

**BILINGUAL EDUCATION/LITERACY STUDIES DEPARTMENT
COLLEGE OF EDUCATION AND P-16 INTEGRATION**

UTRGV COURSE TITLE AND NUMBER: 3320 EARLY LITERACY DEVELOPMENT

TIME AND ROOM 3320.03 MW 3:05 PM – 4:20 PM EDUC 1.534;

3320.05 TR 10:50 AM -12:05 PM EDUC 2.222;

3320.06 R 4:40 PM – 7:10 PM EDUC 2.222

3320.08 W 4:40 PM – 7:10 PM EDUC 1.404

INSTRUCTOR NAME PATRICIA BUHIDAR

TERM FALL 2016

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OFFICE LOCATION & HOURS: EDUC 2.616; TUESDAYS & THURSDAYS 2:00 PM- 4:30 PM

AVAILABLE BY UTRGV EMAIL, BLACKBOARD AND BY APPT.

IMPORTANT DATES TO REMEMBER

THE UTRGV ACADEMIC CALENDAR CAN BE FOUND AT [HTTP://MY.UTRGV.EDU](http://my.utrgv.edu) AT THE BOTTOM OF THE SCREEN, PRIOR TO LOGIN. IMPORTANT DATES FOR FALL 2016 INCLUDE:

AUG 29 FALL CLASSES BEGIN

SEPT 1 LAST DAY TO ADD OR REGISTER FOR FALL CLASSES

SEPT 2 LAST DAY TO WITHDRAW (DROP ALL CLASSES) FOR A 80% REFUND

SEPT 5 LABOR DAY HOLIDAY, NO CLASSES

SEPT 14 CENSUS DAY (LAST DAY TO DROP WITHOUT IT APPEARING ON THE TRANSCRIPT)

NOV 17 LAST DAY TO DROP (DR GRADE) A CLASS OR WITHDRAW (GRADE OF W)

NOV 18 - DEC 8 ONLINE COURSE EVALUATIONS AVAILABLE

NOV 24 - NOV 25 THANKSGIVING HOLIDAY, NO CLASSES

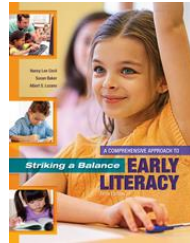
DEC 8 STUDY DAY, NO CLASSES

DEC 9 – DEC 15 FINAL EXAMS

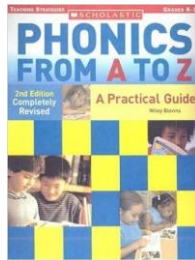
NOTE: AT THE DISCRETION OF THE INSTRUCTOR, CHANGES MAY BE MADE TO THE SYLLABUS. THIS INCLUDES REQUIRED READINGS, COURSE ASSIGNMENTS OR ADDITIONAL QUIZZES/ASSIGMENTS DEEMED NECESSARY.

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Text: Cecil, N.L. (2015). *Striking a Balance: Best Practices for Early Literacy (5th Ed.)*. Arizona: Holcomb Hathaway.



Blevins, W. (2006). **Phonics from A to Z: A Practical Guide (2nd Ed.)**. New York: Scholastic Professional Books.



Recommended Readings: *Additional Readings will be posted to Blackboard and/or handouts in class.

