READ 5310: Emergent Literacy  
Summer II – 2016  * July 5 – August 4  
TR 6:00p-9:45p  | OCNR 133

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Course Description
Language acquisition and functions of language are explored for beginning literacy K-6. Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabulary, concepts about print, and auditory discrimination.

Rationale
This course emphasizes the implementation of effective best practices in early literacy instruction, including the development and fostering of concepts about print, language play, alphabetic principle, phonemic awareness, phonics, and reading text at the early levels. Attention will also be given to early writing instruction.

State Adopted Proficiencies
The following state adopted proficiencies are covered in this course:

English Language Arts
Competency 001 Oral Language
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.

Competency 002 Phonological and Phonemic Awareness
The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children develop phonological and phonemic awareness.
Competency 003 Alphabetic Principle
The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps children understand the relationship between printed words and spoken language.

Competency 004 Literacy Development
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children's literacy.

Competency 005 Word Analysis and Decoding
The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.

Competency 006 Reading Fluency
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

Competency 007 Reading Comprehension
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

State Board for Educator Certification (SBEC) Standards

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

Teachers of young children through fourth grade know:
1.1k. linguistic concepts, such as phonemes, segmentation, other phonological skills, and narrative concepts related to emergent literacy.
1.3k. the relationship between the development of oral language and the development of reading.
1.4k. similarities and differences between oral and written language conventions and how to promote young children's awareness of these similarities and differences.
1.5k. how to build on children's cultural, linguistic, and home backgrounds to enhance their oral language, including using the child's home language to develop English.

Teachers of young children through fourth grade are able to:
1.4s. select and use instructional materials and strategies that promote children's language development, respond to children's individual strengths, needs, and interest, and reflect culture diversity.

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.

Teachers of young children through fourth grade know:
2.1k. the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in young children. (A child who has phonological awareness hears distinct words, syllables, and sounds in language separate from print.)
2.2k. children's need for phonemic awareness as part of phonological awareness and know that phonemic awareness follows a pattern of development. (A child who has phonemic awareness can identify individual sounds in spoken words, blend together the separate sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.)
2.3k. differences in children's development of phonological and phonemic awareness and know how to adjust instruction in response to the needs of individual children.

Teachers of young children through fourth grade are able to:
2.2s. use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote children's phonological awareness.
2.3s select and use instructional materials that promote children's phonological and phonemic awareness and build on children's current language skills.
2.5s communicate with other professional and continually seek implications for practice from current research about phonological awareness.

**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.

Teachers of young children through fourth grade know:
3.1k. the important of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language.
3.2k. the expected patterns of children's alphabetic skills development and know that individual variations may occur.
3.3k. that not all written languages are alphabetic and that many alphabetic languages are more phonetically regular than English and know how to help English language learners deal with positive and negative transfer related to the alphabetic principle.

Teachers of young children through fourth grade are able to:
3.2s. select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote children's understanding of the elements of the alphabetic principle.
3.5s. communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge.
**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.

Teachers of young children through fourth grade know:

4.1k. that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition.

4.2k. that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print.

4.3k. that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

Teachers of young children through fourth grade are able to:

4.1s. provide instruction that focuses on concepts about print and functions of print including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words.

4.2s. assist young children in distinguishing letter forms from number forms and text from pictures.

4.6s. provide many opportunities for children to read and write so that they will develop an extensive reading and writing vocabulary.

4.11s. communicate with other professionals and continually seek implications for practice from current research on literacy acquisition.

**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.

Teachers of young children through fourth grade know:

5.1k. that many children develop word analysis and decoding skills in a predictable sequence, but that individual variations may occur.

5.2k. the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young children develop and apply word analysis skills.

5.3k. differences in children's development of word analysis skills and know how to adjust instruction in response to various children's needs.

Teachers of young children through fourth grade are able to:

5.1s. teach the analysis of phonetically regular words in a simple to complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables.

5.2s. teach children to read passages using decodable texts and provide opportunities for children to progress from sounding out words orally to decoding words silently.

5.3s. teach children to recognize high-frequency irregular words by selecting words that appear frequently in children's books and reviewing difficult words often.

5.4s. teach children ways to identify vowel sound combinations and multisyllabic words.
5.5s. provide instruction in how to use structural cues to recognize compounds words, base words, and inflections (e.g., prefixes and suffixes).
5.6s. teach children to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning.
5.9s. communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification.

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency. Teachers of young children through fourth grade know:
6.2k. how young children develop reading fluency and that fluency involves rate, accuracy, and intonation.
6.4k. instructional practices that enhance the development of fluency, including providing opportunities for children to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading. Teachers of young children through fourth grade are able to:
6.2s. provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods.
6.3s. apply forms for reading fluency to evaluate children's reading fluency.
6.5. communicate with other professionals and continually seek implications from current research about the development of children's reading fluency.
6.6s provide opportunities for children to improve their reading fluency through self-correction.

