



Course Syllabus: Language and Literacy  
College of Education  
ECED 5123 Section X 180  
Fall 2023

Contact Information

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Academics Interests

Reading Assessment, Reading Motivation, Writing Self-efficacy, and Vocabulary Instruction

Course Description

Examine complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures.

Textbook & Instructional Materials

Morrow, L. M. (2020). *Literacy Development in the Early Years: Helping Children Read and Write* (9<sup>th</sup> Ed). Boston: Allyn & Bacon.

Course Goals

The goal of this course is to provide graduate students with an understanding of how young children acquire language and aspects of literacy (i.e. reading, writing, speaking, and listening) and how they develop from birth to age eight. The course also provides developmentally appropriate instructional practices and suggestions.

Course Overview

1. Foundations of Early Literacy Development: Surveying the Past to the Present
2. Strategies to Figure out Words: Phonological Awareness, Phonemic Awareness, and Phonics
3. Literacy and Diversity: Meeting Needs of Children with Special Concerns
4. Language and Vocabulary Development

5. Developing Comprehension of Text and Concepts about Books
6. Assessing Early Literacy Development in Order to Design Instruction
7. Writing, Spelling, and Literacy Development
8. Motivating Reading and Writing
9. Organizing and Managing the Literacy Program
10. Family Literacy Partnerships: Home and School Working Together

### Course Objectives

The course learning objectives are aligned with state standards including the National Association for the Education of Young Children (NAEYC) standards TExES EC-6 Core Subject ELAR Standards/examination framework, and Science of Teaching Reading (STR) standards, and STR examination framework.

1. Describe an overview of language covering the growth of vocabulary, structures (phonology, morphology, syntax, and semantics), functions (pragmatics and discourse rhetoric), and acts (expressive, receptive, metalinguistic) while addressing diverse learners (including first and second language learners, dialect diversity and children with typical and atypical development patterns) (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3).
2. Describe the factors that play a role in language development and literacy learning (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3).
3. Describe an overview of learning to read and write including phonological awareness (including phonemic awareness), word recognition (including phonics and decoding), reading fluency, reading comprehension, spelling (orthography and developmental), as well as writing mechanics, composition, and completion of writing tasks (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3).
4. Describe in general the current research in language and literacy development and learning including a detailed explanation of one example (ELAR standards 8 and 9; ELAR competencies 8 and 9).
5. Describe an example of an assistive technology for students with special needs regarding early language and literacy instruction (ELAR Standard 10 and competency 10; STR standards and competency 2; NAEYC standard 4).

### Standards

The detailed list of each standard and exam framework is listed below: the National Association for the Education of Young Children (NAEYC), standards TExES EC-6 Core Subject ELAR Standards/examination framework, Science of

Teaching Reading (STR) standards, and STR examination framework. WCOE Conceptual Framework is listed in Appendix A.

### **The National Association for the Education of Young Children (NAEYC) standards**

Standard 1: Relationships: promote positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.

Standard 2: Curriculum: is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

Standard 3: Teaching: uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.

Standard 4: Assessment of Child Progress: is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.

Standard 5: Health: promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow.

Standard 6: Staff, Competencies, Preparation, and Support: employs and supports a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Standard 7: Families: establishes and maintains collaborative relationships with each child's family to foster children's development in all settings.

Standard 8: Community Relationships: establishes relationships with and uses the resources of the children's communities to support the achievement goals.

Standard 9: Physical Environment: as a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments.

Standard 10: Leadership and Management: effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal and program management so all children, families, and staff have high-quality experience.

### **TEXES EC-6 Core Subject ELAR Standards**

Standard 1: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3: Alphabetic Principles: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4: Literacy Development and Practices: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 5: Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard 6: Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7: Reading Comprehension: teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

Standard 8: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

### **TEXES EC-6 Core Subjects ELAR Examination Framework**

Competency 001-Oral Language: The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002 (Phonological and Phonemic Awareness): The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness

Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 004 (Literacy Development): 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 students' literacy.

Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 008 (Vocabulary Development): The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.

Competency 009 (Reading, Inquiry and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

### **Science of Teaching Reading Standards (STR Standards)**

Standard 19 §TAC 235.15 (a) Early Childhood: Prek-Grade 5 standards: The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgments, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students.