COURSE DESCRIPTION AND PREREQUISITES

THIS COURSE EXAMINES THE PSYCHOLOGICAL, SOCIAL, CULTURAL, PHYSICAL AND LINGUISTIC FACTORS RELATED TO READING ACQUISITIONS; ANALYSIS OF SCOPE AND SEQUENCE OF WORD RECOGNITION PROCESSES: SIGHT WORD VOCABULARY, PHONICS, STRUCTURAL, MORPHEMIC AND CONTEXTUAL ANALYSIS; ANALYSIS OF ORGANIZATIONAL AND MANAGEMENT PARAMETERS OF LEARNER-CENTERED READING INSTRUCTION AT THE PRIMARY LEVELS; DIAGNOSTIC AND PRESCRIPTIVE PROCESSES AS THEY PERTAIN TO EMERGENT LITERACY, STRUCTURAL AND PHONEMIC ANALYSIS, VOCABULARY AND CLASSIFICATION SKILLS., MORPHEMIC AND CONTEXTUAL ANALYSIS; ANALYSIS OF ORGANIZATIONAL AND MANAGEMENT PARAMETERS OF LEARNER-CENTERED READING INSTRUCTION AT THE PRIMARY LEVELS; DIAGNOSTIC AND PRESCRIPTIVE PROCESSES AS THEY PERTAIN TO EMERGENT LITERACY, STRUCTURAL AND PHONEMIC ANALYSIS, VOCABULARY AND CLASSIFICATION SKILLS.

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Learning Objectives/Outcomes for the Course
Student Learning Outcomes

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, to use questioning and discussion techniques, and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.

COURSE ALIGNMENTS
TEXES COMPETENCIES & STANDARDS

Pedagogy and Professional Responsibilities (EC – 12)

This course addresses the following PPR EC-12 Standards:

The beginning teacher:

- Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
- Understands the significance of the TEKS and of prerequisite knowledge and skills in determining instructional goals and objectives.
- Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced and advanced-high levels.
- Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced-high levels.

[http://texas.ets.org/prepMaterials/\(Select Manual Number 160\)](http://texas.ets.org/prepMaterials/(Select Manual Number 160))

EC-6 TEXES COMPETENCIES

Domain 1 Competency 1 Oral Language- The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

Competency 2 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.

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Competency 3 Alphabetic Principle- The teacher understands the importance of the alphabetic principle and provides instruction that helps children understand the relationship between printed words and spoken language.

Competency 4 Literacy Development and Practice- 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 young children's literacy.

Competency 5 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 9 Writing Connections- The teacher understands the conventions of writing and provides instruction that helps children develop proficiency in using writing conventions.

Competency 10 Assessment and Instruction of Developing Literacy- The teacher understands the basic principles of assessment and uses a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Competency 11 Research and Inquiry Skills- Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Competency 12 Viewing and Representing- Teachers understand how to interpret, analyze, evaluate and produce.

PROFICIENCIES FOR TEACHERS

1. **Learner-Centered Knowledge** – The teacher possesses and draws on rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.
2. **Learner-Centered Instruction** – To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. **Equity in Excellence for all Learners** – The teacher responds appropriately to diverse groups of learners.
4. **Learner-Centered Communications** – While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. **Learner-Centered Professional Development** – The teacher, as a reflective practitioner dedicated to all students' success demonstrated a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

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TExES Pedagogy and Professional Responsibilities

The following TExES Domains will be emphasized:

Domain I Designing Instruction and Assessment to Promote Student Learning

Domain II Creating a Positive, Productive Classroom Environment

Domain III Implementing Effective, Responsive Instruction and Assessment

Domain IV Fulfilling Professional Roles and Responsibilities

GOALS

1. To provide students with a world-class program that enables them to become knowledgeable, effective, creative, and innovative leaders, educators, and advocates for their students;
2. To facilitate our students in successfully completing their degrees and certification requirements in a timely manner;
3. To build partnerships with schools that enable productive relationships between and amongst teachers, students, and university faculty in order to advance new knowledge and understandings through collaboration and research; and
4. To engage in educational research that is poised to make a substantial contribution in the corresponding academic fields or disciplines.

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GRADING POLICIES

<u>QUIZZES</u>	100 POINTS
<u>CAREER SKILLS</u> (TEKS/CCSS DISSECTION; DATA INTERPRETATION; ETC)	100 POINTS
<u>EARLY LITERACY PROJECTS</u> (INCLUDING WRITING REFLECTIONS; GROUP PRESENTATIONS, DISCUSSION BOARDS, ETC.)	200 POINTS
<u>EARLY LITERACY AUTOBIOGRAPHY</u>	100 POINTS
<u>FINAL EARLY LITERACY PROJECT</u>	500 POINTS
TOTAL POINTS = 1,000 POINTS	

UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

GRADE EQUIVALENT: 900 – 1000 = A

800-899 = B

700-799 = C

600-699 = D

599 AND BELOW = F

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UTRGV University Policies

STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. **YOU** are responsible for all class meetings, activities, and assignments whether you are present or not. If you are absent or late, it is your responsibility to find out what you missed by contacting your peers. **I will not re-teach the lecture for students that are absent.**

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

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SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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COMMUNICATION

ALL COMMUNICATION WILL BE THROUGH UTRGV EMAIL, BLACKBOARD OR BY APPT. **THERE WILL BE NO RESPONSE TO PERSONAL EMAIL ADDRESSES. PLEASE USE YOUR UTRGV EMAIL ADDRESS!**

ATTENDANCE

STUDENTS ARE EXPECTED TO ATTEND ALL SCHEDULED CLASSES AND MAY BE DROPPED FROM THE COURSE FOR EXCESSIVE ABSENCES. UTRGV'S ATTENDANCE POLICY EXCUSES STUDENTS FROM ATTENDING CLASS IF THEY ARE PARTICIPATING IN OFFICIALLY SPONSORED UNIVERSITY ACTIVITIES, SUCH AS ATHLETICS; FOR OBSERVANCE OF RELIGIOUS HOLY DAYS; OR FOR MILITARY SERVICE. STUDENTS SHOULD CONTACT THE INSTRUCTOR IN ADVANCE OF THE EXCUSED ABSENCE AND ARRANGE TO MAKE UP MISSED WORK OR EXAMINATIONS. YOU ARE RESPONSIBLE FOR ALL CLASS MEETINGS, ACTIVITIES, AND ASSIGNMENTS WHETHER YOU ARE PRESENT OR NOT. IF YOU ARE ABSENT OR LATE, IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT YOU MISSED BY CONTACTING YOUR PEERS. I WILL NOT RE-TEACH THE LECTURE FOR STUDENTS WHO ARE ABSENT. IT IS IMPORTANT TO UNDERSTAND THAT THE INSTRUCTOR WILL USE ATTENDANCE AS ONE CRITERION FOR GRADING. AS SUCH, BE AWARE THAT AN ABSENCE IS AN ABSENCE AND THERE ARE NO SUCH THINGS AS EXCUSED ABSENCES AT THE UNIVERSITY LEVEL. ATTENDANCE WILL BE MONITORED AND UPON ACCUMULATING TWO ABSENCES, THE FINAL COURSE GRADE DROPPED ONE LETTER GRADE. THE THIRD ABSENCE WILL RESULT IN BEING DROPPED FROM THE COURSE WITH A DP OR DF. LEAVING CLASS EARLY WILL RESULT IN AN ABSENCE. **FOR EVERY ABSENCE THERE WILL BE 3 POINTS DEDUCTED; 1 POINT DEDUCTED FOR EVERY TARDY FROM THE FINAL GRADE.**

PARTICIPATION, EFFORT & PROFESSIONALISM

ATTEND CLASS REGULARLY. PARTICIPATE IN DISCUSSIONS AND ACTIVELY COMPLETE ASSIGNED ACTIVITIES. YOU ARE EXPECTED TO ATTEND ALL SESSIONS, ARRIVE ON TIME, AND STAY UNTIL THE END OF CLASS. IF YOU ARRIVE LATE AND LEAVE EARLY, TIME OF ARRIVAL OR DEPARTURE WILL BE DOCUMENTED AND SERIOUSLY AFFECT YOUR FINAL GRADE. YOU ARE ALSO EXPECTED TO CONTRIBUTE TO CLASS DISCUSSIONS AND TO BE PREPARED FOR EVERY ASSIGNMENT. COMPLETE TEXT AND ARTICLE READINGS PRIOR TO CLASS. TREAT EVERYONE WITH RESPECT, REGARDLESS IF YOU AGREE OR DISAGREE WITH THEM. **DO NOT RECORD LECTURES. DO NOT USE CELLPHONES DURING CLASS. PLEASE TURN OFF YOUR CELLPHONE DURING CLASS. TEXT MESSAGING WILL NOT BE ALLOWED DURING CLASS! BE COURTEOUS AND RESPECTFUL TO ONE ANOTHER!**

