

WORCESTER STATE COLLEGE
EE 911 EARLY LITERACY FOR YOUNG CHILDREN
SPRING 2008

Instructor: Sue Fan Foo, Ed. D
Meeting Days: Tuesdays
Time: 4:30 – 7:30 p.m.
Room: S 119
Tel #: (508) 929-8071
Email: sfoo@worchester.edu or sue.foo@worchester.edu

Course Overview:

This course focuses on the skills and techniques for presenting emergent reading and teaching early literacy to young children. It will review the knowledge base of phonics and phonemic awareness and of theories regarding early literacy learning. The course addresses the particular relationship between emergent reading and writing and the rationale and techniques for presenting balanced literacy instruction. It will address current issues in early literacy reading and building on children's prior knowledge. It also addresses the processes for scheduling early literacy and managing the classroom to place an appropriate focus upon reading and writing. Family literacy and issues pertaining to literacy practices at home are emphasized. Service learning as a pedagogical approach is also discussed.

Course Texts:

Gunning, T. G., (2004). Creating Literacy Instruction for All Children in Grades Pre-K to 4. Boston, MA: Allyn and Bacon.

Additional Reading:

Neuman, S.B, Copple, Carol, & Bredekamp, S. (2001). Learning to Read and Write. Washington DC: National Association for the Education of Young Children.

Heath, S.B. (1993). Ways With Words. Cambridge, England: Cambridge University Press.

Moll, L.C., Amanti, C. Neff, D. & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. Theory into Practice, 31, (2), 132 – 141.

Morrow, L. (1988). Young children's responses to one-to-one story readings in school settings. Reading Research Quarterly, 23, (1), 89-107

Rosenhouse, J. (1997). Interactive reading aloud to Israeli first graders: Its contribution to literacy development. Reading Research Quarterly, 32 (2), 168-183.

Taylor, D. (1983). Family Literacy. Portsmouth, NH: Heinemann

Taylor, D. & Dorsey-Gaines, C. (1988). Growing Up Literate. Portsmouth, NH: Heinemann

Course Objectives:

At the completion of this course, students will display evidence of mastering the following competencies:

1. Develop an understanding of the major theories, current research, and the complexity of literacy development. (NAEYC 1.1) (IRA 2.7; 2.10)
2. Develop an understanding of literacy development as it influences cultural, ethnic, and linguistic diversity. (NAEYC 1.2; 1.3.2) (IRA 3.2)
3. Develop an understanding of the differences among learners and recognize how literacy promotes personal and social growth. (NAEYC 1.2) (IRA 3.1)
4. Develop an understanding of CEC's Knowledge and Skill Standards and the guidelines of the International Reading Association. (CEC Standards) (IRA 16.6; 3.5)
5. Provide young children with opportunities for active involvement in all aspects of reading to develop literacy skills. (NAEYC 2.1) (IRA 2.13)
6. Providing opportunities for young children to develop an awareness of print and an appreciation for children's literature, both fiction and non-fiction at the appropriate levels. (NAEYC 2.1.2) (IRA 12.2)
7. Recognize the importance of teaching reading as a process rather than as a series of discrete skills. (NAEYC 2.1.1) (IRA 1.1)
8. Develop an understanding that young children learn technical skills (phonics, word recognition, capitalization, punctuation, spelling) in ways that are meaningful to children. (NAEYC 2.1.1)
9. Provide opportunities for creative and personal responses to drama, music movement, including storytelling to stimulate and enhance young children's literacy development (NAEYC 2.1.2; 2.,1.3) (IRA 5.5)
10. Demonstrate the ability to develop meaningful integrated experiences to promote the development of literacy for diverse learners. (NAEYC 2.1.3) (IRA 12.2)
11. Describe ways to adapt strategies and modify the environment and materials to meet the literacy needs of diverse learners. (NAEYC 2.1.8; 2.3) (IRA 3.1; 5.6)

