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Office: Old Main, Room 315

Office hours: M & Th: 11:00 AM - 12:00 PM, M & F: 2:00 - 3:00 PM

Spring 2012, E-mail - endrizck@westminster.edu

# Emergent Literacy & Literacy in the Primary Classroom ECE 341 & 342

Mondays - 9:20 AM and Thursdays - 11:00 AM

"One piece of knowledge that will dig its way into your brain is that reading is meaningless without comprehension. Think of it as trying to slam a revolving door; it's pointless." Former blocker, 2010.

## I. COURSE INTENT

Welcome to the world of literacy! We will explore how many forms of literacy, from Facebook to comic books, cereal boxes, YouTube and more, help students function in their daily lives.

The focus of these two literacy courses is on exploring how literacy learning is a continuous process, emerging from children's home and community lives. Building upon students' rich literacy background, we will consider how to create an array of engaging literacy experiences for PreK – 4<sup>th</sup> grade classrooms.

Your personal engagements with children this semester will allow you to reflect on prior experiences and consider purposeful literacy learning in your future classroom.

#### Course Goals

The purpose of this course is to provide you with an opportunity to:

- 1. articulate your theory of emergent literacy and literacy development (*Mid terms and Finals, Miscue Analysis*),
- 2. analyze each child's literacy roots in order to build bridges between home and school (Family Hidden Literacy Dig),
- 3. create and share reading lessons focused on comprehension first, for emergent through proficient readers (*Interactive Read Aloud, Literature Circles, Reading Work shop*),
- 4. analyze diverse perspectives on how to teach reading (*Reading Workshop & Mid-Terms and Finals*), and
- 5. utilize literacy evaluation tools in order to promote continuous learning, thereby studying how curriculum, instruction and assessment inform each other (*Miscue Analysis*).

(See Class Learning Experiences for course projects, page 5-7.)

#### II. COURSE READINGS

Required:

Temple, C., Ogle, D., Crawford, A. & Freppon, P. (2011). *All Children Read: Teaching for Literacy in Today's Diverse Classrooms* (3<sup>rd</sup>. Ed.). Boston, MA: Pearson

Bialostok, S. (2002). Raising Readers. Winnipeg, Manitoba: Peguis

Children's literature books (e.g., *Esperanza Rising* by Pam Munoz Ryan, books purchased through Scholastic Book Club)

Literacy education journals and online resources (e.g., *The Reading Teacher, Language Arts,* ncte.org, reading.org, readwritethink.org, wowlit.org)

Professional resources (e.g. teacher resource books, websites) you discover

# III. COURSE ORGANIZATION

Tentative Schedule:

Mondays: Room 305, 9:20 - 10:50 AM

Class meeting (Announcements and course overview) Using Families' Literacy Histories in Classrooms

Whole class and small group discussions – Theory into practice

Learning experiences/projects

Wednesdays: Practicum in regional elem. classroom, 8:00 AM – 4:00 PM

Thursdays: Room 305, 11:00 – 12:30 PM
Discuss practicum experiences
Read Aloud – every other week

Whole class and small group discussions

Learning experiences/projects

Literature Circles

# IV. TENTATIVE COURSE SCHEDULE

Minor changes, designed to help the majority of class members, will occur.

http://wowlit.org/blog/2010/06/07/families-matter-family-stories-and-school-literacy-part-i/ Week 3 1/30

https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/02732Chap01 x.pdf Week 3 2/2

ECE 341	EMERGENT	LITERACY
Date & Topic  1/18 & 1/19 Week 1  Course Introduction, Communication Systems, Functions of Literacy, Emergent literacy	Due Dates	Reading for class  Ryan 1/4",  Bialostok 2-3,  Post it notes
1/23 & 1/26 Week 2 Reading as a socio-psycholinguistic process, Literature Circles, Three models of reading	www.readwritethink.org - Questioning – Thick and Thin questions	Bialostok 4-5, Temple 1, Ryan 2/4 <sup>th</sup> ,
Date & Topic	Due Dates	Reading for class
1/30 & 2/2 Week 3		Ryan 4/4 <sup>th</sup> ,
Family-school Partnerships,		Klassen-Endrizzi 1, Temple 2