LATE WORK POLICY

ACCEPTANCE OF LATE WORK IS AT THE DISCRETION OF THE PROFESSOR. ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS, IF ASSIGNMENT IS TURNED IN AFTER CLASS HAS BEGUN, 5 POINTS WILL BE DEDUCTED FROM THE TOTAL SCORE. LATE WORK WILL NOT RECEIVE FULL CREDIT AND WILL BE PENALIZED ONE LETTER GRADE PER DAY THAT IT IS LATE. ARRANGEMENTS MUST BE MADE WITH THE PROFESSOR FOR SUBMITTING LATE ASSIGNMENTS. IT IS THE RESPONSIBILITY OF EACH STUDENT TO CHOOSE A "BUDDY" FROM THE CLASS IN ORDER TO OBTAIN INFORMATION OF MISSED ASSIGNMENTS OR CLASS DISCUSSIONS. **NOTE: THERE WILL BE NO MAKE-UP EXAMS OR QUIZZES UNLESS ARRANGEMENTS ARE MADE WITH THE INSTRUCTOR PRIOR TO THE EXAM DATE. ALLOWING A MAKE-UP EXAM OR QUIZ IS STRICTLY AT THE DISCRETION OF THE INSTRUCTOR.**

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EARLY LITERACY AUTOBIOGRAPHY

ACCESS TO BOOKS IS ESSENTIAL TO DEVELOPING BASIC READING SKILLS, LEADS TO LONGER AND MORE FREQUENT SHARED READING BETWEEN PARENTS AND CHILDREN, AND PRODUCES INCREASED ENJOYMENT OF BOOKS AND IMPROVED ATTITUDE TOWARDS READING AND ACADEMICS.

RESEARCH SHOWS THAT EARLY READING EXPERIENCES, OPPORTUNITIES TO BUILD VOCABULARIES, AND LITERACY RICH ENVIRONMENTS ARE THE MOST EFFECTIVE WAYS TO SUPPORT THE DEVELOPMENT OF PRE-READING AND COGNITIVE SKILLS THAT ENSURE THAT CHILDREN ARE PREPARED FOR SUCCESS IN SCHOOL, INCLUDING GRADE-LEVEL READING, AND THROUGHOUT LIFE.

RECALL YOUR EARLIEST MEMORY ABOUT LEARNING TO READ AND WRITE. WAS IT A PARENT WHO TAUGHT YOU? AN OLDER SIBLING WHO TAUGHT YOU? WHAT DO YOU REMEMBER ABOUT THAT EXPERIENCE? WHAT WOULD YOU KEEP OR CHANGE ABOUT THAT EXPERIENCE NOW AS YOU ARE BECOMING AN EDUCATOR? IF YOU HAVE CHILDREN, ARE YOU THE ONE TEACHING THEM TO READ?

YOU MAY WRITE, A POWER POINT PRESENTATION, ORIGINAL ILLUSTRATIONS OR PHOTOGRAPHS, ETC. TECHNOLOGY IS ENCOURAGED TO BE USED IN THIS ASSIGNMENT. IF YOU DECIDE TO WRITE, PLEASE LIMIT IT TO NO MORE THAN 2 PAGES. IF YOU DECIDE TO CREATE A POWER POINT, PLEASE LIMIT TO 10 – 15 SLIDES.

DUE DATE: FRIDAY, SEPTEMBER 2, 2016 ; 12:00 PM (NOON). NO LATE ASSIGNMENTS OR EXTENSIONS WILL BE GIVEN.

PLEASE RESPOND TO FIVE (5) OF YOUR COLLEAGUES FOR AN EXTRA 10 POINTS.

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THE FOLLOWING IS A GENERAL OVERVIEW OF THE TYPE OF ACTIVITIES TO BE EXPECTED.