**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. Teachers of young children through fourth grade know:
7.1k. that reading comprehension begins with listening comprehension and know strategies to help children improve their listening comprehension.
7.2k. factors affecting reading comprehension, such as children's oral language development, children's previous reading experiences, characteristics of specific texts (e.g., structure, vocabulary, story grammar), fluency, and the monitoring of understanding by the reading.
7.3k. levels of reading comprehension and how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships).
7.4k. how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, and cause-a-and effect and other relationships not explicitly stated; summarizing; making predictions; and drawing conclusions and generalizations; and evaluative comprehension skills (e.g., distinguishing between fact and opinion, detecting faculty reasoning; and reacting to a text's content, characters, and use of language).
7.5k. comprehension skills needed to understand and interpret a variety of written materials, including narratives, expository texts, technical writing, and content-area textbooks.
7.6k. how comprehension can be improved through wide reading and understand the importance of allocating time to wide reading and developing and maintaining classroom libraries and "sending home" libraries.
7.7k. the importance of wide reading to vocabulary development.
7.8k. instructional strategies that facilitate children's comprehension before, during, and after reading, such as providing background knowledge for written text, previewing the organization of the text, making predictions, questioning, and guiding discussions.
7.9k. a range of reading comprehension strategies that children can use to improve their reading comprehension, such as self-monitoring, rereading, mapping, using reading journals, and discussing texts and know how to model and teach these strategies.

Teachers of young children through fourth grade are able to:
7.2s. use a variety of instructional strategies to enhance children's listening and reading comprehension, including helping children link the content of texts to their lives and connect related ideas across different texts.
7.3s. model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling.
7.4s. provide frequent opportunities for children to engage in silent reading both at school and at home.
7.5s. guide children to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction.
7.6s. provide time for extended reading of a wide range of materials, including expository texts.
7.7s. use instructional strategies that help children increase their reading vocabulary.
7.8s. guide children to increase knowledge of their own culture and the cultures of others through reading.
7.9s. provide instruction in how to use graphics (e.g., tables, charts, and signs) and other information texts and technologies (e.g., the Internet) to acquire information.
7.10s. provide opportunities for children to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts.
7.11s. teach elements of literary analysis, such as story elements and features of different literary genres.
7.14s. communicate with other professionals and seek implications for practice from ongoing research about the development of children's reading 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.

Teachers of young children through fourth grade know:
8.1k. that many children go through predictable stages in developing written language, but understand that individual variations occur in written language development.
8.2k. the development of writing in relationship to listening, speaking, and reading and know instructional strategies that connect these various aspects of language.
8.3k. appropriate instructional strategies for developing children's writing skills.
8.4k. processes of self-assessment in writing.
Teachers of young children through fourth grade are able to:
8.1s. create an environment in which children are motivated to express their ideas in writing.
8.2s. teach purposeful, meaningful writing in connection with listening, speaking, and reading.
8.4s. provide instruction in various stages of writing, including prewriting, drafting, editing, and revising.
8.7s. provide opportunities for children to self-assess both their writings (e.g., for clarity, comprehensiveness, and interest to audience) and their development as writers and to elicit critiques from others.
8.9s. communicate with other professionals and continually seek implications for practice from current research about children's development of written communication.

**Standard IX. Writing Conventions:** Teachers understand how young children use writing conventions and how to help children develop those conventions.
Teachers of young children through fourth grade know:
9.1k. that many children go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual children vary in their development of these conventions.
9.2k. the relationship between spelling and phonological and alphabetic awareness, and the importance of this relationship for later success in reading and writing.
9.3k. the stages of spelling development (prephonetic, phonetic, transitional and conventional) and how and when to support children's development from one stage to the next.
9.4k. the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions.
9.5k. the differences between first draft writing and writing for publication.
Teachers of young children through fourth grade are able to:
9.4s. provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation).
9.5s. provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for students to use and develop their spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread their spelling during the editing process.
9.6s. work with children to select pieces of an individual's work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help children realize that accuracy in conventions is necessary when preparing a piece of publication.
9.8s. communicate with other professionals and seek implications for practice from ongoing research about children's development of writing conventions.
**Standard X. Assessment and Instruction of Development Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

Teachers of young children through fourth grade know:

10.4k. the state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills and know how to recognize when a child needs additional help or intervention to bring the children's performance up to grade level.

10.5k. a variety of strategies and materials (e.g., basals, supplemental programs, trade books, and wide reading) to ensure the literacy development of young children.

10.6k. the importance of providing many opportunities for children to experience extended reading of narrative and expository texts.

