The University of Texas at
TYLER

School of Education
READ 3320.001 Literacy Development in the Early Years
Fall 2023
Yvonne Atkins, Adjunct Professor

Course:	**READ 3320.001 Independent Study**
Semester & Year:	**Long Summer 2024**
Time & Day:	**Virtual**
Locations:	**Online**
Instructor Information:	**Joanna Neel, Ed. D.**
Office:	TBD
Phone:	(903) 593-4063
Email:	yatkins@uttyler.edu (preferred method of contact)
Office Hours:	**Mondays and Wednesdays after class** (Virtual appointments via Zoom & In-person appointments available). Other times available upon request. Please note that office hours are a way to connect, clarify content, expand perspectives, networking in your discipline, and to get to know each other.
	Appointments available-please email to schedule.

First Day of Long Summer 2024: Monday, May 13, 2024

Last Day to Withdraw:	**July 12, 2024**
Final Exam:	**August 10, 2024**

***Last Day to Withdraw from Courses: July 12, 2024**

B. Catalog Description. A study of the specific reading needs of children in the pre-school and primary grades. Areas to be stressed include the interactive reading model, emerging literacy, essential knowledge and skills, lesson planning, literature-based and basal reading materials.

C. Knowledge Base(s) This course is designed to help beginning teachers build foundational knowledge relative to literacy assessment and instruction beginning with early childhood and continuing through upper elementary grades. Students learn key concepts, tools and strategies for identifying students' strengths and needs using formal and informal assessment measures and strategies, and for designing instruction to address identified literacy needs. Clinical or field experiences required. Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);
- *Association for Childhood Education International* standards for the preparation of early childhood educators with a focus on the standards for reading, writing, and oral language development ACEI, 2007);
- *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist EC-6 teacher candidates (Texas State Board for Educator Certification, 2016);

- *Texas Educator Standards* (Title 19: Chapter 149, Subchapter AA, Rule: 149.1001), which identify performance standards to be used to inform the training, appraisal, and professional development of teachers.
- *Interstate Teacher Assessment & Support* Consortium 10 core teaching standards, which articulate what effective teaching and learning looks like in a transformed public education system (INTASC, 2011).
- *Reading Domains & Competencies:*
  Domain I. Reading Pedagogy – Competencies 001-002
  Domain II. Reading Development: Foundational Skills - Competencies 003-008
  Domain III. Reading Development: Comprehension- Competencies 009-012
  Domain IV. Analysis and Response- Competency 013

Disability/Accessibility Services:
The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visithttps://hood.accessiblelearning.com/UTTyler and fill out the New Student Application. For more information, please visit the SAR webpage athttp://www.uttyler.edu/disabilityservices or call 903.566.7079.

Student Resources:
Faculty Office Hours: These are times when you can meet with your faculty to ask questions about the content, better understand the discipline, make career connections and more. Make use of office hours. Faculty list three hours a week (minimum) that they are available to you and also provide an appointment option if you have class or work during their office hours.

Writing Center: The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing.

Math Learning Center: The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use.

PASS Tutoring Center: The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.

Supplemental Instruction (SI): SI is a series of weekly peer-assisted study sessions in courses identified by previous students as difficult. Due to COVID-19, SI sessions will be conducted face-to-face and via Zoom this fall. Check the website to see the support courses for the Fall 2020 term.

Upswing (24/7 Online Tutoring): Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.

Robert R. Muntz Library Staff: UT Tyler has an incredible staff of librarians ready to assist you. Discipline/major library liaisons are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

Canvas 101: This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

Digital Support Toolkits: Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

UT Tyler Testing Center: The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

Student Accessibility and Resource (SAR) Office: The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

Student Counseling Center: The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers TAO, a self-help, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.

D. Student Learning Outcomes

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.
4. Develop a ready understanding of multiple key English Language Arts Terms & vocabulary from the International Literacy Association. Learning these key terms is essential for students to be prepared to teach phonics, phonemic awareness, and literacy, (House Bill 3) and to improve scores on the Texas state content tests for certification.

Engagement: *Students enrolled in this course will be given multiple opportunities to reinforce the readings and lectures through assignments and reflections.*
Students are encouraged to participate in research opportunities based on research questions that develop in the class.
Virtual group study sessions are offered throughout the semester by Dr. Neel to help students master ELAR Content for the state content test.

Key Assignments: Students will develop and create the following options and turn in an electronic copy to Canvas as well as a hard copy that is appropriate for the selected assignment. Each assignment must include grade level appropriate TEKS.