O Dono diagram at the Control	T	T
3 Paradigms of Home-School Interactions		www.wowlit.org - See June WOW Currents, Part I – IV – LC2
2/6 & 2/9 Week 4 Critical literacy, Reading Workshop/ Thematic Units Library Online Journal Resources 2/8	Browse International Reading Association, www.reading.org And National Council of Teachers of English, www.ncte.org websites	Temple 9 Klassen, Temple 12 – LC3
2/13 & 2/16 Week 5 Emergent Literacy, Phonemic Awareness & Phonics, Embedded Skill and Strategy Lessons	Journal article on Thematic Units/Cycles, Reading Workshop, Literature Based Reading, or Integrated Units 2/13 INTERACTIVE READ ALOUD 2/16	Temple 3 Temple 4, Weaver & Garan – LC4
2/20 & 2/23 Week 6  Basal Textbooks, Phonics, Vocabulary, Comprehension  Farrell Elementary 2/22 African American Read In	FAMILY HIDDEN LITERACY DIG 2/23	Temple 5 & 6 Examine basals for Phonics & Vocabulary, Temple 7- LC5
2/27 & 3/1 Week 7 Comprehension First, Embedded Skill and Strategy Lessons, Mid-terms	MID-TERM – ESSAY EXAM & SELF-EVAL. 3/1	Temple 8 – LC 6
3/5 – 3/9	SPRING BREAK	
ECE 342	Literacy in the	Primary Classroom
Date & Topic	Due Dates	Reading for class
3/12 & 3/15 Week 8		

Commercial Reading and Assessment programs – Dibels, Accelerated Reading, Success for All, Read Naturally	Practicum Begins 3/14	Articles and books for CRP
3/19 & 3/22 Week 9 Theme Unit exploration, Creating a Reading Program, Reading Workshop	COMPREHENSION FIRST LESSON PLAN 3/22 (Interactive Read Aloud With Embedded Skill and Strategy Lesson)	Temple 12 Temple 13 – LC7
3/26 & 3/29 Week10 Literacy Assessment, 4 cueing systems, Skills and Strategy/Mini lessons, Informal Reading Inventories & Miscue analysis/DRA	Share Reading Lesson 3/28	 Temple 11 – LC8
4/2 & 4/5 Week 11 Literacy Assessment cont.	Reading Lesson Reflection 4/2	Miscue Packet
4/10 & 4/12 Week 12 Easter Break 4/9 Reading Workshop, Theme Unit 4/10	Discuss DRA with practicum teacher, select 2 possible DRA students 4/11 2 <sup>nd</sup> journal article for Theme Unit or Reading Workshop 4/12	
4/16 – 4/20 Week 13 Practicum Classrooms		
4/23 & 4/27 Week 14 Practicum Classrooms	MISCUE ANALYSIS/DRA 4/26, 8:00 AM	
4/30 & 5/3 Week 15 Reading Workshop, Miscue Analysis	READING WORKSHOP/ THEME UNIT 5/4	Grade level Presentations to class 5/4, 12:00 PM – 2:00 PM
5/7 & 5/8 Week 16 Finals	FINALS – Essay Exam & Letter to Junior 5/8	

# V. CLASS LEARNING EXPERIENCES

# A. Attendance, Participation, and Professionalism (40 pts)

Professionalism in our class includes attending and being prompt for all class sessions and interactions with classmates, actively participating in class discussions, turning in assignments on time, dressing appropriately, and creating a productive learning community. Your workload this term will

prepare you for the rigors of student teaching. Demonstrate appropriate professional behavior throughout interactions with other preservice teachers, families, and preschool through elementary children and teachers.

I expect you to come prepared every day and to actively participate by asking thoughtful questions. Each person's responses and insights offer diverse perspectives for others to consider as they reflect on their prior understandings.

Any unexcused absences and tardies impact your grade. If you should ever miss a class session due to illness or a family emergency, please leave a voice mail message on my office phone or email message, before you miss class (7189). When you return to class, bring a signed note from infirmary or family physician if absence is due to illness. Talk with me after class the day you return and bring all make up work.

*Technology policy*: Come to class with the intention of learning. This means that distracting objects and activities including cell phones, text messaging, instant messaging, email and listening to MP3 players should be put aside at the classroom door. Thank you for turning off and leaving off all cell phones for our class period, even breaks. Adapted from K. Park, 2011

PDE Learning Standards for Early Childhood Education

V. Professionalism – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 2 & 3. D. Engage in continuous collaborative learning, 2. E. Integrate knowledgeable, reflective and critical perspectives on early education, 1.G. Implement ethical practices, 1. K. Become effective communicators and collaborators, 2.

## B. Reading Workshop/Theme Unit for Primary Classrooms (60 pts)

Together with two classmates, create a Reading Workshop as one part of a Theme Unit, where students become active, critical readers (see Temple 7-8, 12-14). Gather an array of literacy resources to use with children (non-fiction picture and chapter books) as well as websites, YouTube clips, magazines, comic books, videos. With a focus on Comprehension first, develop teaching strategies for sharing these texts with children. Professional literacy journal articles will also help you organize this exploration, DUE 5/4/12.