Standard 19 §TAC 235.15 (b) Reading Development: Demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading (1) oral language development; (2) print awareness; (3) phonological and phonemic awareness; (4) phonics; (5) fluency; (6) vocabulary development; (7) comprehension of literary text; (8) comprehension of informational text; and (9) beginning strategies and reading comprehension skills.

Standard 19 §TAC 235.15 (c) Reading Pedagogy: Demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

(1) implementing both formal and informal methods of measuring student progress in early reading development;(2) designing and executing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

### **Science of Teaching Reading (STR) Examination Framework**

Competency 002 (Foundations of Reading Assessment): *Understand foundational concepts, principles, and best practices related to reading assessment.*

Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the development of oral language, including second language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade level oral language skills.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.

Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade level phonics and other word identification skills and related spelling skills.

Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based

assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

### **Technology Applications for All Teachers Standards**

*Standard V.* All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

5.10s: use a variety of instructional strategies to ensure all students' reading-comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts.

#### Dispositions

1. The education and reading faculty expects students to demonstrate the performances essential for meeting the educational needs of all children.
2. Early childhood and reading education professionals are committed to using research-based, developmentally appropriate instruction.
3. Early childhood and reading education professionals assess learner strengths and needs to plan developmentally appropriate instruction.
4. Early childhood and reading education professionals advocate assessments that consist of both formal and informal multiple assessments conducted over time which compare the child's past and present abilities.
5. Early childhood and reading education professionals display positive dispositions related to early childhood and to the teaching of reading.
6. Early childhood and reading education professionals value students' interests, backgrounds, and reading abilities as foundations for a developmentally appropriate early childhood reading program.
7. Early childhood and reading education professionals model related reading and writing experiences enthusiastically as valued lifelong activities.
8. Early childhood and reading education professionals assist families to find enjoyable ways to support and develop learning begun at school.

#### Special Training

Students will receive four special in-personal training sessions to develop reading and writing activities for young children (K-2). The instructor will invite local elementary school teachers to share their teaching experience in relation to language and literacy development.

## Key Assessments

Phonological Awareness project and teaching demonstration, literacy bag project and presentation, midterm and final exams.

## Attendance Policy

The content of this course is presented via class discussions, demonstrations, lectures, readings, and small group activities. Your attendance and participation are required to obtain a complete understanding of course material. It is the student's responsibility to make up any missed work. If you miss class, you must obtain notes, class announcements, assignments, handouts, etc. from another student prior to the next scheduled class time. Excused absences will be approved on a case by case basis only.

- a. This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.
- b. If you are absent, your grade will be reduced.
  - 1<sup>st</sup> Absence – No penalty. (Please use the first absence wisely such as family events, conferences, or other social activities)
  - 2<sup>nd</sup> Absence – 50 points deducted from your final grade average
  - 3<sup>rd</sup> Absence – 80 points deducted from your final grade averageMore than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.  
If you have an unexpected medical treatment, car accident or a family emergency, etc. You must turn in a doctor's note and/or official documents at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points.
- c. Punctuality is also expected for all classes. When you arrive 10 minutes after class has started you are considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.
- d. Disability Access: In accordance with the law, MSU provides academic accommodation for students with documented disabilities. Students with documented disabilities who believe they may need accommodation in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.



- e. Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class. It may result in your being issued a fitness alert if the instructor finds that you are doing homework and/or if you are on a social network website (e.g., Facebook, Twitter, etc). Meantime, you will lose 300 points.
- f. Set your cell phone on vibrate during class time. Texting is very distracting in the class. Do not do it!! Be considerate of others and do not take calls or text messages during class because it interrupts the learning process of other students. Please use your cell phones on break and not during class.

### Campus Carry Policy

#### (a) Active Shooter:

Senate The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "Run. Hide. Fight."

#### (b) Campus Carry Policy:

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry Policy](#)

### COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

### Additional Class Policies

1. Written work-should be completed in a professional style. All assignments have a component for correct spelling, grammar, and mechanics. Quality work is highly expected.
2. Be prepared- Read assignments and/or complete assigned work before coming to class. Thirty (30) points per day will be deducted for late assignments. Arrangement for exceptional cases must be made AT LEAST two days prior to the due date. Assignments more than one week late will not be accepted for credit.
3. Adhering to professional ethics- When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines.

