

**Berry College Charter School of Education and Human Sciences**  
**EDU 320 Early Childhood Education Literacy Instruction (4 Credit Hours)**  
**Fall 2014**

Meets: Mondays and Wednesdays 8:00am – 9:50am  
Location: Room 137 Cook Building

**COURSE DESCRIPTION:** EDU 320 investigates theories of literacy and instructional strategies and materials. There is a focus on lesson planning and materials and strategies for vocabulary (semantic and morphemic systems) and comprehension development. Explores instructional frameworks and children's literature specific to literacy development and for differentiating reading and writing instruction. Field experience required. PR: Admission to teacher education program. CR: EDU 370

**TEXTBOOKS:** *(These are the same texts you will use Spring 2015 in EDU 321 and Fall 2016 for EDU 429 so keep them.)*

Required Texts:

1. Tompkins, G. E. (2010). *Literacy for the 21<sup>st</sup> century: A balanced approach* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
2. Lynch-Brown, C., Tomlinson, C.M., & Short, K.G. (2011). *Essentials of children's literature*. Boston: Allyn & Bacon.
3. Flake, S. (1998). *The skin I'm in*. NY: Hyperion.
4. Fountas, I.C. & Pinnell, G.S., (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
5. McCarrier, A., Fountas, I., & Pinnell, G.S. (1999). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, NH: Heinemann.

Required Materials:

- Two (2inch) binders. Organization of these binders will be discussed in class.

**PURPOSE OF COURSE:** The purpose of ECE Literacy Instruction is to model the integration of all the language arts (reading, writing, listening, speaking, viewing, and visually representing) and to illustrate that these are not isolated curriculum areas but rather are interrelated parts of the communication process with development in one area supporting development of the others. This course is the first half of a year-long course and as such provides pre-service teachers with foundational knowledge about literacy development and the major components of reading and writing. Knowledge of and ability to use a wide repertoire of instructional materials and strategies for literacy development PreK-5 is an integral part of the course.

This course is placed in the junior year between the pre-school curriculum course in the sophomore year and diagnostic reading in the senior year; streaming of literacy content occurs throughout those three courses. In addition, ECE Literacy Instruction is coordinated with other junior year block courses (curriculum, arts and cultures, and math).

**CONCEPTUAL FRAMEWORK:** We believe that teachers are “**Developers of Human Potential.**” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their **head, heart, and hands**. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who **1) Promote Reflection and Decision Making (head), 2) Facilitate Learning (hands), and (3) Enhance Self and**

**Social Awareness (heart).** Each of these dimensions is tied to one or more of the 10 program principles and is demonstrated by our candidates in the coursework, field, and clinical experiences.

CSEHS Teacher Education Program Standards InTASC  
Model Core Teaching Standards  
2011 Version – (Tied to Berry Conceptual Framework)

**Standard #1: Learner Development (Head)**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences (Heart)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments (Hands)**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge (Head)**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content (Head)**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment (Hands)**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction (Hands)**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies (Hands)**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice (Head)**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration (Heart)**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**STUDENT LEARNING OUTCOMES and ASSESSMENT MEASURES:**

Upon completion of this course, students will have the following knowledge, skills, and dispositions as literacy teachers (INTASC principals above; International Reading Association standards at [www.reading.org](http://www.reading.org)):

**1. Foundational Knowledge (INTASC 2, 4; Head; IRA 1):**

- a. Identify selected organizations, journals, and web sites providing information about literature and literacy instruction.
- b. Describe components of the reading and writing process and selected theories of reading.
- c. Define reading as a constructive, interactive process.

- d. Identify the relationships among 1<sup>st</sup> and 2<sup>nd</sup> language development, cognition, and learning as they affect reading and writing development.
- e. Explain the linguistic (dialectal variation, language differences, and language deficits), sociological, cultural, and psychological bases of reading development.
- f. Demonstrate knowledge of the major components of reading (phonemic awareness and phonics, automatic word recognition, fluency, structural analysis, contextual analysis, and comprehension) and research-based instructional strategies for each.
- g. Demonstrate knowledge of the major components of language arts instruction as outlined in the Common Core Standards and know research-based instructional strategies for each.