FURTHER INSTRUCTION WILL BE GIVEN BY THE INSTRUCTOR.

CALENDAR OF ACTIVITIES

TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, ASSIGNMENTS, TEST DATES

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DEEMED NECESSARY.

Week	Modules/Topics/Activities	Readings/Quizzes	TExES Competencies Alignments
1 Aug 29-Sept 2 AUG 29 FALL CLASSES BEGIN SEPT 1 LAST DAY TO ADD OR REGISTER FOR FALL CLASSES SEPT 2 LAST DAY TO WITHDRAW (DROP ALL CLASSES) FOR A 80% REFUND	<p align="center"><u>Chapter 1 A Child Learns to Read</u></p> <p>Learning how to read is a complicated process, which differs from child to child and student to student.</p> <p align="center"><u>Early Literacy Autobiography</u></p> <p>Due Friday, September 2, 2016 12:00 PM (Noon) Directions in the Syllabus! Please read!</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	001, 002, 003, 004, 005, 009, 011,012
2 Sept 6-9 SEPT 5 LABOR DAY HOLIDAY, NO CLASSES	<p align="center"><u>Chapter 2 A Quest for Balance Moving Forward</u></p> <p>Today's literacy teachers need to be aware of the standards for their state and the grade level they teach, and then to employ a wide range of instruction strategies, materials, and methods to ensure that all students meet the established goals.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	001, 003, 004, 005, 009,012
3 Sept 12-15 SEPT 14 CENSUS DAY (LAST DAY TO DROP WITHOUT IT APPEARING ON THE TRANSCRIPT)	<p align="center"><u>Chapter 3 Emergent Literacy From Birth to Conventional Literacy</u></p> <p>Language development can be broken down into a series of stages that tend to be associated with specific age levels: prebirth, infancy, holographic, telegraphic, preschool to fluency, and primary school. Acquisition of a second language appears to follow the same stages.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	001, 002, 003, 004, 005, 009, 011,012
4 Sept 19-22	<p align="center"><u>Chapter 4 Phonemic Awareness The Sounds of Our Language</u></p> <p>Phonemic awareness is the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken words.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	001, 002, 003, 004, 005, 009, 011,012

<p>5 Sept 26-29</p>	<p><u>Chapter 5 Phonics, Sight Vocabulary, and Fluency</u> <u>Why and How</u> Phonics instruction is essential for helping children figure out words they do not know. It is a useful tool for teaching young readers to decode automatically so they can begin to attend to more meaningful reading tasks. A large body of research indicates that those learners who develop effective decoding strategies find reading enjoyable and thus read more.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	<p>001, 002, 003, 004, 005, 009, 011,012</p>
<p>6 Oct 3-6</p>	<p><u>Chapter 6 Spelling Developing Letter–Sound Correspondence</u> Systematic instruction in sound segmentation, sound–symbol association (sound mapping), and spelling patterns has been found to create more efficient spellers.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	<p>001,002,003, 004,005,009, 011,012</p>
<p>7 Oct 10-13</p>	<p><u>Chapter 7 Acquiring Word Meanings</u> <u>The Building Blocks of Literacy</u> For early readers, learning the meanings of many new words is an integral part of a comprehensive literacy program. The more numerous the reading, writing, listening, and speaking experiences that students have, the more they will acquire new words. Research suggests that most students add approximately 3,000 new words to their meaning vocabularies every year.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	<p>002, 003, 004, 005, 009, 011,012</p>
<p>8 Oct 17-20</p>	<p><u>Chapter 8 Reading Comprehension</u> <u>Making Sense of Print</u> Comprehension—the ultimate goal of a balanced literacy program—is defined as an interactive process between reader and text whereby the reader constructs meaning from the text by collaborating and negotiating with the author's meaning. In order for this meaning to be negotiated, the reader must have a schema, or background of expectations and knowledge, for the content of the text.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	<p>001, 003, 004, 005, 009,012</p>
<p>9 Oct 24-27</p>	<p><u>Chapter 9 Writing–Reading Connections</u> <u>Reciprocal Paths to Literacy</u> Contrary to earlier notions that writing should begin after they have begun to read, research now suggests that early attempts at writing support children's growing interest in experimenting with the way sounds and letters go together.</p>	<p>Readings from Cecil's Text</p> <p>Additional Readings as Assigned</p>	<p>001, 002, 003, 004, 005, 009, 011,012</p>