12. Create, select and evaluate developmentally appropriate materials, equipment, including technology which respects culturally diverse learners. (NAEYC 2.1.5) (IRA 3.1; 12.4)
13. Provide opportunities for students to integrate their use of literacy skills and integrate appropriate technology for meaningful literacy experiences. (NAEYC 2.1.6) (IRA 6.2)
14. Evaluate books, software and other materials for linguistic and cultural bias. (NAEYC 1.3.2) (IRA 5.7)
15. Demonstrate the ability to administer and interpret various assessment instruments (formal and informal) to assist with planning and providing literacy experiences for young children. (NAEYC4.1; 4.1.2) (IRA 10.2)
16. Read and critically evaluate relevant reading research related to young children's development of literacy and Early Childhood Education. (NAEYC 5.5) (IRA 2.11)
17. Create a literate environment that fosters interest and growth in all areas of literacy development. (IRA 5.1)
18. Teach students to connect prior knowledge with new information. (IRA 7.3)
19. Participate in local, state and national professional organizations. (IRA 16.5)
20. Provide effective techniques for the ongoing development of independent vocabulary. (IRA 6.6)

Student Competencies:

At the completion of this course, students will display evidence of mastering the following competencies:

- I. To develop a "knowledge base" for the major theories of literacy skills development.
- II. To address cultural and linguistic diversity in a planned program of literacy development.
- III. To demonstrate how individual differences among young learners influence a developmentally appropriate literacy program.
- IV. To reflect the International Reading Association guidelines in developing learning plans for young children.
- V. To evaluate current technology materials to assist the learner in developing and awareness of print and technology skills.

- VI. To develop learning plans which include the use and enjoyment of appropriate selections of children's literature.
- VII. To develop learning plans that reflect the literacy skills such as word recognition, punctuation, capitalization, etc. as part of the whole literacy model rather than many sub-skills.
- VIII. To develop a learning plan that integrates developmentally appropriate literacy skills to meet the diverse needs of all learners.
- IX. To use and integrate appropriate technology to provide necessary learning experience for all students.
- X. To use and interpret assessment measures to use with learners (during practicum).
- XI. To critique current research and literature which addresses developmentally appropriate learning activities.
- XII. To create and evaluate materials appropriate use to teach interrelated literacy skills for young children.

Students with Disabilities

If students need course adaptation or accommodations because of a disability, have emergency medical information to share with the instructor, or need special arrangements in case the building must be evacuated, please make an appointment with the instructor as soon as possible.

Academic Honesty

Academic honesty is expected of all students. Plagiarism, copying from others, or submitting others work as one's own constitutes a violation of college policy, department policy, and the ethical standards of the teaching profession. Academic dishonesty will result in a failing grade for the course.

Written products submitted to the education department, including the portfolio should follow the American Psychological Association (APA) stylistic format. Manuals outlining these guidelines are available in the library, in the book store and electronically (<http://www.apastyle.org/>). Assignments are expected to be turned in on the dates indicated on the Syllabus. Late assignments may result in a loss of credit. Students who need an extension for legitimate reasons must inform the professor before the due date.

Attendance

Students are expected to attend all scheduled classes. Absences may result in loss of credit. Students who miss more than two classes must meet with the professor to arrange make up assignments or accept a reduction of 5 points for each subsequent absence.

Grading Policy

All written assignments must be typed and well organized. Every assignment must be clearly labeled with the name of the assignment, your name, and the date submitted.

Class attendance is expected.

Students who will not be in class must notify the professor in advance of class to obtain an excused absence. In the case of an emergency, notify the professor by phone, e-mail, or in person before the next class meeting.

Assignments

1. **Shared Reading and Shared Writing**

Shared Reading is a strategy teachers use to read books, charts and other texts with students. Conduct a storytelling session with young children using this strategy. As there is no practicum component with this course, you may conduct this session with young children at a community center, church, or community agency. Further guideline will be provided.