*Assessment: Professional Resource Chart, Test #1 Principles and Theories, Test #2 Word Study, Test #3 Comprehensive Final*

## **2. Curriculum and Instruction (INTASC 4, 5, 7; Hands; IRA 2):**

- a. Identify and use a variety of strategies for addressing the five stages of reading lessons: prereading, reading, responding, exploring, and applying.
- b. Demonstrate knowledge of and use the Gradual Release of Responsibility model for skill and strategy instruction.
- c. Identify factors to be considered and strategies to be used in fostering emergent literacy.
- d. Identify elements of and use multiple instructional frameworks for literacy instruction, e.g. (a) shared book experience, (b) language experience, (c) reading workshop, (d) writing workshop.
- e. Identify and use research-based strategies for instruction of phonemic awareness, phonics, sight words, fluency, vocabulary, and comprehension.
- f. Demonstrate knowledge and use of the visual and literary elements found in P-5 reading materials and used for creating texts.
- g. Select and use literature, materials, resources, and technology appropriate to the age, developmental level, cultural and linguistic backgrounds, and exceptionalities of students to enhance literacy learning.
- h. Creates learning environments that integrate listening, speaking, reading, writing, viewing, and visual representation throughout the elementary curriculum.
- i. Identify ways that existing literacy frameworks (basal reading programs, literature focus units, literature circles, guided reading, reading and writing workshop) can incorporate all aspects of reading and writing instruction as described by the Common Core Standards.

*Assessment: Lesson Plans, Field Experience Lessons, Reading Workshop, Writing Workshop*

## **3. Assessment and Evaluation (INTASC 2, 6; Hands; IRA 3):**

- a. Explain authentic methods for assessing literacy and content.
- b. Identify students' abilities along developmental continuums and select texts appropriate for students' needs and interests.

*Assessment: Lesson Plans*

## **4. Diversity (INTASC 3, 2; Head, Heart; IRA 4):**

- a. Identify the relationships among 1<sup>st</sup> and 2<sup>nd</sup> language development, cognition, and learning as they affect reading and writing development.
- b. Explain the linguistic (dialectal variation, language differences, and language deficits), sociological, cultural, and psychological bases of reading development.
- c. Select and use literature, materials, resources, and technology appropriate to the age, developmental level, cultural and linguistic backgrounds, and exceptionalities of students to enhance literacy learning. *Assessment: Lesson Plan, Week Long Lesson Plans, Reading Workshop Notebook*

## **5. Literate Environment (INTASC 2, 3, 8; Head, Hands; IRA 5):**

- a. Understand the role of children's literature for enhancing instruction across the curriculum and for life-long learning and pleasure.
- b. Understand how literature and literacy helps people recognize, clarify, and define their values and develop their social awareness.
- c. Demonstrate knowledge of various genre, authors, illustrators, awards, and trends and issues surrounding use of children's literature for instruction.
- d. Use reading and writing as a means of exploring and learning.
- e. Develop an awareness and understanding of diverse families, cultures, and communities through literature and literacy activities.

*Assessment: Field Experience Lessons, Reading Workshop Notebook, Writing Workshop Notebook*

## **6. Professional Learning and Leadership (INTASC 9,10; Head, Heart; IRA 6):**

- a. Display professional dispositions related to teaching PreK-5 and to literacy instruction.
- b. Reflect on teaching and learning behaviors in order to adjust instruction and examine the moral and ethical consequences surrounding literacy instruction.

*Assessment: Observation*

**FIELD EXPERIENCE/CLINICAL PRACTICE:** Each candidate will participate in a field experience as a member of a two-person team and is assigned to classrooms in schools with which Berry College has established partnerships. The teams will be formed in the ECE Methods & Curriculum I course that is blocked with the ECE Literacy Instruction and Integrated Arts and Cultures courses. During the semester, candidates will complete 35 hours in those classrooms by actively participating in the classroom activities, assisting the teacher, and teaching lessons. Lessons from the ECE Literacy Instruction course are to be completed during these 35 hours. Successful completion of this field experience is necessary to obtain a grade of C or better in this course.

**USE OF TECHNOLOGY:** Candidates will use the Internet to investigate specific websites that are resources for information on literacy instruction or children's literature. Candidates may use information, strategies, and activities downloaded from websites as part of their lesson plans (documented by citation at end of lesson plans). CDs that are to be used for viewing instructional segments come with the course texts. Technology tools such as Powerpoint and Word will be used for creation of assignments and materials for lessons. The use of the SmartBoard will be explored as a way to enhance literacy instruction. Smart phones, laptops, tablets may be used in class for research purposes. The instructor will alert you as to when to have them available.

**METHODS OF INSTRUCTION:** Topics will be presented using a variety of approaches including lectures mediated with electronic and visual means, mini-lessons, simulations of strategies, workshops, collaborative learning teams, group investigations, and discussions. Individual and team teaching will strive to illustrate integration of the language arts.