PDE Learning Standards for Early Childhood Education

**I. Child Development** – C. Know and understand principles and theories of CD, 2. Constructivism. D. Know tools used to promote development and learning, 2, 3, 4, 5, 6, 8, 9. F. Demonstrate understanding of approaches to learning and curriculum development, 2, 3.

**II.** Subject M atter Content and Pedagogy – A. Demonstrate understanding of methods and tools, 1, 2, 3. B. Plan, implement, and adapt developmentally, culturally, and linguistically appropriate instructional practice, 1, 2, 5, 6, 7, 9, 11, 12. C. Develop DAP and effective classroom and curriculum content, 1. Language development, a, b-i, ii, iii, c-v, vi, vii, vii. 2. Develop understanding of literacy foundations -b-v, vi, c-i, ii, iii, iii, ii, ii,

# C. Family Hidden Literacy Dig (60 pts)

Find a family with a 4-8 year old child from a cultural background different than yours. Interview family members, seeking to uncover this family's literacy practices. Praise the parents for their current efforts. Also share an Interactive Read Aloud lesson with the parents and child. Write a one page reflection on this family experience, DUE 2/23/12.

PDE Learning Standards for Early Childhood Education

II. Subject Matter Content and Pedagogy – C. Develop DAP and effective classroom and curriculum content, 1. Language Development - c. - i, iv, v, vii, ix. 2. Develop understanding of literacy foundations – e. i., f. III. Observation, Documentation, and Assessment – A. Demonstrate knowledge of assessment to develop instructional practices, 2 & 3. B. Use several types of assessments, 1 & 5. C. Use informal and formal assessment strategies to evaluate and document performance, 1, 2, 3,4. E. Understand the difference between summative and formative assessments, 2.

**IV. Family and Community Collaboration Partnerships**– A. Apply understanding of children and families diversity, 2. D. Know strategies for becoming cross-culturally competent, 3 & 4. E. Know and understand strategies to partner with families, 1, 2, 3, 5.

# D. Literature Circles (30 pts)

"Literature Circles help students talk their way to a better understanding of ideas considered in a text." (Westminster preservice teacher, 2010)

Talking about a text with classmates is one important way to rethink what you are learning. Come prepared to discuss course readings every class session by bringing 4 thick questions or significant comments. Several of these responses to course readings will be collected and evaluated periodically.

Sign up to facilitate one literature circle this semester (see Temple, 207+, 469+, websites). Before your Literature Circle, prepare thick questions and consider related topics in order to generate a productive discussion (1 page typed). Your goal is to facilitate, not direct, a collaborative learning experience.

During the discussion, take brief observational notes in order to record insights. After the discussion, use your notes to write a reflection on what you learned (1 page, typed). Consider how your classmates (and future students) used their social, psychological and linguistic knowledge to gain a deeper understanding of new ideas. Discuss your preparation, highlights of discussion, key concepts understood, what worked and did not work, and how to use these ideas with students in the future. Submit your questions and reflection page to Dr. Klassen Endrizzi through MyWestminster the following day. DUE Fridays throughout term.

PDE Learning Standards for Early Childhood Education

I. Child Development - F. Approaches to Learning and Curriculum Development, 2 & 3.

II. Subject Matter Content and Pedagogy – C. Develop DAP and effective classroom and curriculum content,

1. Language Development - b-i, vi. 2. Develop understanding of literacy foundations - e, f.

**III.** Observation, Documentation, and Assessment – A. Demonstrate knowledge of assessment to develop instructional practices, 2 & 3. B. Use several types of assessments, 5. C. Use informal and formal assessment strategies to evaluate and document performance, 1 & 2. E. Understand the difference between summative and formative assessments, 2.

# E. Classroom Practice (170 pts)

The intent of these classroom experiences is to provide you with an opportunity to consider balanced and critical literacy reading experiences with children and teachers. Our Early Childhood Block Handbook outlines expectations for this vital experience.

Early Childhood Block Practicum (2 credit course)

Working with children in one classroom will help you uncover and articulate your literacy beliefs. Beginning on March 14, spend the school day in one regional preschool or primary classroom exploring Literacy, Language Arts, Math, and Social Studies experiences (*March 14, 21, 28, April 4, 11, 16-27*). Lesson plans written and approved before you teach various lessons will encourage you to be highly organized and prepared. An S/U grade will be given based on teacher and practicum instructor observations and evaluation of lesson plans.

