Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

LITR 3120
Early Literacy
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. 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. 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. 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. 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 the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. 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. 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. 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. 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. 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. 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.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course and a minimum GPA of 2.75

Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in a PreK-K classroom in the field (ECED 3190, or a practicum approved at the program level)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Cunningham, Patricia M., & Allington, Richard L. **Classrooms that work: They can all read and write 6th edition** (2016). Boston: Pearson

Georgia Standards of Excellence (GSE). You will need English Language Arts (ELA).
https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx

Georgia Standards of Excellence Teacher Guidance Document for Kindergarten
https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Guidance.pdf

Georgia Early Learning and Development Standards, age 48-60 months
http://www.gelds.decal.ga.gov/Documents/48-60_Indicators.pdf

Georgia Early Learning and Development Standards Teacher Resource Guide
http://gelds.decal.ga.gov/Documents/GELDS_Resource_Guide_PreSchool.pdf

LiveText Inc. (2007). College LiveText edu solutions. La Grange, IL: United Learning Inc.

Additional course materials will be provided by the instructor through **BlazeVIEW D2L** within the designated course shell or on **handouts** given in class.

COURSE OBJECTIVES

Teacher candidates will:

1. Summarize **major theories** that describe the cognitive, linguistic, motivational, and sociocultural foundations of literacy development for all students including English Language Learners (ELLs). (InTASC S1; ILA 1.1)

2. Implement developmentally appropriate **word identification and phonics** strategies in a PK-K classroom to support literacy instruction for all students including ELLs. (InTASC S8; CPL2.3, DL2.2, FL2.2, TL2.2; ILA 2.2; GACE-ECED 0002; GACE-ECSE 0001)

3. Explain how **reading and writing development are interrelated within a balanced literacy framework** of instruction. (InTASC S4; ILA 2.2, 5.3)

4. Use **routines** to simultaneously support reading and writing instruction for all students including ELLs. (InTASC S4; ILA 2.2, 5.3)

5. Employ **differentiated instructional strategies** to advocate for equity among all learners including ELLs. (InTASC S2; CPL2.3, DL2.2, FL2.2; ILA 4.3)

6. Discuss how the **physical environment** may be arranged to optimize student use of traditional print, digital, and online resources in literacy learning. (InTASC S3; ILA 5.1)

7. Describe how classroom configurations (i.e., **whole class, small group, and individual**) are used to differentiate instruction for all students including ELLs. (InTASC S2, S3; ILA 5.4)

8. Describe the development of **vocabulary** competencies (i.e., knowledge and skills) across the curriculum for all students including ELLs. (InTASC S4; AL2.2; GACE-ECED 0003; GACE-ECSE 0002)

9. Discuss the impact of reading **fluency** on learner development across the curriculum for all students including ELLs. (InTASC S4; AL2.2; GACE-ECED 0004; GACE-ECSE 0003)

10. Discuss how **comprehension** influences learner development across the curriculum for all students including ELLs. (InTASC S4; AL2.2; GACE-ECED 0004; GACE-ECSE 0003)

11. Implement a developmentally and age **appropriate reading lesson** within a PK-K classroom.

12. Review and incorporate the appropriate Georgia mandated English language arts **standards** in lesson plans.

COURSE ACTIVITIES/ ASSIGNMENTS/ REQUIREMENTS

1) **Checkpoint Assessments:** Candidates will take assessments and a final during the semester to demonstrate comprehension of course readings and content shared in class. These assessments may include multiple-choice, short-answer, open response questions, or performance-based requirements. Many questions come from the readings assigned.

2) **Literacy Lesson Plan:** Following the department's framework, candidates will be responsible for developing and writing one literacy lesson that is appropriate to teach in their assigned field placement. Candidates should submit a hard copy of their lesson plan to their work folder in class the week before teaching the lesson in order to receive informal feedback; please note the date that you plan to teach the lesson in the field. The mentor teacher must approve the lesson before it is taught. The final lesson plan will be assigned a grade.

3) **Literacy Field Assignments Menu:** From the menu provided, candidates will select 3 literacy activities to complete in their practicum classroom (for some of the menu items, candidates will need to wait until the activity topic has been discussed in class). Candidates will turn in the menu with activity information filled in, mentor's signature, and dates completed.