### Americans with Disabilities Acts

The Americans with Disabilities Act (ADA) is a federal anti-Discrimination law that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodation can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

### Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve.

### Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." (Student Handbook)

### Assignments

#### **Participation in a variety of class/group activities**

Just attending class is not sufficient to earn the class participation credit, but you must be present in order to participate. Unexcused absences will affect your participation grade. Come to class prepared and ready to actively participate in each class session: ask questions, answer questions, share your knowledge and experiences, and actively participate in whole class and small group discussions and activities. Read any assigned course materials, bring your texts and course

materials to every class session, and take responsibility for your share of the discussion. One of the privileges of a community of learners is gaining feedback from others as you learn. Take advantage of this privilege—study with members of the class, and discuss ideas with group members. Absence will affect your participation grade. Each absence will lose 20 points for participation.

Evaluation criteria: (a) actively engage others in constructive discussion, questioning, and querying during class sessions to assist in the development of self-reflective practice (Brown, 1997), (50 points), and (b) group evaluations of participation (50 points).

### **Instructional Research Article Analysis Project**

**Goal:** Familiarity with the professional research literature that informs early childhood educators about good practices for promoting children’s language and literacy.

**Audience:** Early childhood education academic colleagues

**Content:** Analyze a refereed (also called peer reviewed) article about attempts to improve child language or literacy learning or development. There is a hands-on part of the project, intended to enable and demonstrate deep understanding of the instruction implemented in the article. It is *not* a full replication of a study. It simply calls for using materials like those used in the study being analyzed and trying to do the instruction described in the article with the assistance of at least one child confederate.

The written paper should include the following:

1. an introduction of the topic about language or literacy growth and how it is addressed by the one article, including (a) the purpose(s) of the article, (b) a summary of the theoretical motivation for the research reported in each article, (c) a summary of the background research literature the study is developed from;
2. a description of the empirical base for each study, giving details about (a) the instruction involved, including the procedures and materials used, (b) the design of the study, including assignment of child subjects to different conditions as well as how data was collected, and which measures and analytic techniques were used, (c) the major conclusions;
3. a description of the hands-on part of your work based on the plans you made, the implementation you achieved, the results of your hands-on work with the child, and a description of what the experience led you to think about the article it was derived from;
4. a conclusion about the value the article has (or does not have) for research-based instructional practices in early childhood education.

### **Family Literacy Project**

**Goal:** Review and summarize course information about literacy, demonstrating knowledge of the first half of the course. Prepare to (a) assist families to understand the complex nature of children’s literacy growth and (b) to help parents partner with teachers for the child’s benefit in the light of the beyond school factors that affect the child’s development.

**Audience:** Families of young children

**Content:** Address the following topics explored throughout the semester:

1. integrated components for accomplished reading, (a) foundations in language development (including phonemic and phonological awareness), activities (conversations, play, read-alouds, exploring varied literacy purposes and forms, trying to write), print concepts and letter knowledge, and motivation to read; (b) comprehending written language by using background knowledge (with vocabulary depth and breadth) and comprehension strategies for varied forms and domains; c. printed word identification (alphabetic principle, phonics, syllabic and morphological chunking, and sight words) with accuracy and automaticity; d. fluency that coordinates (b) and (c) above.
2. integrated components for writing, drawing on literacy foundations developed also for reading but including (a) composing meaningfully in diverse genres using topic knowledge and vocabulary, varied and complex syntax, semantics, rhetoric, showing audience awareness, using planning, organizing,, monitoring, self-regulation (attention, persistence).(b) producing written words using fine motor and transcription skills, the alphabetic principle, and spelling strategies & patterns. (c). finishing with self-evaluation, editing, revising, publishing.
3. how literacy development is related to language and cultural diversity
4. how reading difficulties can be prevented, identified, and treated

The final product should include the following features: (a) Frameworks to orient and motivate families to learn about both the reading and writing sides of literacy. (b) Introduction of specialized terms with examples explained. (c) Some milestones or benchmarks d. research supported "how-to" segments (including materials, procedures rationale) so home activities can complement school work to enhance child literacy.