Interactive Read Aloud/Comprehension First Lesson Plan (70 pts)

With a partner, select an African American children's book to share at Farrell Elementary in February. Your Interactive Read Aloud lesson plan is designed to help you focus on teaching comprehension first. Then in March, based on your practicum grade level, you will plan an embedded phonics lessons using the same multicultural book. With your practicum teacher, decide if you will teach one or both portions of this lesson, DUE 3/22//12.

Miscue/DRA and Strategy lesson (100 pts)

Find one struggling reader in your practicum classroom. Conduct a miscue analysis/DRA with a DRA booklet. Based on this information, share either a phonics skill or strategy mini-lesson that helps

this reader grow. Following the miscue, write an analysis paper of this evaluation experience, DUE 4/26/12.

PDE Learning Standards for Early Childhood Education

- I. Child Development C. Know and understand principles and theories of CD, 2. Constructivism. D. Know tools used to promote development and learning, 3 & 8.
- **II. Subject Matter Content and Pedagogy** B. Plan, implement, and adapt developmentally, culturally, and linguistically appropriate instructional practice, 1, 5, 6, 9, 12. C. Develop DAP and effective classroom and curriculum content, 1. Language development, a. 2. Develop understanding of literacy foundations b. ii, iii, iv, v, vi, c. i, iv, e ii.
- **III. Observation, Documentation, and Assessment** A. Demonstrate knowledge of assessment to develop instructional practices, 1. C. Use informal and formal assessment strategies to evaluate and document performance, 1, 4, 5. E. Understand the difference between summative and formative assessments, 2, 3, 4, b, d, e.
- **V. Professionalism** A. Demonstrate competence in fostering professionalism in school settings, C. Uphold ethical standards, 2 & 3. J. Demonstrate a commitment to life-long learning, 1 & 2.

## F. Essay Exams, Self-evaluation and Literacy Beliefs (140 pts)

You will articulate your evolving literacy theory and practice by reflecting on our course experiences and readings. You will also complete an essay exam with seven to ten questions at midterms and finals (open notebook).

PDE Learning Standards for Early Childhood Education

**III.** Observation, Documentation, and Assessment – B. Use several types of assessments, 5. E. Understand the difference between summative and formative assessments, 2.

V. Professionalism – J. Demonstrate a commitment to life-long learning, 1 & 2.

#### VI. COURSE EVALUATION

# A. Academic Integrity

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

Academic dishonesty is a profound violation of this code of behavior. Violations of the Westminster College Academic Integrity Policy include cheating, misconduct, plagiarism and providing false information. Please see the Student Handbook for examples of and specific consequences for academic dishonesty at Westminster.

# B. Grading

For our major learning experiences (Reading Workshop, Family Hidden Literacy Dig, Interactive Read Aloud/Comprehension First & Miscue Analysis), you will receive a one-two page project outline and detailed rubric. To determine your course grade, points earned for course experiences will be considered as well as your professional behavior. All projects are due during class on the day stated on the syllabus. Grading of late projects will result in 10% deduction per day. The grade distribution listed in the undergraduate catalog will be utilized (A, A-, B+, B, B-, C+, C, C-, etc.)

A = 500-470, A = 469-450, B = 449-440, B = 439-420, B = 419-400, C = 389-390, C = 389-370, etc.

1. Attendance, Participation, and Professionalism

40 pts.

Reading Workshop/Theme Cycle
 Family Hidden Literacy Dig
 Literature Circles
 Classroom Practice

 Comprehension First/Interactive Read Aloud/Phonics Skill Lesson Miscue/DRA Evaluation

 Self-Evaluation & Literacy Beliefs

 Essay Exams – Mid terms and Finals
 60 pts.

 40 pts.
 100 pts.

# VII. NATIONAL AND STATE LITERACY STANDARDS

## A. Early Learning Standards for NAEYC

In relation to learning standards developed by the National Association for the Education of Young Children, our class will examine the implications of these guidelines for our work with PreK-4<sup>th</sup> grade children across home, school and community settings (please visit <a href="http://www.naevc.org/about/positions/early\_learning\_standards.asp">http://www.naevc.org/about/positions/early\_learning\_standards.asp</a>).

# B. PDE Learning Standards for Early Childhood Education

In relation to the Pennsylvania Department of Education Early Childhood Education Certification Standards (2008), our class will examine the implications of these guidelines for our work with students in classrooms (See Learning Experiences).

## C. National Standards for the English Language Arts

In relation to literacy standards developed jointly by the *National Council of Teachers of English* and the *International Reading Association* in 1996, our class will examine the implications of these guidelines for our work with students in classrooms (please visit <a href="http://www.ncte.org/about/over/standards/110846.htm">http://www.ncte.org/about/over/standards/110846.htm</a>).