4) **Reading Resource Collection**: Candidates will contribute to a Pinterest account set up for our class. They will pin to the appropriate board during the weeks that topic is discussed. When pinning, add a sentence about the activity and sign your name so that you can receive credit for the pin; do not submit a duplicate pin. Plan to select at least one pin for each board, choosing the best idea you find for that topic. Candidates who do not choose to use Pinterest may compile a resource file with a file folder for each topic.

5) **"Teach Like a Champion" Techniques:** During the course of the semester, candidates will add information to a chart of teaching techniques labeled, defined, and briefly shared in class. Candidates will complete the chart by identifying and describing examples of the use of these techniques in their field assignment school.

6) **Phonics Test:** Candidates will pass one phonics test with a score of 85% or higher. All retakes must be completed no later than two weeks after the original test is returned. Candidates will be given an access code to use *Horizons Online Reading Workshop*. The purpose of this online phonics workshop is to build your own knowledge of phonics generalizations and terminology; it is not a model of phonics instruction to emulate. Choose the topics you need to practice. Candidates who are not able to score at least 85% on a written test/retake test will be required to complete the entire *Horizons Online Reading Workshop* and turn in the certificate of completion.

COURSE EVALUATION

Course Requirement	Points
Checkpoint Assessments	110
Literacy Lesson Plan	30
Literacy Field Assignments Menu	30
Reading Resource Collection	10
Teach Like a Champion Techniques	20
Phonics Test	0

Grading Scale

A: 90-100% (180-200 points)   B: 80-89% (160-179 points)   C: 70-79% (140-159 points)   D: 60-69% (120-139 points)
F: Any score at or below 59% (less than 120 points)

COURSE REQUIREMENTS - ADDITIONAL INFORMATION

Preparation of written work: This is an upper-division university course, so candidates are expected to exhibit competence in written work. It is essential for candidates to demonstrate *high levels of literacy* for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, written products in this course will be graded not

only for content (clarity, depth, insight) but also with regard to correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines.

* Make-Up Work: Make up work or alternative assignments will be determined at the sole discretion of the instructor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

ACADEMIC INTEGRITY

Any plagiarized work will receive a 0. In addition, an Academic Integrity Report (AIR) will be filed online with the Student Conduct Office (form available at http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php). This report remains on file; if a second report is filed on the same candidate, then that candidate may face disciplinary action through the Student Conduct Office.
Resources for Academic Integrity include the following:

The Academic Honesty page (https://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsu.php) contains links and information about VSU's Academic Honesty Policies and Procedures.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU, see Turnitin for Students.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

CLASSROOM POLICIES including Accommodations Statement
Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ATTENDANCE POLICY

Candidates are expected to attend all class meetings. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the

course." (Valdosta State University Undergraduate Catalog). The candidate must contact the instructor prior to the start of the class (via e-mail) for the absence to be considered excused. If the absence is excused, the candidate will be given the opportunity to make up any lost points. If the absence is unexcused, the candidate will not receive points given that day.

CELL PHONE/ LAPTOP POLICY
This is an ECSE Department course and use of technology is encouraged. However, cell phones must be turned off and put away before entering the classroom. Candidates will not talk on their cell phone or send, receive, or check text messages in the classroom. Cell phones must be put away and out of sight at all times. Laptop use for note taking is encouraged; other use (reading emails, surfing unrelated websites) is prohibited. Special seating arrangements will be made for those choosing to use their laptops for notetaking. Since inappropriate communication/technology use would interfere with participation, points will be deducted if a candidate does not adhere to this cell phone/laptop policy. In case of an emergency, please let me know in order to make special arrangements.

PROFESSIONALISM
Attendance, punctuality, preparation, active participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on thoughtful and careful reading, attentive listening, and a willingness to participate in discussion and interactive activities. Being collegial means sharing ideas and showing respect for other people's thinking- even if different from your own. Throughout this course, we will concentrate on encouraging and supporting one another in our journey to discover the most effective ways to provide appropriate early literacy instruction.

SUPPORT SERVICES
The VSU community is committed to and cares about all students. If you or someone you know at VSU feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For immediate help contact the University Police at 229-259-5555 who will contact appropriate resources for support. More information and local resources are located at http://www.valdosta.edu/student/student-services/counseling-center/.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at SOI Procedures and Timelines (located at http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php).