<p>10 Oct 31 – Nov 3</p>	<p><u>Chapter 10 Informational Text in the Classroom</u> <u>Reading and Writing to Learn</u> Teaching students previewing skills before reading an informational text, much like a book walk or picture walk before reading a story, can increase their understanding of the text.</p>	<p>Readings from Cecil’s Text Additional Readings as Assigned</p>	<p>001,002, 005,009, 011,012</p>
<p>11 Nov 7-10</p>	<p><u>Chapter 11 Large- and Small-Group Reading</u> <u>Strategies Creating a Literate Community</u> Students can be grouped for guided reading instruction based on their knowledge, skills, interests, and experiences. Skill groups, interest groups, pairs, peer-editing groups, and cooperative groups each have a place in a comprehensive literacy program.</p>	<p>Readings from Cecil’s Text Additional Readings as Assigned</p>	<p>001, 002, 004, 005, 009, 011,012</p>
<p>12 Nov 14-17 <i>NOV 17 LAST DAY TO DROP (DR GRADE) A CLASS OR WITHDRAW (GRADE OF W)</i> <i>NOV 18 - DEC 8 ONLINE COURSE EVALUATIONS AVAILABLE</i></p>	<p><u>Chapter 12 Literacy and Technology in a Balanced Classroom Exploring Today’s Resources</u> New state standards clearly signal the need for students to be able to access information effectively and compose text using technology. Strategic teaching of technology use enhances student motivation to read, write, and create multimedia projects; it also allows students access to materials that are personally meaningful and provides authentic venues for publishing their written and multimedia projects.</p>	<p>Readings from Cecil’s Text Additional Readings as Assigned</p>	<p>002, 003, 004, 005, 009, 011,012</p>
<p>13 Nov 21-23 <i>NOV 24 - NOV 25 THANKSGIVING HOLIDAY, NO CLASSES</i></p>	<p><u>Chapter 13 Assessment of Early Literacy Development Informing Instruction</u> In order for teaching to be effective, instruction and ongoing assessment must continually inform one another. Ongoing assessment of literacy development refers to the use of multiple instruments, daily observation, and many work samples to measure progress. It also refers to the ongoing analysis of the data from these instruments concerning individuals, small groups, and the entire class so that the teacher can customize instruction and, when necessary, plan appropriate interventions.</p>	<p>Readings from Cecil’s Text Additional Readings as Assigned</p>	<p>002, 003, 004, 005, 009, 011,012</p>
<p>14 Nov 28-Dec 1</p>	<p><u>Chapter 14 Home as Partner</u> <u>The Shared Connection</u> Moreover, most parents—regardless of income level or</p>	<p>Readings from Cecil’s Text Additional Readings as</p>	<p>001,002, 005,009,011,012 001, 002, 003, 004, 005, 009,</p>

	<p>cultural or ethnic background—value education for their children. Most parents participate in some literacy activities with their children.</p> <p style="text-align: center;"><u>Chapter 15 The Early Literacy Classroom</u> <u>Orchestrating a Comprehensive Program</u></p> <p>In this final chapter, the reader encounters a first-grade teacher, Mrs. Ramon, who has created a model literacy program that is comprehensive and balanced. This simulated classroom visitation offers the reader a chance to see all the components and strategies that have been discussed in earlier chapters come together in one place.</p>	Assigned	011,012
<p>15 Dec 5-8 <i>DEC 8 STUDY DAY, NO CLASSES</i></p>	<u>Early Literacy Project – Teach Me Read!</u>		
<p>16 Dec 12-15 Final Exams</p>	<u>Early Literacy Project – Teach Me Read!</u>		

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