2. **Family Literacy**

Select a family with young children. Interview the family on the types of literacy activities and the functions at home. Literacy activities may include environmental print, play materials, reading and writing resources, technology and media etc. Conduct interviews with the parents and/or children, observations and collect artifacts to triangulate the data. Write a paper on the findings and the paper should not be more than 8 pages in length. The paper should be typed, double spaced and the font size not larger than 12.

3. **Literature Research**

Select 1 article from the list of articles attached. Summarize and synthesize the information. Relate the information to what is discussed in class and what is in the literature. Limit your paper to 3 pages.

4. **Weekly Readings and Discussions**

Each class period will have a discussion time. A chapter or an article will be assigned for each class meeting. Readings are to be completed during the week for which they are listed. Readings for some weeks will require more time to complete and readings for other weeks will be shorter. It is expected that students will plan their time according. Supplementary readings will be included for some weeks Students are expected to share their opinions and engage in exciting discussions.

The following grading scale will be used:

Assignments	Points	Percentage
Shared Reading and Shared Writing	70	35%
Family Literacy	50	25%
Literature Research	20	10%

Daily Readings, Discussions, reflections	40	20%
Presentation of chapter review	20	10%
Total	200	100%

Bibliography

Adams, M. (1999). Beginning to Read: Thinking and Learning About Print. Cambridge, MA: MIT Press.

Anderson, P., Hiebert, E., Scott, J., & Witkinson, I. (1985). Becoming a Nation of Readers: The Report of the Commission on Reading. Washington D.C.: National Institute of Education.

Chall, J. (1996). Stages of Reading Development (4th Ed.). Fort Worth, TX: Harcourt Brace.

Gambrell, L., Palmer, B., Codling, R., & Mazzoni, S. (1996). Assessing motivation to read. The Reading Teacher, 49, 518-533.

Harris, T., & Hodges, R. (1995). The Literacy Dictionary: The Vocabulary of Reading and Writing. Newark, DE: The International Reading Association.

Kleitziens, S. (1996). Reading programs in nationally recognized elementary schools. Reading Research Quarterly, 35, 260-274.

Morrow, L. (1988). Young children's responses to one-to-one story readings in school settings. Reading Research Quarterly, 23, (1), 89-107

Olson, J., & Platt, J. (1996). Teaching Children and Adolescents With Special Needs (2nd Ed.). Upper Saddle River, NJ: Prentice-Hall.

Palmer, B. (1986). Is the Dolch List of 220 Sight Words Still Relevant? Reading Improvement, 23, 227-230.

Pressley, M. (1998). Comprehension Strategies Instruction. In J. Osborn & F. Lehr (Eds.), Literacy For All (pp. 113-133). New York, NY: The Guilford Press.

Rice, A. (1996). Children's Language Acquisition. In B.M. Powers & R.S. Halbard (Eds.), Language Development: A Reader for Teachers (pp. 3-12). Upper Saddle River, NJ: Prentice-Hall.

Rosenshine, B. (1995). Advances in Research on Instruction. Journal of Educational Review, 88, 262-268.

Spiegel, D. (1994). Finding the Balance in Literacy Development for all Children. Balanced Reading Instruction, 1, 6-11.

Sulzby, E. (1991). Assessment of Emergent Literacy: Storybook Reading. The Reading Teacher, 44, 498-500.

Stahl, S., Pagneccs, J., & Suttles, C. (1996). First Graders Reading and Writing Instruction in Traditional and Process-Orientated Classrooms. The Journal of Educational Research, 89, 131-144.

Truax, R.R. & Kretschmer, R.R (1993). Finding new voices in the process of meeting the needs of all children. Language Arts, 70, 592-601.