**ATTENDANCE POLICY:** Attend all classes and field experience sessions. Since many of the literacy strategies presented in the text will be modeled or simulated in class, your presence is imperative. *Being present in class means you are alert and thoughtfully participating in all class discussions and activities.* Laptops may ONLY be used for course notes (I do monitor laptop usage). Also, cell phones must be turned off and stowed out of sight unless you are expecting an emergency call (please clear this with me at the beginning of the class) or the instructor has told you to use it for class purposes. No texting in class. Any unexcused absence will result in an eight-point reduction from your course point total. Absence in excess of four hours (two class meetings) may jeopardize passing this course. For an absence to be considered excused, I must receive an email or verbal explanation and course material must be made up. Any student not prepared to begin class at 8:00am (or 1:00pm), will have a two-point reduction in her or his class point total. Assignments are to be turned in during class on the dates indicated in the syllabus. No late assignments will be accepted, unless written permission has been granted by the professor 24 hours prior to the due date.

**ACADEMIC INTEGRITY:** Academic dishonesty includes, but is not limited to, the following: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. Candidates are expected to comply with the college's policies concerning academic integrity. A full description of policies and appeals procedures can be found in the *Viking Code*. Even more significantly, teacher candidates are bound by the *Georgia Code of Ethics*. For this class, the instructor will make it clear which assignments are to be completed individually, and which assignments will be completed with a partner. The instructor will also make clear the expectations related to citation of sources for each assignment completed. Lack of adherence to these criteria will result in a grade of zero on the specific assignment and, after review by faculty, possible removal from the class.

**COMMUNICATION:** Please know I am available to meet with you outside of class time to offer any assistance you may need. You are more than welcome to stop by or call me during my office hours (indicated on page one). Outside of office hours, my preferred method of communication is my Berry email address (on page one). I look forward to hearing from you.

**WRITING CENTER:** The Berry College Writing Center, located on the second floor of the Memorial Library, offers free support to students writing in any discipline. The center is staff by trained peer tutors who have taken a three credit course in the theory and practice of tutoring writing. Sessions are usually 20-40 minutes and usually focus first on higher order concerns such as understanding a writing prompt, generating ideas, logical development and connection of ideas, and format/organization; they then move to later order concerns on the sentence level such as grammar, punctuation, tone, style, and correctness. In general, sessions are hands-on, and tutors ask students to help themselves by developing and practicing concrete revision strategies. While students are welcome to drop by the Writing Center without an appointment, appointments do receive priority service. To make an appointment, and to see the Center's regular hours, go to <https://www.berry.edu/wc/>.

**ACCOMMODATION STATEMENT:** Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Academic Support Center in Memorial Library, First Floor, (706.233.4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please meet with me before the end of the first week of classes to discuss any individual accommodations I can make to ensure this is a successful learning experience.

**SPECIAL REQUIREMENTS:** Due dates are listed below in the schedule of class sessions.

**1. Professional Resources Online Project**

Candidates will examine a variety of publications and websites that provide information and instructional resources useful to them in developing children's literacy. Free online tools (Pinterest, blog, dropbox, google.doc or other) will be used to summarize the content and instructional uses of resources. (*Evaluation method: Rubric*)

**2. In-Class Quick Writes**

Writing tasks will be assigned during class time at periodic intervals over the course of the semester. These quick writes are designed to ensure comprehension of assigned readings and class discussion as well as to provide feedback from these informal, formative assessments. (*Evaluation: 70% mastery*)

**3. Tests**

A midterm and final exam over assigned readings and class activities will be given during the semester. (*Evaluation: 70% mastery*)

**4. Lesson Planning**

Candidates will write lesson plans on the following topics (*you will not teach these lessons*):

- Phonological awareness
- Phonics
- Fluency
- Interactive Writing

Directions and a grading rubric will be distributed in class. (*Evaluation: Checklist*)

## **5. Field Experience Activities**

On Thursday mornings, as well as the full week of November 3-7, candidates will go to their field experience classrooms (as assigned during your curriculum and methods course). During this time, they will be expected to complete a read aloud to a whole class (preferably) or small group (if you are not given time for the whole group). Directions will be provided. (*Evaluation: rubric*)

## **6. Reading Notebook**

Candidates are required to keep a notebook with all of their in-class notes, handouts, etc in the order given by the professor. They will also document their own reading of children's literature throughout the course of the semester. (*Evaluation: Self-Evaluation and Graded Checklist completed by Instructor*). The notebook serves to:

- a) build understanding of a literature-based framework for instruction,
- b) increase knowledge of children's literature, authors, and illustrators, and
- c) engage in mini-lessons useful for teaching reading strategies, genre, and diverse learners; and
- d) organize materials for future use as a teacher

## **7. Writing Notebook**

Candidates are required to keep a notebook with all of their in-class notes, handouts, etc related to writing instruction in order to: (*Evaluation: memoir rubric, notebook documentation checklist*):

- a) build understanding of writing workshop for literacy instruction (writing process, spelling, grammar, mechanics),
- b) increase knowledge of the writing process,
- c) engage in strategies that can be used for teaching traditional and media-based writing, and
- d) organize materials for future use as a teacher (See Writing Notebook handouts and scoring rubrics.)
- e) organize all materials related to the writing of her/his memoir

## **8. Core Reading**

Candidates will read *The Skin I'm In* by Sharon Flake and respond in writing to journal prompts. This text will be discussed in small groups in class, and discussion participation factors into the grade. *Evaluation: rubric*

## **9. In-Class Read aloud of Assigned Author's Text**

Candidates will sign up for an author (list provided by instructor). They are expected to prepare a one-page handout with information about her/his author and provide a list of the author's texts. They are also expected to do an engaging read aloud of one of the well-known texts written by the assigned author. Read alouds should be engaging.

## **10. Professional Development and Dispositions**

Behaviors indicating a disposition toward professional and ethical practice will be evaluated with the Professional Dispositions Rubric. Areas to be evaluated include initiative in one's own learning, decision-making, preparedness, attendance, professional appearance, collaboration, and adherence to ethical standards. (*Evaluation: Observation/Rubric*)

## EVALUATION COMPONENTS AND GRADING SCALE

	<u>Possible Points</u>	<u>Points Earned</u>
<b>Foundational Knowledge:</b>		
Professional Resource Chart	50	_____
Quick Writes		
In Class Writing	100	_____
Tests		
Midterm	75	_____
Comprehensive Final	100	_____
<b>Assessment, Instructional Strategies &amp; Curriculum Materials:</b>		
Lesson Planning		
Phonological Awareness	35	_____
Phonics	35	_____
Fluency	35	_____
Interactive Writing	35	_____
Field Experience Read Aloud	40	_____
Reflection of Partner Read Aloud	10	_____
<b>Creating Literate Environments:</b>		
Writing Notebook		
Memoir writing	50	_____
Notebook	50	_____
Reading Notebook		
Notebook	50	_____
Reading Workshop and Children's Literature	50	_____
In-Class Read Aloud & Handout	30	_____
Core Book & Journals	30	_____
<b>Professional Development:</b>		
Participation, preparation, and dispositions rubric	25	_____

TOTAL POINTS EARNED \_\_\_\_\_/800

A 94-100	A- 90-93	B+ 87-89	B 84-86	B- 80-83	C+ 77-79
C 74-76	C- 70-73	D+ 67-69	D 60-66	F 59 and below	

To calculate your grade at any time, add your points earned and divide by the total of possible points. This will give you a percentage. By the end of the semester, the possible points will equal 800.

**SCHEDULE OF CLASS SESSIONS:** This schedule is tentative and may be adjusted by the professors as needed.

DATE	TOPICS	READINGS/ASSIGNMENTS	DUE
Aug 25 Mon	Literacy in our lives Introduction to course Standards	Common Core Language Arts Standards	
Aug 27 Wed	Effective literacy instruction -Theories of reading -Balanced literacy - Cueing systems Resources Assignment	Tompkins, ch. 1	Flip book with information on effective literacy instruction
Sep 1	LABOR DAY	NO CLASS	
Sep 3 Wed	Teaching reading with children's literature  Reading and Writing as Similar Processes	Tompkins, Ch. 2, pp 36-47; chart on page 61; and from heading Literacy Strategies on page 62 through the end of the chapter  Children's Literature text, ch. 1	Bring Common Core Language Arts Standards for K-5 (printed) <i>author:</i> <i>Eric Carle</i>
Sep 8 Mon	Reading & Writing Stages Intro to reading workshop	Children's Literature text, ch. 2 & 3	Professional resources assignment due <i>author: Dr. Seuss</i>
Sept 10 Wed	Reading & writing stages Gradual release of responsibility modeled, shared, guided, independent reading & writing	Tompkins, p. 115-125  Guided Reading, ch. 1 & 3	<i>Author: Gail Gibbons</i>
Sept 15 Mon	Emergent readers & writers Concepts of Print/ Phonological Awareness	Tompkins, ch. 4 (101-115 & 126-136) and ch.5 (only 142 -151)	<i>Author: Bill Martin, Jr.</i>
Sept 17 Wed	Emergent readers & writers: instructional activities Reading Workshop: Picture Books	Children's Literature text, ch. 5	<i>author: Tana Hoban</i>

