

“Preparing People to Lead Extraordinary Lives” Mission Promise of Loyola

**Loyola University Chicago
School of Education
CIEP 453: Emergent Literacy
Spring, 2011**

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Course Location	Corboy Law Center Rm 203; 4:15 p.m.- 6:45 p.m.
Course Information	Additional course materials will be available on Blackboard

“Thinking deeply about what it means to teach and to learn is really at the heart of what I’m saying” (Taberski, 2000, p. 182).

Course Description

The purpose of this advanced course in emergent literacy teaching is to acquaint reading teacher candidates with the most current research and practices for understanding young children’s literacy acquisition and development. Candidates will learn how to support and guide young learners who are becoming successful readers and writers while they are using the integrated communication systems—spoken, written and visual literacies. The focus of course content involves selecting best instructional strategies based on assessment results that support and advance young children’s reading and writing success. Candidates will also explore important issues related to poverty, ethnicity, race, culture, public policy, special needs, RTI, and second language as they relate to literacy acquisition.

Course Outcomes

The following objectives are identified in the International Reading Association’s Standards for Professional Practice (2003/2010) and are aligned with the Illinois Reading Specialist Standards.

Candidates will:

1. Demonstrate knowledge of reading research and historical, cognitive, socio-cultural, and technological theories related to beginning reading. (IRA 1.1, 1.2, 1.3)
2. Gain understandings of how print develops from preschool through adulthood. (IRA 1.3, 1.4)
3. View literacy broadly (more than reading and writing). (IRA 1.3, 1.4)
4. Demonstrate understanding of the academic achievement gaps in literacy and the latest research on what is being done to close the gaps. (IRA 1.1, 1.2)
5. Use a wide range of assessment tools and practices to inform instruction (IRA 3.1)
6. Communicate assessment information to various audiences for accountability/instructional purposes. (IRA 3.4)
7. Use the National Reading Panel’s (NRP) five critical aspects of instruction to examine the current national agenda for literacy and scientifically-based reading instruction. (IRA 1.2, 1.4)
8. Demonstrate understanding of the relationship of research and theory to classroom practice in literacy, particularly for students who have historically failed in school. (IRA 1.3,5.3)

Required Texts

Clay, M. M. (2002). *An observation survey of early literacy achievement* (2nd ed.). Portsmouth, NH: Heinemann.

***Assessment books: *Sands and Stones*

Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Prentice Hall: New York.

Hadaway, N. L., Vardell, S. M., & Young, T. A. (2009). *What every teacher should know about English Language Learners*. New York: Pearson.

National Institute for Literacy (2003). *Put reading first: The research building blocks for teaching children to read*. (Download document at www.nationalreadingpanel.org or at www.nifl.gov/partnershipforreading --search *Put Reading First* for b/w or colored copy)

Optional Texts:

Johns, J., & Berglund, B. (2007). *Fluency: Strategies and assessments* (3rd Ed.). Kendall-Hunt.

Taberski, S. (2000). *On solid ground: Strategies for teaching reading k-3*. Portsmouth, NH: Heinemann.

See also the list of Optional Readings in BlackBoard Assignments.

The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, advances professional education in the service of social justice through its engagement with Chicago, the nation, and the world. To achieve this vision the SOE participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice.

This course aligns with the School of Education’s Conceptual Framework (CF4) in helping “*Candidates learn to demonstrate skills that will enable them to work effectively with diverse clients.*”

Knowledge-develop knowledge of research-based literature practices to enhance teaching and communication.

Skills-model effective reading, writing, speaking, and listening practices to build learners’ capacity for success.

Ethics-use knowledge and skill to make reasoned decisions about what is just for a diverse population of learners while simultaneously developing professional and ethical understandings of what students need.

Service-consider how your actions honor and serve others.