Valencia, S.W. & Shulzby, E. (1991). Assessment of emergent literacy: Storybook reading. The Reading Teacher, 44, 498-500

Course Outline and Readings:

Session 1 (Jan 22)

Overview of the course, overview of the reading process, definition of reading terms, family literacy, Service learning site visit

Session 2 (Jan 29)

Role of early literacy in the lives of children and in the early childhood center and classroom, print-rich environments

Service learning as a pedagogical approach

Reading: Gunning, Chapter 1

Neuman, et al The IRA/NAEYC Position Statement on Learning to read and write

Class Discussion; service learning and philosophy

Session 3 (Feb 5)

Characteristics of good readers; emergent literacy know ledges, skills, behaviors; concept development and reasoning ability; left to right progression; function of language and literacy, stages of literacy development

Reading: Gunning, Chapter 3 pp.84 – 109; pp. 143 -157.

Class Discussion; service learning site

Session 4 (Feb 12)

Shared and interactive writing; using writing tools; sequence in development of printing; balanced reading approach; individualized reading approach

Reading: Gunning, Chapter 3 pp. 110 – 143

Neuman, et al, Section 2 pp 80-95

Neuman, et al, Section 3 pp 103-111

Class Discussion; service learning – shared reading and writing

Session 5 (Feb 19 – On-line)

Formation of Speech; visual perception, auditory perception, whole language; early literacy theory; stages in literacy development; Evaluation;

Reading: Gunning, Chapter 2

Class Discussion:

Session 6 (Feb 26)

Phonics and phonemic awareness; whole language; reading aloud and shared reading; early literacy theory; stages in literacy development, Models of reading.

Reading: Gunning Chapter 4

Class Discussion:

Session 7 (March 4)

Guided reading, independent reading; language experience approach; building vocabulary and reading

Readings: Gunning, Chapter 5

Neuman, et al, Section 2 pp 28-54

Class Discussion, Service learning site visit – family literacy

Session 8 (March 11)

Comprehension and production; implications of the relationship between reading and writing for children with special needs; Language development.

Readings: Gunning, Chapter 6
Neuman, et al, Section 2 pp 54-80

Class Discussion,

March 18 – WSC Spring Break

Session 9 (March 25)

Guided reading, independent writing, process writing; activities for supporting children’s writing; implications of the relationship between reading and writing for children with special needs.

Readings: Gunning, Chapter 7
Truax, R.R. & Kretschmer, R.R (1993). Finding new voices in the process of meeting the needs of all children. *Language Arts*, 70, 592-601.

Class Discussion;service learning home-school project

Session 10 (April 1)

Phonics and children with learning disabilities; literature based reading approach; basal readers; motivating children to read

Readings: Gunning, Chapter 8

Class Discussion; service learning home-school project

Session 11 (April 8)

Word study; strategies and approaches to use with struggling readers; Reading Recovery; Success for All; parents and reading; partnerships

Readings: Gunning, Chapter 9

Class Discussion

Session 12 (April 15)

Early identification of reading difficulties; different forms of assessment in reading; learning styles and reading; development of a listening vocabulary; literacy and listening

Readings: Gunning, Chapter 10
Neuman, et al, Section 3 pp111-122

Class Discussion

Worcester Public Schools Spring Break (April 22)

Session 13 (April 29)

Emergent literacy and children’s literature; literacy elements, techniques and vocabulary demands; literacy and diversity

Readings: Gunning, Chapter 11

Organizing and managing session: the early literacy classroom; scheduling, materials, reading centers; prioritizing reading while integrating curriculum; Literacy programs

Readings: Gunning, Chapter 12, pp.400-435

Class Discussion

Wrap –up session (May 6)

Assignment: Shared Reading and Shared Writing

Shared reading is a form of interactive read-aloud using big books or enlarged charts of poems or songs (Parkes, 2000). Big books are excellent texts for shared reading. They can be effective in extending young children's literacy knowledge, namely, appreciating written language forms and illustrations, understanding the relations between what a reader says and what is written in a book, helping children develop the knowledge of letter-sound relationships.