### **Children's Literature Sample for Phonological Awareness (Individual)**

You will choose three children's picture books that you can use to help children develop phonological awareness. Your books and activities should focus on any three different aspects of phonological awareness (e.g., phonemic awareness, syllabication, rhyme recognition, phoneme matching, alphabet knowledge, beginning sounds, and/or phoneme manipulation, etc.) and phoneme manipulation (e.g., substituting or deleting phonemes).

You will prepare a paper, one and one half to two pages, single-spaced, 12 font, Times New Roman font on each book you choose. The paper includes four parts:

- (1) In section one; write a brief summary of the book.
- (2) In section two, identify and describe a phonological awareness aspect with an example from the textbook that explains the aspect you are focusing on with this children's book.
- (3) In the third section, describe a phonological awareness activity for the book. Include a step by step description of the procedure for the activity. This should be detailed enough so that anyone could follow the procedure. (Look to your textbook, the library and online for ideas).

- (4) In section four, describe a book extender activity you would use in the classroom. Include the step by step detailed procedure for the book extender activity.

A rubric is provided to assist you with the written paper. Each written paper will be evaluated according to the rubric requirements. You will discuss the books from your literature sample in groups according to the tentative schedule. Assignment Evaluation Criteria: (1) Written descriptions using children's books to teach at least three different types of phonological awareness aspects (2) Group discussion of three literature sample books (3) Quality of writing (a) the paper does not have grammatical errors; (b) the paper has an effective introduction, activities, and conclusions. Heading and subheadings within the paper facilitate comprehension, (c) Ideas flow logically and are sufficiently developed. The rubric is listed on pages 16-17.

### **Presentation- Teaching Demonstration (Individual)**

You will choose one of the three children's books from the preceding assignment and develop a phonological awareness lesson plan using the phonological awareness activity and the book extender activity from your paper. You will teach the lesson with props and lesson materials. Submit your teaching lesson plan to D2L. Evaluation Criteria: (a) lesson presentation with props and materials, (50 points) and (b) written lesson plan to be handed in (50 points). The lesson plan contents (a) Title, (b) Purpose of the lesson plan, (c) Description of the procedures, (d) Assessment/Evaluation learning/objectives, (e) Materials, (f) References. The lesson plan format is attached. Each student will have a 15 minute-presentation on this assignment.

### **Literacy Bag and Presentation (Selected)**

You and your partners (3 students per group) are required to develop a book bag that may be used for one-to-one instruction with a primary grade (K-2) child. This bag will include (a) two quality children's picture books. You will not be allowed to use the same children's books for the project: Children's Literature Sample for Phonological Awareness, (b) a recording of the picture books (CD for full credit), - record the books by yourself. (c) an enrichment game/activity, (d) a list of ten activities that the student/teacher could do together in a short period of time, (e) a list of materials included in the packet as well as a list of consumable materials needed for the activities. You will also share the bag with a primary-age child and will then write a two page typed reflection about the one-to-one experience with the primary-age child. This reflection should include both positives and negatives of the experience and how the student would revise the assignment based upon the interaction with a child. Finally, you will share your book bag with the whole class. A detailed book bag rubric is found on pages 18-19.

## Midterm and Final Exams

Prepare for and complete the mid-term exam and the final exam. You will be successful with these exams if you keep up with the required reading, actively participate in class sessions, and apply critical thinking skills at all times. You need to take the midterm exam in class and the final exam online.

### Grading

Course Grade - Final grade will be determined by the numbers of points earned through completion of the following assignments: If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade.

Table 1: Points for each assignment

Assignments	Points
Participation	100
Children's Literature Sample for Phonological Awareness	200
Presentation- Teaching Demonstration	100
Family Literacy Project	200
Instructional Research Article Analysis Project	200
Midterm Exam	100
Final Exam	100
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

