Course Title: Literacy Development and Assessment (K-4th)

Credit Hours: 3 hours

Instructor: Dr. Lavern Byfield

Office: Wham 322G
Phone: 536-2441
Email: byfield2@siu.edu

Term: Spring 2016

Classes: Monday
8:30-1:30

Location: Wham 308

Office Hours: T & R; 1-4

Catalog Description:

CI 432-3 Literacy Development and Assessment (PreK-4th grade). This course builds on the literacy foundations and instructional models course and explores the variables that affect literacy development at the P-4 level. Teacher candidates will learn to employ all four strands of the English/language arts (reading, writing, speaking, and listening) to teach literacy concepts and strategies across the curriculum to accommodate all learners in culturally responsive classrooms. Emphasis will be placed on an understanding of the reading process; the content of reading instruction; and scientifically-based reading research, methods, and materials used in balanced reading instruction and assessment. Prerequisite: Grade C or better in CI 431 or consent of the instructor. Co-requisite: EC and ELED majors must take EDUC 302 and EDUC 319.

Required Texts


Instructional Objectives:

湿地 teacher candidate will...
1. Identify various theories about oral and written language in the early years.
2. Apply various theories of early reading and writing development to lesson plans.
3. Select and use appropriate assessment techniques with early readers and writers.
4. Select and use appropriate strategies to teach and assess comprehension, fluency, word
   identification, and vocabulary.
5. Describe a variety of methods for reading and writing instruction.
6. Evaluate commercial literacy materials.
7. Describe how to differentiate instruction within a variety of learning contexts and with
   diverse populations of learners, including second-language learner.
8. Explore the role of technology in early literacy learning.
Conceptual Framework

Connections to the TEP Conceptual Framework

The three major tenets of SIU’s Teacher Education Program are *Engagement, Literacies, and Identities*.

- *Reflective educational leaders* are ethical and reflective practitioners who exhibit professional *engagement* by providing leadership in the learning community and serve as advocates for students, parents or guardians, and the profession.
- *Reflective educational leaders* understand the vast array of *literacies* students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy.
- *Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences which influence the students’ identities.

During this course, teacher candidates will engage in discourses within the college classroom and experiences in a primary classroom at a local school that will address each of these tenets, which have also been aligned to the course assessments.

Standards
ACEI-2008.1
Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and
young adolescents to construct learning opportunities that support individual student’s development, acquisition of knowledge, and motivation.

ACEI-2008.2.1
Reading, Writing, and Oral Language--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

ACEI-2008.3.2
Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

ACEI-2008.3.3
Development of critical thinking and problem solving--Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

ACEI-2008.4.1
Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

IL-PTS-2012.1
STANDARD: Teaching Diverse Students--The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

IL-PTS-2012.2
STANDARD: Content Area and Pedagogical Knowledge--The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

IL-PTS-2012.3
STANDARD: Planning for Differentiated Instruction--The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

IL-PTS-2012.5
STANDARD: Instructional Delivery--The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

IL-PTS-2012.6
STANDARD: Reading, Writing, and Oral Communication--The competent teacher
has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

IL-PTS-2012.7
STANDARD: Assessment--The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

NAEYC-INI-2010.3
OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES - Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

NAEYC-INI-2010.3.a
Understanding the goals, benefits, and uses of assessment--including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

NAEYC-INI-2010.3.b
Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

NAEYC-INI-2010.3.c
Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

NAEYC-INI-2010.3.d
Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

NAEYC-INI-2010.4
USING DEVELOPMENTALLY EFFECTIVE APPROACHES - Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

NAEYC-INI-2010.4.a
Understanding positive relationships and supportive interactions as the foundation of their work with young children.

NAEYC-INI-2010.4.b
Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

NAEYC-IN-2010.4.c
Using a broad repertoire of developmentally appropriate teaching/learning approaches

NAEYC-IN-2010.4.d
Reflecting on own practice to promote positive outcomes for each child

NAEYC-IN-2010.5
USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM - Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

NAEYC-IN-2010.5.a
Understanding content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