CIEP 453: Case Study/Writing As Literacy Assessment

Assessment of Candidate Effect on Student Learning (NCATE 5) (Candidates will be assessed by this rubric)

	Target Exceeds Criteria	Acceptable Meets Criteria	Not Acceptable Does Not Meet Criteria
Background information	Detailed description of contexts & focal student(s) connected to case analysis	Representative description of contexts & student(s) connected to case analysis	Partial description of contexts and student(s) connected to case analysis
Conceptual Framework Connections (CF4): <i>Candidates demonstrate skills that will enable them to work effectively with diverse clients.</i>	Strategic connections to CF demonstrating the use of key research-based decision making and instruction when working with all students	Adequate connections to CF demonstrating the use of key research-based decision making and instruction when working with all students	Limited connections to CF demonstrating the use of key research based decision-making and instruction when working with diverse students
Assessment Data	Key assessments administered/scored accurately	Select assessments are administered/scored well	Few assessments are administered/scored well
Student Artifacts and Work Products	Rich selection of student artifacts and work samples and candidate’s professional work products	Adequate selection of student artifacts and work samples and candidate’s professional work products	Partial selection of student artifacts and work samples and candidate’s professional work products
Instructional Recommendations Target Strengths and Needs of Student(s)	Precise analysis of student assessments showing accuracy in candidate’s skills to target instruction	Adequate analysis of student assessments showing candidate’s developing skills to target instruction	Partial analysis of student assessments showing candidate’s limited skills in targeting instruction
Professional Language	Research of best literacy practice (terms/research bases) grounds claims	Some research of best literacy practice grounds claims	Minimal research of best literacy practice grounds case
Format/mechanics	Strategic structure and mechanics evident	Adequate structure and use of mechanics evident	Partial structure; minimal use of mechanics evident
Non-Print Media Use	Use of various multimedia format to present case	Use of one technology format to present case	No use of technology format to present case
Presentation Delivery	Strong articulation and clarity of information	Adequate articulation and clarity of information	Developing presentation skills
Overall Quality of Written Report and Presentation Handout	Quality analysis and findings related; clear synthesis of ideas.	Adequate analysis and findings related; some synthesis of ideas.	Developing analysis and findings related; synthesis unclear.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Diversity

This course incorporates diversity in education because it is critical to the development of successful readers and writers. We will spend time learning how theory promotes the use of differentiated instruction to support the needs of diverse emergent readers and will examine how candidates will use literacy in ways that enhance all students' capacity to succeed as literacy learners.

Technology

Technology is used to enhance instruction whenever possible. Candidates will use Internet-based resources and Blackboard to discuss theoretical literacy concepts and research, design instruction, present case studies, investigate exemplary literacy practices from the International Reading Association website www.reading.org, and analyze literacy policies based on Reading First (www.nationalreadingpanel.org)

See Blackboard Course Website: <http://blackboard.luc.edu/webapps/login>

Position Statements are available at www.reading.org (type in "position statements" to find the appropriate number).

<http://www.reading.org/resources/issues/positions>

- Family School Partnerships (#12)
- Multiple Methods of Beginning Reading Instruction (#4)
- Phonemic Awareness (#13) and Phonics (#23)
- Second Language Acquisition (#6)
- Other choice

Proposed Major Assessments

1. IRA Position Statement Presentation (20pts.): Teach the class the major points of your self-selected position statement listed in the BlackBoard assignments (time frame is 10-12 minutes). Provide a one-page handout that you have created to explain how the International Reading Association is acting as an advocate for reading professionals and also for students who deserve quality reading teachers. Read and relate one position to your own teaching experiences for discussion on Sept. 13.

2. Coaching a Beginning Reader (Parts A and part B) (100pts.)

Work one-on-one with an emergent reader to assess and coach the student. There are 8 required sessions. During some of the sessions you will be collecting assessment data, coaching the child as he/she reads, or doing both. After all of the sessions are completed, you will compile your case study, prepare a case report, and present the case to the class at the end of the semester. The final technology presentation will include anonymous student artifacts that you have collected during the sessions. The case study will be assessed by the Case Study rubric in Livetext for final evaluation.

The following segments of the case will be submitted prior to the final presentation to allow candidates time to reflect on and consider options for beginning readers:

- Background contexts (Sept. 13)
- Assessment Data (Sept. 27)
- Case Analysis and Instructional Recommendations (Sept. 27-Oct. 4)
- Final Report (Nov. 29 and Dec. 6)

Case Study of a Beginning Reader (100 pts.)