**Course Objectives and Outcomes**

1. The student will demonstrate an understanding of the EC-6 Standards for English Language Arts and Reading created by Texas State Board for Educator Certification.
2. The student will demonstrate an understanding of the relationship between language development and the reading process.
3. The student will demonstrate an understanding of the methods, materials, and beliefs used in a well-rounded literacy program for the EC-6 learner.
4. The student will demonstrate an understanding of word recognition, word identification, vocabulary, and comprehension strategies used in the reading process.
5. The student will demonstrate an understanding of informal assessment processes for reading and language arts.
6. The students will demonstrate an understanding of the issues affecting the developmental process of learning to read and write including those from the disciplines of sociology, psychology, economics, political science, and history.
7. The students will demonstrate an understanding of the role of both children's literature and packaged reading programs in developing a strong and dynamic literacy program for the EC-6 learner.

**Course Topics**

The major topics to be considered are:

- Observation Survey and TPRI
- Emergent literacy by way of oral language and story
- Emergent literacy through play and experience
- Creating a classroom for readers
- Assisting emergent readers and writers

**Instructional Methods and Activities**

- Discussion about course readings
- Student-led discussions
- Student presentations
- Lecture
- Group work
Evaluation and Grade Assignment

The following course requirements will be explained in detail during class meetings.

Total points: 300

- 8 Chapter/Article Responses (8 points each – extra credit if all 8 turned in and receive perfect score) 60 points
- Chapter Presentation 60 points
- Research Article Response Paper and Presentation 60 points
- Exam 60 points
- Attendance 60 points

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor.

Letter grades will be determined by the following scale:

A=92-100%
B=83-91%
C=74-82%
D= 66-74%

Class attendance and participation:
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping teachers develop early literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on all assignments. If you are absent, ask a classmate for her or his notes. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.

Assignments
Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

1. Chapter Responses (see class schedule for due dates):
   Insightful responses based on the chapter, corresponding lecture, and your personal reactions. Read the chapter and write a 1-page summary of the chapter’s main ideas. Also include at least one way in which the chapter relates to your professional life. APA format (one-inch margins, double-spaced, 12 pt. Times New Roman). Submit this assignment to Blackboard.

2. Chapter Presentation (see class schedule for due date):
   Choose a chapter of special interest to you and lead a class discussion, using a PowerPoint, Prezi, etc. and integrate the following:
   - Key ideas and suggestions
• Impressions the chapter left on you
• Puzzlers
• What teachers can do with this information

10 slides max
Upload your presentation to Blackboard one day prior to your scheduled presentation.

3. Research Articles Response Paper and Presentation (see class schedule for due date):

Article Response Paper:
Read at least 5 journal articles related to a course topic in early literacy that interests you. The articles **must** be from *The Reading Teacher, Journal of Adolescent and Adult Literacy, Reading Research Quarterly, Theory into Practice, Reading Psychology, Literacy Research and Instruction, Journal of Literacy Research* and you may email requests for approval from other journals. Make sure all your chosen articles do not come from just one journal. Use the information you learn from the articles to write a 3-5 page literature review. Also include how you might use the information presented in an early grades classroom and at least two questions raised in your mind as a result of your research. Provide full publication information in APA (info includes: author(s), title, journal name, volume/date and pages), You will turn in this assignment on Blackboard.

Research Article Presentation:
Present the salient points of your articles to the class using a PowerPoint, Prezi, etc.
10 slides max
Upload your presentation to Blackboard one day prior to your scheduled presentation.

Required Textbooks:

Various articles as assigned by professor

Recommended or Supplemental Reading:
activities for developing comprehension and writing. *The Reading Teacher, 60,* 344-355.


*Tentative Course Outline*

*Students will receive this information 3 days prior to the first day of the course.*

**Notes:** Chapter readings and assignments should be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class. Approximately half of the class sessions below will occur online.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-5</td>
<td>Foundations of Early Literacy Development</td>
<td>Morrow Chapter 1</td>
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<tr>
<td>7-7</td>
<td>Language and Vocabulary Development</td>
<td>Morrow Chapter 4</td>
<td>Chapter 4 response</td>
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<tr>
<td>7-12</td>
<td>Strategies to Figure Out Words</td>
<td>Morrow Chapter 5</td>
<td>Chapter 5 response</td>
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<tr>
<td>7-14</td>
<td>Family Literacy Partnerships</td>
<td>Morrow Chapter 10</td>
<td>Chapter 10 response</td>
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<tr>
<td>7-19</td>
<td>Organizing and Managing the Literacy Program</td>
<td>Morrow Chapter 9</td>
<td>Chapter 9 response</td>
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<tr>
<td>7-21</td>
<td>Motivating Reading and Writing with Well-Known and New Literacies</td>
<td>Morrow Chapter 8</td>
<td>Chapter 8 response</td>
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</tbody>
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Late work
No coursework will be accepted late without instructor approval. For each week an assignment is late, a letter grade will be dropped.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Classroom/Professional behavior
Professional decorum is expected.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

Veterans
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.