1) Project #1: All About Me PowerPoint
2) Project #2: 30 Managed Independent Learning Stations
3) Ten (10) Phonemic Awareness Lessons

4) Reading Log of Children's Books with Genres- Amazon Wish List
5) Retelling with Props (video)
6) Environmental Print Commercial
7) Poetry, Songs, & Rhymes Journal
8) Writing Anchor Charts (10)

Assessment: WIX Electronic Literacy Portfolio

Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

Three Rationales integrated into the WIX Electronic Portfolio:
 • Growth: Show growth or change over time, help identify strengths and weaknesses, and can help students with self-reflection and goal setting.
 • Showcase Work: students prepare a sample of their best work to share with others.
• Evaluation: Document progress toward standards for grading purposes.
 Student Learning Outcomes for the WIX Electronic Portfolio:
• Students will be assessed on their ability to organize, synthesize, and clearly describe their achievements.
• Students will complete varied types of assignments, respond to feedback, and revise their work.
 • Students will be evaluated on the progress they make in a course throughout the semester.
 • Dialogue and collaborative conversations will take place throughout the semester. The professor will encourage students to analyze, monitor, and update the professional electronic portfolio.

1. **Class Participation & Assignments: (20 points or 20% of course grade**). Throughout the semester, you will be expected to participate in the course assignments, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher.   The assignments will be completed and graded to earn credit for the assignments in the class participation as will attendance.

2. **Project #1: ABC Artifact: (20 Points or 20% of course grade).**

Students will design and create an alphabet project. You may select the artifact you create. The project must have the following criteria:
1) Aligned to at least four Texas Essential Knowledge & Skills
2) Include all letters of the alphabet
3) Be a tool you can utilize in your future classroom
4) All pages be uploaded electronically
5) Upload a copy of the ABC Rubric with the assignment

3. **Project #2: Thirty Managed Independent Learning Stations (20 Points or 20% of course grade)**

4. **Content Quizzes** **(10 points or 10% of course grade)**. Four scheduled content quizzes (5 points each x 4 for 20 possible points or 20% of course grade) throughout the semester. Quizzes will cover material addressed in lectures, discussions, and assigned readings. The content of quizzes, which will consist of a mix of objective and/ or constructed response answers, is designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students' literacy development in EC-6 classroom settings.

5. **Vocabulary Quizzes** **(10 points or 10% of course grade)**

6. **Writing Anchor Charts (10)**

7. **Final**: **WIX Project with Class Assignments: (20 Points or 20% of the course grade).** The WIX Portfolio archiving assignments around student learning outcomes, International Literacy Association Standards, Science of Teaching Reading Standards, and Texas Essential Knowledge & Skills. Students will design & create a WIX Portfolio for Class projects & Assignments. Specific details for this assignment in Canvas under the WIX Portfolio Tab.

   Assignments to be included in the portfolio:

1) Project #1: All About Me PowerPoint
2) Project #2: 30 Managed Independent Learning Stations
3) Ten (10) Phonemic Awareness Lessons
4) Reading Log of Children's Books with Genres- Amazon Wish List   5) Retelling with Props (in class)
6)Environmental Print
7) Poetry, Songs, & Rhymes Journal
8) Writing Anchor Charts (10)

E. Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) **TES**: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii) (C) (i)1Ai-ii. **TEKS:** ELAR K-6 **ELPS:** K-6 **Pre-K Guidelines:** all **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 2.1 c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.** **INTASC:** 2, 3, 4, 5, 7, 8

2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices Reading Writing Oral Language Development	Canvas Discussions Quizzes	**TES 1: all; 2: all** **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 2.1**a; Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. ISTE: 2.1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.5a; 7b;7c **INTASC:** 2, 3, 4, 5, 7, 8
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Develop, Implement, & Evaluate literacy instruction in EC-6 settings.	Literacy Articles Website, and Program Resources Running Records Small Group Discussions Quizzes/	**TES:** 3Ai-iii; **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 2.1c Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences.** **ISTE: 7b** Use technology to design & implement a variety of formative & summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. **ISTE: 2.7c** Use assessment to guide progress & communicate with students, parents, & education stakeholders to build student self-direction. **INTASC:** 7, 8

Course Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. The criteria for determining your final grade are outlined below.
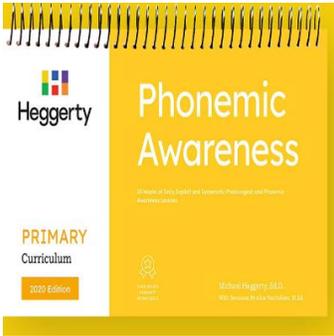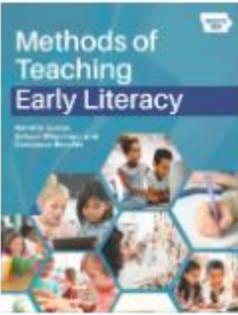
Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation	20 %	20 points	On-going
2. Project #1 ABC PowerPoint	10%	10 points	
3. Project #2	20%	20 points	
4. Content Quizzes	10%	10 points	Weeks: 3,6, 9, 13
5. Vocabulary Quizzes	10%	10 points	Week 1-12
6.Writing Anchor Charts	10%	10 points	
7. WIX Electronic Portfolio	10%	10 points	Week 14
8. Comprehensive Final Exam	10%	10 points	Week 15
9. Totals	100%	100 points	