Part A (50pts): Assessments & Analysis: The first 5 indicators on the rubric include Background Context, Conceptual Framework connections, Assessment Data and Analysis, Student Artifacts, and Instructional Recommendations/Tutoring Plan to address the student's successes and challenges. The assessment analysis and results will inform the tutoring plan to target what the student knows and needs to learn next. Key recommendations related to student's literacy success will be addressed in *weekly instructional plans that are submitted to bb assignments by 3pm on Mondays. Please view this site for explicit instructions on how to submit assignments:*

http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm

Part B (50pts.): Case Report and Technology Presentation of Student Strengths, Challenges and Reading Teacher Candidate's Newly Developed Understandings about Emergent Literacy Acquisition and Development (50 points). For presentation, include a one-page handout highlighting key findings (Nov. 29 and Dec. 6).

3. Text, Research, and Literacy Position Statement Synthesis (30pts): Candidates will write a brief integrated synthesis about the essential ideas that we have studied and discussed in the combined texts to develop a rationale for their own emergent literacy teaching philosophy. The texts analyzed will include *An Observation Survey of Early Reading Achievement*, *Words Their Way*, *Reading First*, and the IRA position statements presented by fellow class members. Written synthesis and preparation for discussion due Nov. 29.

4. Guided Reading and Interactive Writing Peer Group Sharing of Teaching Lessons (30pts):
It is highly recommended that candidates videotape these lessons to review for final critique.

Guided Reading Assignment:

Candidates will select a quality guided reading text and teach one small-group student lessons using multiple copies of texts (introduce the text, engage participants, set up purpose, support the development of new knowledge for readers, focus on comprehension with personally developed retelling for each text, and rate quality of teaching (peers provide constructive comments on teaching successes and also challenges). (Oct, 18 or Nov. 1).

Interactive Writing Assignment: The second part of the lesson is Interactive Writing with a small group. Please develop an idea for writing with the students; “share the pen” to write the message; reread together, locate letters, words and spaces, and numbers of sentences. “Say the word slowly; write what you hear.” Save a copy of your INTW writing chart to explain your successes and challenges.

These lessons provide opportunities for candidates to translate research into best practice and are geared toward candidate learning opportunities that integrate word study, reading, writing, and response to literacies.

5. Participation and Active Involvement (20 pts.): Candidates will moderate in-class chapter discussions, serve as online discussion moderators to thread conversations, take the lead in chapter presentations/discussions and engage in whole-group contributions to model reader response theory. An assessment guide will be used to gauge a range of quality and active participation, finalized by the instructor. Provide evidence of your online participation by keeping a copy of all of your dated contributions to the BB assignments (at least one substantive discussion per week).

Grading Scale

To receive a grade for CIEP 453, all assignments must be completed. Course grades are assigned based on the following criteria *and* attendance/class participation/online contributions:

_	Grade/Points	+
180-185	A 186-200	
160-165	B 166-175	176-179
140-145	C 146-155	156-159
120-125	D 126-135	136-139
	F Below 120	

Tentative Course Calendar CIEP 453: Emergent Literacy

Aug. 30

Introductions and Syllabus Overview

Emergent Literacy Development in the 21st Century within a Social Justice Framework

- Stages of a Developmental Continuum
- Assessment Demonstrations:
Burke Reading Interview (Goodman, Watson & Burke, 1987)
Concepts About Print (Concepts; alphabet ID, Hearing Sounds in Words;
Written Language) (Clay)

Assignment:

Practice assessments on readers.
Choose case study emergent reader.

*Choose an emergent reader; administer assessments; Read *An Observation Survey*, pp. 1-48; 82-120; these pages review the assessments you will be administering with your emergent reader.

****Blended course - discussions across the semester include online contributions. Check and respond substantively at least once a week (Saturdays by 4pm)***

Sept. 6

Choose focal student based on the criteria discussed in class. Set up classroom contacts and work with classroom teacher.

Assignment:

1. Read about fluency development
2. Read article posted retellings/comprehension
3. Conduct assessments

Sept. 13

IRA Position Statement Presentations

Assessment Demonstrations:

- Running Records (Video and demonstration)
- Gauging Student's Fluency (oral and silent reading)

Running Records Discussion Leader:

Discussion about retellings and gauging comprehension understanding

*Self-monitoring bookmarks for students' strategy practice

Assignment:

1. Continue assessment practice (Running Records; comprehension check, fluency)
2. Read Clay: 49-74 Assessments and how to use them to inform instruction
An Observational Survey (Clay)
3. Write case context.

Sept. 20 **Online discussion**, questions and comments about conducting assessments, understanding the range of assessments and choosing an emergent reader for the case.