Sept Mon 22	Emergent readers & writers  Interactive writing	Interactive Writing Text: Ch. 1 (all) Ch. 2 (pages 20-31) Ch. 3 (all) Guided Reading: Ch. 4	Phonological Awareness Lesson Plan Due
Sept Wed 24	Word recognition: Phonics	Tompkins, ch. 5, pp. 152-163	<i>Author: Laura Numeroff</i>

Sept 29 Mon	Word recognition Phonics Spelling stages	Tompkins, ch. 5, pp. 163 - 177  Interactive Writing: chapters 5 & 6	<i>Author: Lois Ehlert</i>
Oct 1 Wed	Word recognition Phonics/spelling  Reading Workshop: Picture books pt. 2	Article on Vikingweb: <i>Making Words</i>  Interactive Writing: chapters 7 & 8  Children's Literature text, ch. 5	Phonics Lesson Plan Due  <i>Author: James Marshall</i>
Oct 6 Mon	Review  Reading workshop: Realistic fiction	Answer Study Guide Questions; bring study guide with notes/answers  Children's Literature text, ch. 8	<i>Author: William Steig</i>
Oct 8 Wed	Midterm	Midterm in class, 8:00am	
Oct 13 Mon	<b>FALL BREAK</b>	<b>NO CLASS</b>	
Oct. 15 Wed	Word recognition: High frequency words	Tompkins, ch. 6, pp. 180-201 (stop at Dysfluent Students heading)  Children's Literature text, ch 8	<i>Author: Kevin Henkes</i>
Oct 20 Mon	Fluency Alternatives to round robin reading	Tompkins, ch. 6, pp. 201-211	Interactive Writing Lesson Plan Due  <i>Author: Ezra Jack Keats</i>
Oct 22 Wed	Vocabulary	Tompkins, ch. 7 pp. 214-234	<i>Author: Mo Willems</i>
Oct 27 Mon	Vocabulary	Tompkins, ch. 7 pp. 235-246	Fluency Lesson Plan Due <i>Author: David Shannon</i>

Oct 29 Wed	Vocabulary instruction and Advanced Word Learning  Brief intro to the text <i>The Skin I'm In</i> and the reading log	Article/Book Chapter on VikingWeb: Vocabulary Instruction  Bring <i>The Skin I'm In</i> novel to class.	<i>Author: Jan Brett</i>
Nov 3 - 7 Week in the Schools			
Nov 10 Mon	Introduction to writing process and writing workshop	Tompkins, pp. 48-61 and 347-358	Reading Notebook Due <i>Author: Patricia Polacco</i>
Nov 12 Wed	Writing workshop: Memoir writing and mentor texts Prewriting for memoir	Memoir samples on Viking Web	Read Aloud Lesson and Reflection due <i>Author: Chris Van Allsburg</i>
Nov 17 Mon	Writing workshop: conferencing Reading Workshop: Multicultural Lit	Article and video on VikingWeb (conferencing with writers)  Children's Literature text, ch. 11	<i>Author: Roald Dahl</i>
Nov 19 Wed	Writing workshop: Continue memoir writing  Reading Workshop: Multicultural literature	Article on VikingWeb - 6 Traits of Writing  Children's Literature text, ch. 11	Memoir draft due for peer review  <i>Author: Pam Munoz Ryan</i>
Nov 24 Mon	<i>The Skin I'm In</i> Discussion	Drama and reading critically	<i>The Skin I'm In</i> Journals Due Memoir Due (optional due date) <i>Author: Mary Pope Osborne</i>
Nov 26 Wed	No Class Happy Thanksgiving!		
Dec 1 Mon	Reading Critically	Article on Viking Web	Memoir due (must be submitted by this date) <i>Author: Kathryn Lasky</i>
Dec 3 Wed	Review	Review	<i>Author: Nikki Grimes</i>
Dec 10 Wed	Final	11:00-1:00 (both morning and afternoon classes; see me early if you have a conflict)	Writing Notebook Due

**INSTRUCTOR'S BIBLIOGRAPHY:**

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