Performance Standards

Points	Percent	Grade		Standard
90-100	90%	A		Superior
80-89	80%	B		Above Average
70-79	70%	C		Average
60-69	60%	D		Below Average
00-59	59% or Below	F		Mediocre

G. Required Texts and Materials
Required: Required Texts and Materials:

Textbook Cover:	Title:	Author :	ISBN #:	Publisher:
	Phonemic Awareness: 35 Weeks of Daily Explicit & Systematic Phonological & Phonemic Awareness Lessons	**Michael Heggerty, Ed. D.**	**9781947260221**	2020 Literacy Resources
	Methods of Teaching Early Literacy	**Gurjar**		Iowa State University Digital Press **OER**

1. Shanahan, T. (2006). The National Reading Panel Report: Practical advice for teachers. Naperville, IL: Learning Point Associates. Available free of charge.
2. International Reading Association (1998) *Learning to read and write: Developmentally appropriate practices for young children.* Newark, DE: Author. Available free of charge. Additional readings to supplement course content may be selected from various journal publications, book chapters, and reports. **Note:** *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Bibliography:
Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school (expanded edition). Washington, DC: National Academy Press.
Darling-Hammond, L, & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world. What teachers should learn and be able to do. San Francisco, CA:Jossey- Bass.
Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). Preparing every teacher to reach English learners: A practical guide for teacher educators. Cambridge, MA: Harvard Education Press.
Tomlinson, C.A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd edition). Alexandria, VA: ASCD.
Vygotsky, Lev S. (1986). *Thought and language.* Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.
Wormeli, R. (2007). Differentiation: From planning to practice grades 6-12. Portland, ME: Stenhouse Publishers.

H. Topical Outline & Schedule. The following course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as needed.

Topical Outline: Attached at end of this document.
Course Policies:
- **Attendance**. **Your attendance and participation are important and required** to do well in this course. Students are expected to check Canvas for assignments and due dates and be well prepared to turn in assignments on time.
  - **Written Assignments.** Written assignments MUST be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)**
  - **Late Assignments** (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**

- **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.
- **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.
- **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. For example, refer to "a student with autism" and not "an autistic".
- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in READ 3320 will adhere to and demonstrate these teacher candidate dispositions at all times.
- **Safe Zone**
  The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.
- **Artificial Intelligence**
  "Use of an AI Generator such as ChatGPT, iA Writer, Midourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tolls without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/
University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

READ 3320
Spring Topic Table & Class Schedule
(Tentative Schedule – subject to changes).
Refer to Canvas for additional reading requirements or
changes to the following course calendar.
Please note that this course is a flipped model. You are expected to read the assignments BEFORE you arrive in class. The design for each class is:
1) **Read the material prior to coming to class.**
2) **In-class activities to reinforce the content that was read before the class.**
3) **In-class quiz on the readings, content, and class activities.**

Date	Topic	Reading Assignment	Assignment Due
Week 1	Course Overview/Intro.Syllabus Review/SOE Orientation **Week #1 Topic: Foundations of Early Literacy** Preview of Reading Domains: *Domain I. Reading Pedagogy – Competencies 001-002* *Domain II. Reading Development: Foundational Skills - Competencies 003-008* *Domain III. Reading Development: Comprehension- Competencies 009-012* *Domain IV. Analysis and Response- Competency 013* **Focus Discussion on** *Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts,*	Syllabus TEKS K-5 ELPS K-5 Pre-K Guidelines **NOTE: Key Lecture Notes will be provided from:** **Methods of Teaching Early Literacy by: Gurjar** Ch. 1: What is Literacy?	Please note that this course is a flipped model. You are expected to read the assignments BEFORE you arrive in class. The design for each class is: 1) Read the material prior to coming to class. 2) Activities to re-inforce the content that was read before the class. (a) On-line quiz on the readings, content, and class activities. TEKS/ Key Phrases/ ELPS Apps on phone Introduction & Literacy Philosophy