Assignment:

1. Continue tutoring and preparing case segments
2. Read ELL brochure: prepare 2 important questions to ask others to challenge our thinking and learning about English-Language Learners.

Respond to online discussion of English Language Learners
Online Discussion Leader:

Sept. 27 Brainstorm and discuss **Student Assessment Data**
Highlights of and Discussion about *An Observational Survey* (Clay)

Illinois Literacy Assessments: ISEL, Dibels, RTI—prepare for class discussion.

Review sites:

<http://www.isbe.state.il.us/ils/ela/reading/html/isel.htm>

ISAT grade 2: <http://www.isbe.net/assessment/Grade2.htm>

http://www.isbe.net/assessment/pdfs/grade2_samples.pdf

Assignment:

1. CASE: Complete Assessment administration and submit to BB Assignments;
2. Begin/Continue coaching emergent reader.
3. Tweak student recommendations to address literacy successes/challenges for tutoring.

Oct. 4 **Reading First Panel** (be prepared to debate issues about scientifically-based reading instruction. Know terms: phonemic awareness, phonics, fluency, vocabulary/word study, comprehension)

Demonstration: Picture and word sorts; comprehension bookmark (Words Their Way)

Assignment:

1. Read the *Reading First Document: What is Scientifically Based Reading Instruction?* Write a brief critique about specific questions related to RF and note the differences between the IRA position statements and Reading First.
2. Clay: Read Strategic Readers (121-145)
3. WTW Chapter 9—Word Study
4. Prepare for Discussion: *Words Their Way: Developmental Spelling*
5. CASE: Finalize case study recommendations for tutoring.
6. Continue coaching beginning reader.

Fall Break Oct. 11-no class

Oct. 18 **Guided Reading and Interactive Writing for Emergent Learners**
Demonstration Lessons

Assignment:

1. Read posted article about GR and INTW online
2. Videotape yourself teaching GR and INTW
3. Teach Guided Reading Lessons for Lesson Share on Nov. 1
4. Read Summarizing (Clay)
CASE
5. Continue Coaching Beginning Reader.

- Oct. 25** **Online discussion** about guided reading and interactive writing, questions, connections to our work with emergent readers.
Guided Reading/INTW discussion leader:
- Assignment:**
1. Review Final Case Rubric on syllabus.
 2. CASE: continue coaching and targeting instruction
- Nov. 1** **Share highlights from GR and INTW lessons**
Share Guided Reading Lessons with Peers
Video lessons...
Prepare to Discuss Observation Survey Ch. 7 for case report (pp. 121-145)
*See online Case Study Rubric to guide the writing of your report
Developmental Spelling – questions about the assessment results
Discussion Leader for WTW:
- Assignment:**
CASE: plan for final tutoring and assessments.
Write case report (refer to Clay, pp. 121 – 145 for explicit examples and language for reporting literacy success and needs)
- Nov. 8** **Case Work**, analyses, individual conferences
- Nov. 15** **Case Study Presentations**
Developmental Spelling and Sorting Processes (WTW)
Video from Annenberg—case scenarios
- Assignment:**
1. Read and analyze literacy data to support strategic instruction; devise class grouping and provide rationale.
 2. Adapting case results for whole class planning and instruction.
- Nov. 29** **Case Study Presentations**
Text Synthesis Statements due in BB Assignments/Discussion
Applying one-on-one tutoring to small group instruction
Teaching with Social Justice in Mind and Heart
Synthesis statements and philosophy of teaching emergent literacy
Becoming a Smarter Emergent Literacy Teacher: What Matters Most?
Assignment:
Submit rationale to BB Assignments for contributions and participation this term.
- Dec. 6** **Conferences and final presentations. Celebration!**

Assignment Schedule

- | | Due |
|---|-----------------|
| 1. IRA Position Statement Presentation | Sept. 13 |
| 2. Case Study Research/Report | |
| Background contexts | Sept 13 |
| Assessment Data Submit Case Instructional Plan | Sept. 27-Oct. 4 |
| Final Report | Nov. 29-Dec. 6 |
| 3. Guided Reading/INTW Lesson Share | Oct. 18-Nov.1 |
| 4. Text, Research, and Literacy Position
Statement Analysis and Discussion | Nov. 29 |
| 5. Assessment of Participation Rationale due to BB Assignments | Nov. 29 |