NAEYC-IN-2010.5.b
Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

NAEYC-IN-2010.5.c
Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

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<td>Feb. 1</td>
<td>Becoming an Effective Teacher of Reading</td>
<td>Tompkins, ch. 1</td>
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<td>Examining Children’s Literacy Development</td>
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<td>Feb. 8</td>
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<td>Feb. 15</td>
<td>Scaffolding Children’s Reading Development</td>
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<td>Date</td>
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<td>Feb. 22</td>
<td>Decoding Skills and Word Recognition &amp; Developmental Word Knowledge</td>
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<td>Mar. 7</td>
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<td>Developing Fluent Readers and Writers</td>
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<td>Scaffolding Children’s Writing Development</td>
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<td>Mar. 28</td>
<td>Writing Effectiveness &amp; Assessment</td>
<td>Biggam, ch. 8</td>
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<td>Blending the Writing Process with the Traits for the Beginning Writer</td>
<td>Culham, ch. 2</td>
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<td>Apr. 4</td>
<td>Expanding Children’s Knowledge of Words: Strategies for Vocabulary</td>
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<td>Apr. 11</td>
<td>Creating a Balanced Literacy Framework Prologue &amp; Gradual Release</td>
<td>Miller, prologue &amp; ch. 1 &amp; 2</td>
<td>Journal; ISEL Report</td>
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<td>Creating a Community of Readers &amp; Writers</td>
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<td>Apr. 18</td>
<td>Reader’s Workshop &amp; Book Selection</td>
<td>Miller, ch. 3 &amp; 4</td>
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<td>Schema (Comprehension)</td>
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<td>Apr. 25</td>
<td>Visual Representation (Comprehension)</td>
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<td>Inferring &amp; Asking Questions (Comprehension)</td>
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<td>May 2</td>
<td>Non-fiction and Synthesizing Information (Comprehension)</td>
<td>Miller, ch. 10, 11 &amp; Epilogue</td>
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<td>Writing: Teaching Children to Compose Informational Texts</td>
<td>Duke &amp; Bennett-Armistead, ch. 6</td>
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<td>May 9</td>
<td>Final Presentations of BLFs</td>
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**Reading Journal**

At each session, you will turn in a one-page typed reflection based on the assigned readings. This is to provide you and the instructor with information about your progress during the course. These activities can only be made-up for excused absences. (20% of your grade)
Assessment Activity

You will be asked to participate in scoring literacy assessments, determining the strengths and needs of the students, planning instruction that is developmentally appropriate, and implementing instructional activities for the children you assess. Upon completion of the instruction in each classroom, you will reflect on the experience and write literacy goals for the children. Your participation in the activities along with your reflections will be included in the evaluation.

Illinois Snapshot of Early Literacy (ISEL) - You have been placed in a kindergarten, first or second grade clinical placement where you will ask your cooperating teacher to assist you in the selection of one child for the ISEL assessment. After we review the procedures in class, you will use your next observation visit as an opportunity to assess the child. You will analyze the results and develop a literacy lesson plan for this child and implement it in your field placement classroom. (25% of your grade)

Literacy Lesson Plan

You will develop a lesson plan that will support the literacy skills of the kindergartners in your field placement. We will go over the format in class and discuss potential activities. You will submit a lesson plan using the format in LiveText. After receiving approval from the instructor and your cooperating teacher, you will implement the lesson in your practicum placement. This will comprise 20% of your grade.

Balanced Literacy Framework

You will develop a plan for a balanced literacy program that addresses the developmental needs of your learners and incorporates reading, writing, speaking, and listening. The BLF will constitute two hours of daily literacy instruction for one week. It is a comprehensive plan that can be integrated with other content areas. Your score on this assignment will comprise 25% of your grade.

Class Participation

The success of this course depends on the commitment of each of you to being an active learner. Thus, it is important that you attend each class session and you are prepared to discuss the reading assignment. Class participation will be noted weekly. Two or more unexcused absences and/or consistently late assignments will result in your final grade being lowered by a letter grade. A final grade may be lowered due to two or more absences from class. (10% of your grade).

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building
Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Academic Dishonesty**

The Student Conduct Code of SIU clearly spells out the University policy on Academic Dishonesty. Courses involving the use of the computer require extra consideration, because computer work is easily copied. This departmental policy is intended to provide additional guidelines for such cases. A copy of this policy will be included in the departmental student handbook and will also be available on the IMS website. Each faculty member will have a copy for his or her own use and for distribution to students.

**Definition of Academic Dishonesty**

We define academic dishonesty to mean turning in material created by someone else and representing it as your own work or permitting others to represent your work as their own.

The following guidelines may be used to help in determining whether or not academic dishonesty has occurred:

1. The student turns in work (i.e., computer work) that is identical to or extremely similar to work turned in by another student or students, unless identical work is the expected norm.
2. When confronted, the student cannot explain the details of his or her work and the methods used to arrive at the solution.

**Some Examples:**

Academic Dishonesty has occurred:

- When a student turns in work created by someone else and represents it as his or her own work.
· When a student permits someone else to turn in his or her work and represent it as his or her own work.

· When a student copies work from another student.

· When a student deliberately changes parts of computer work in an attempt to disguise the origin.

· When two or more students collaborate on a project that is supposed to be completed individually.

Academic Dishonesty has not occurred:

· When students have the instructor’s permission to collaborate on a project.

· When students receive appropriate help from instructors, graduate assistants, or other staff members involved with the course.

· When students help each other with syntax errors or other application-specific information that makes computer work easier.

· When students participate in a general discussion about the assignment, such as discussing the requirements for the assignment or general strategies for completion of the assignment.