For this project, you must have access to a small group of preschool-aged or kindergarten-aged children (if possible). You will implement the shared reading approach using BIG books, or any appropriate books with these group of children for several sessions. Reflect on the teacher reading and engaging children in the interactive reading sessions, the behaviors of the teacher and the responses of the readers, conduciveness of the learning environment.

Shared writing is an instructional activity designed to resemble shared reading. Teachers and students compose a text together. Students suggest ideas, the teacher models writing processes, and the students participate in both writing and reading and the subsequent reading and rereading of the text. For the second component of this assignment, incorporate shared writing with shared reading.

This assignment includes the following:

1. Develop a series of lesson plans using shared reading and shared writing approaches. Each lesson plan should include goals, objectives (demonstrate development in literacy skills), lesson development, materials, and reflection.
2. Document your shared reading and shared writing sessions. Reflect on the strategies, teacher behaviors, responses of students and conduciveness of the learning environment. Support your analysis with current literature.
3. Students' writing artifacts/work.

Suggested readings:

Morrow, Lesley (1988). Young children's responses to one-to-one story readings in school settings. Reading Research Quarterly, 23, (1), 89-107

Rosenhouse, Judith, et al (1997). Interactive reading aloud to Israeli first graders: Its contribution to literacy development. Reading Research Quarterly, 32 (2), 168-183.

Family Literacy/Home-School Project

From T-shirts to bubble gum wrappers, children live in a world fashioned in print. Few can escape the abundance of words that fill their homes, yet we know very little about that world or its effect on learning to read and write in schools. (Taylor, 1983)

Very little is known about the world of young children and their world of print at their homes. As educators, we are increasingly aware that learning to read and write does not happen in schools but as a result of daily human interactions. We believe young children do not come to school as blank slates but they come to school with a variety of family literacy experiences that educators are unaware of. The purpose of this assignment is two-fold. First, hopefully, this assignment will provide you an opportunity to investigate, and understand some of the tensions that exist between expectations of home and school. Second, this is to provide an opportunity for you to examine and understand the families' social and cultural practices that are pertinent to learning and construction of knowledge.

Family Literacy

Conduct a short study on family literacy practices. Select a family that has one child who is considered by the parents to be successfully learning to read and write. Data can be obtained through interviews with the parents, and home observations. Collect artifacts of the child's drawing and writing that are taking place on a daily basis to triangulate your findings. Gather information relating to the following aspects: 1) parents' own experiences of learning to read and write, 2) reading and writing experience of the children, 3) the function of verbal and written language, 4) social nature of reading and writing, 5) talking and listening experiences and etc. Some families may use more than one language at home and knowledge about the child's talk, reading and writing in the first language adds an important dimension to the study. You may talk to parents about the ways in which the school encourages and supports bilingual children to use their first language (if it occurs) and the reasons for doing so. Document your findings and describe the family literacy practices. Your paper should not be more than 5 pages in length.

The following are some topics that could be discussed:

- The child's knowledge and enjoyment of a story and opportunities that might be possible for story telling and story listening
- Some of the child's favorite stories and rhymes
- The kind of reading the child enjoys at home e.g. comics, their own books, books from school. With young children, evidence that they are aware of the print around them e.g. on T.V., signs, computers, etc.
- What parents have observed about children's use of language(s) at home.
- Opportunities that might be possible for writing at home and whether the child chooses to write.
- The child's special interests at home, including favorite toys, games, T.V. programs.
- Changes that parents have observed in children's language and literacy development and any concerns they might have.

Reference:

Heath, S.B. (1993). Ways With Words. Cambridge, England: Cambridge University Press.

Taylor, D. (1983).Family Literacy. Portsmouth, NH: Heinemann

Taylor, D. & Dorsey-Gaines, C. (1988). Growing Up Literate. Portsmouth, NH: Heinemann