	principles, and best practices related to the science of teaching reading. **Key Vocabulary: Content, Professional, Literacy, Academic**		WIX Portfolio Set Up
Week 2	**Week #2 Topic: Assessment in Early Literacy: A Guide for Designing Instruction** *Domain I. Reading Pedagogy – Competencies 001 Review Focus on Competency-002* **Competency 002 (Foundations of Reading Assessment):** *Understand foundational concepts, principles, and best practices related to reading assessment.*	TEKS K-5 ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy **NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy by Gurjar** Ch. 2: Foundations of Early Literacy	Practice early literacy skills of rhyming word families; repeating nursery rhymes; singing songs.
Week 3	**Week #3 Topic Literacy & Diversity: Teaching Children with Special Concerns** *Domain II. Reading Development: Foundational Skills - Competencies 003* **Competency 003 (Oral Language Foundations of Reading Development):** *Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.*	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy by Gurjar Phonological Awareness** **Practice phonological skills with professor whole group; small groups and in pairs.** **Introduce and practice long vowels.** Preview RTI Lessons	Retelling with Props Due-practice early literacy skills; to reinforce language and listening skills for all learners. Assignment: All About Me Book Content Quiz #1 weeks 1-3 Over: Ch. 1: What is Literacy? Ch. 2: Foundations of Early Literacy Ch. 3: Phonological Awareness
Week 4	*Week #4 Topic: Language & Vocabulary Development*	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar**	Ten (10) Phonemic Awareness Lessons

	Domain II. Reading Development: Foundational Skills - Competency 004 (Phonological and Phonemic Awareness): *Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.*	**Ch. #4: Phonics: Breaking the Code to Words** **VCV Patterns** **CVC Patterns** **CVCe Patterns** **Practice phonological skills with professor whole group; small groups and in pairs.** **Introduce and practice long vowels.**	Discuss MIL Stations (Example and expectations for the assignment)
Week 5	*Week #5 Topic: Alphabetic Principle & Concepts About Print* **Domain II. Reading Development: Foundational Skills -Competency 005 (Print Concepts and Alphabet Knowledge):** *Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.*	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar** **Ch. 5 Supporting Literacy Learning in Early Childhood Classrooms**	Discuss expectations for Environmental Print Content and Presentation
Week 6	*Week #6 Topic:Phonics & Word Study* **Domain II. Reading Development: Foundational Skills - Competencies 006**	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar**	Environmental Print Commercial Content Quiz #2 Weeks 4-6

	Competency 006 (Phonics and Other Word Identification Skills): *Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.*	**Phonics, Spelling & Word Study:** Developing Comprehension of Text and Concepts about Books	
Week 7	Week #7 Topic: Strategies to Figure Out Words: Phonological Awareness, Phonics & More Word Work: Spelling/ Phonics *Domain II. Reading Dev.: Foundational Skills - **Competency 007 (Syllabication and Morphemic Analysis Skills):** Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.*	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar** **Helping Children Read & Write**	Project #1 ABC Artifact Due (online) Submit five (5) MIL Stations
Week 8	***Week #8 Topic: Developing Comprehension of Text & Concepts About Books***	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar**	

	Guided Reading *Domain II. Development:* *Foundational Skills -* **Competency 008 (Reading Fluency):** *Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.*		Assignment: Non-Fiction (Expository) Bibliography
Week 9	Week #9 Topics: Motivating Reading & Writing with Well-Known & New Literacies Strategies for Teaching Literature Develop, Implement, & Evaluate literacy instruction in EC-6 settings. *Domain III. Reading Development: Comprehension-* **Competency 009 (Vocabulary Development):** *Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.*	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar**	Content Quiz #3 weeks 7-9 MIL Stations
Week 10	Week #10 Topic: Writing Reciprocity of Reading & Writing	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar**	

	Establishing, Developing & Maintaining Literacy Partnerships *Domain III. Reading Development: Comprehension-* **Competency 010 (Comprehension Development):** *Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.*		
Week 11	Writer's Workshop Analyzing Student Writing Samples/Student Writing *Domain III. Reading Development: Comprehension-* **Competency 011 (Comprehension of Literary Texts):** *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.*	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar**	Assignment: Poetry Songs/Rhymes Journal
Week 12	Week #12 Topic: Comprehension: Informational Texts *Domain III. Reading Development: Comprehension-* **Competency 012 (Comprehension of**	**NOTE: Key Lecture Notes will be provided from: Methods of Teaching Early Literacy Gurjar**	Assignment: Reading Log/Amazon Wish List of 30 Books

	Informational Texts): *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- & evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension & analysis skills for informational texts.*		Project #2: 30 Managed Independent Learning Stations Due
Week 13	***Domain IV. Analysis and Response- Competency 013 (Analysis and Response):*** *Analyze assessment data related to reading development in foundational reading skills & reading comprehension, prepare an organized, developed written response based on the data and information presented.*	**Methods of Teaching Early Literacy Gurjar**	Content Quiz #4 weeks 11-13 Project #3: WIX Electronic Literacy Portfolio with READ 3320 Assignments