of Early Literacy Knowledge and Skills
8. Dyslexia, Reading Differences, and English Language Learners