## Course Schedule

Dates	Activity	Assignment
Week 1 Aug.31	1.Course Introduction	None
Week 2 Sept.7	2. Looking at an Exemplary Early Literacy Classroom & Foundations of Early Literacy Development	Chapter 1 & 2
Week 3 Sept.14	3. Strategies to Figure Out Words: Phonological Awareness, Phonics, and More	Chapter 7 & 8
Week 4 Sept.21	4. Literacy and Diversity: Teaching Children with Special Concerns and Language Development	Chapter 4 & 5
Week 5 Sept.28	5. Language and Vocabulary Development	Chapter 6
Week 6 Oct.5	<b>6. Midterm Exam (Chapters 1,2,4,5,6,7,8)- Online</b>	<b>** Online midterm exam due</b>
Week 7 Oct.12	7. Developing Comprehension and Fluency	Chapter 9  <b>** Phonological Awareness Book #1, and Book Discussion Due (<i>Bring a children's picture book that promotes phonological awareness to share in your group</i>).</b>
Week 8 Oct.19	8. Review Assessment in Early Literacy: A Guide for Designing Instruction	Chapter 3
Week 9 Oct.26	9. Writing, Spelling, and Literacy Development	Chapter 10  <b>** Phonological Awareness Book #2, Book Discussion Due. (<i>Bring a children's picture book that promotes phonological awareness to share in your group</i>).</b>



Date	Activity	Assignment
Week 10 Nov.2	10. Presentation	<b>** Instructional Research Article Analysis Project Due</b>
Week 11 Nov.9	11. Motivating Reading and Writing with Well-Known and New Literacies, and Using Children’s Literature	Chapter 11 & 12 <b>** Phonological Awareness Book # 3, Book Discussion Due. (Bring a children’s picture book that promotes phonological awareness to share in your group).</b>
Week 12 Nov.16	12. Organizing and Managing the Literacy Program	Chapter 13 <b>** Three Children’s Literature Written Paper Due (Upload to D2L before 11:59 pm)</b>
Week 13 Nov.23	13. <b>Thanksgiving Holidays</b>	<b>No Class</b>
Week 14 Nov.30	14. Family Literacy Partnerships: Home and School Working Together	Chapter 14
Week 15 Dec.7	15. Presentation	<b>** Teaching demonstration using children’s book due</b>  <b>** Clinical Experience: Story telling due before 11:59pm.</b>
Week 16 Dec.12 (Final Exam)	16. <b>Final Exam Schedule will be Dec. 12, Tuesday, 5:45pm-7:45 pm</b>	<b>** Online Final Exam (Chapters 3, 9-14) Due</b>

## Appendix A: WCOE Conceptual Framework/ Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand 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 design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand 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.
- Application of Content - understand 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.
- Assessment - understand and use 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.
- Planning for Instruction - plan 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.
- Instructional Strategies - understand and use 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.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek 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.

## Appendix B: Standards/Competencies

Required alignment to all applicable state/national standards (including IN-TASC/TEExES test framework competencies for certification courses-grad and undergrad.

Course Objectives or Student Learning Outcomes	Standard or Competency
Describe an overview of language covering the growth of vocabulary, structures (phonology, morphology, syntax, and semantics), functions (pragmatics and discourse rhetoric), and acts (expressive, receptive, metalinguistic) while addressing diverse learners (including first and second language learners, dialect diversity and children with typical and atypical development patterns).	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3.
Describe the factors that play a role in language development and literacy learning.	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3.
Describe an overview of learning to read and write including phonological awareness (including phonemic awareness), word recognition (including phonics and decoding), reading fluency, reading comprehension, spelling (orthography and developmental), as well as writing mechanics, composition, and completion of writing tasks.	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3.
Describe in general the current research in language and literacy development and learning including a detailed explanation of one example.	ELAR standards 8 and 9; ELAR competencies 8 and 9.

Course Objectives or Student Learning Outcomes	Standard or Competency
Describe an example of an assistive technology for students with special needs regarding early language and literacy instruction.	ELAR Standard 10 and competency 10; STR standards and competency 2; NAEYC standard 4.

### Appendix C: Standard alignment matrix

#### Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Children’s Literature Sample for Phonological Awareness	ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3.
Presentation- Teaching Demonstration	ELAR standards and competences; STR standards and competencies; NAEYC Standards 1, 2, 3, 6 and 7-10.
Family Literacy Project	ELAR standards 8 and 9; ELAR competencies 8 and 9. NAEYC standard 1, 6, and 7-10.
Instructional Research Article Analysis Project	ELAR standards 8 and 9; ELAR competencies 8 and 9.
Midterm and Final Exams	NAEYC standard 1-10; ELAR standards and competencies, and STR standards and competencies.

## References

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