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2020

Emergent to fluent literacy

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CUNY City College

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The City College School of Education prepares knowledgeable, reflective and caring educators who are qualified and committed to teaching and leading in diverse communities.

Part I – Syllabus

SEMESTER: Fall 2020

COURSE NUMBER AND TITLE: EDCE 32300 NET Emergent to Fluent Literacy

Class Meetings: Tuesdays 12:30-3:00

Instructor: Prof. Megan Blumenreich

Email: mblumenreich@ccny.cuny.edu

Office and Office Hours:

Assignments with an asterisk* are ones that help prepare candidates for the edTPA.

COURSE NUMBER: COURSE DESCRIPTION

Emergent to fluent literacy acquisition for students with diverse cultural and linguistic backgrounds; assessment of semantic, phonic and phonemic awareness; strategies for children acquiring speaking, listening, reading and writing competencies; organizing shared, guided and independent reading and writing instruction; use of technology. 3 hours a week, 3 credits.

Prerequisites: Acceptance to Childhood Education or Bilingual Education Program

Place of course in curriculum: **REQUIRED**

15 hours fieldwork

WORKING THEMES OF THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

A. Developing In-depth Knowledge About the World

B. Becoming Skillful, Reflective Practitioners

C. Educating For and About Diversity

D. Nurturing Leadership for Learning

E. Building Caring Communities

COURSE DETAILS

1. How the coursework meets the conceptual framework:

- ***Developing In-depth Knowledge About the World:*** Candidates develop knowledge about emergent literacy. Candidates study how literacy development includes the word and the world and shapes the practices that are happening in school structures. Candidates collect data and share knowledge of one child's literacy experiences.
- ***Becoming Skillful, Reflective Practitioners:*** Candidates learn to skillfully use a variety of tools for designing, conducting, analyzing, and implementing knowledge of literacy practices. Candidates engage in hands-on teaching, learning and research techniques to further theoretical and pedagogical understandings of emergent literacy practices. Candidates experience a multitude of literacies and reflect upon their past, present and future roles as teachers and literacy users.
- ***Educating for and About Diversity:*** This course encourages the candidates to explore issues related to the emergent literacy in the context of socio-cultural aspects of development including the notions of race, gender, sex, sexuality, class, ability, and language. Candidates read, critique and develop ideas and strategies for teaching and learning with a lens on cultural diversity. Candidates immerse themselves in diverse literature and strategies with a focus on improving their teaching and pedagogies.
- ***Nurturing Leadership for Learning:*** Candidates are responsible and accountable for their peers. Through work in groups, candidates will provide feedback, critique, suggestions, and directions for the class and individuals within the class.
- ***Building Caring Communities:*** Candidates work as members of a learning community to support, enhance, and critique others in order to develop life-long literacy learners. Candidates will begin to see themselves as a part of multiple communities and understand how their research and learning has potential to positively impact their communities.

2. Course Outcomes:

Student outcomes expected upon completion of course

- Candidates will develop an understanding of literacy and how it develops.
- Candidates will learn current theories of reading development and instruction, and the curriculum and its impact on all learners.
- Candidates will learn about effective classroom libraries, book leveling and reading workshop, and observe effective literacy environments.

- Candidates will begin to develop the understanding and practices needed in order to effectively observe, instruct and assess children’s developing reading and writing competencies, especially those of diverse learners.
- Candidates will understand the balanced literacy model of instruction and its impact on all learners.
- Candidates will observe these ideas and strategies in practice and will reflect on what they have seen with their peers, classroom teachers, administrators and the professor.

3. Instructional methods implemented in the course:

- Reflection through in class discussion, Blackboard quizzes & essays;
- Video-taped teaching experiences;
- Classroom and schools observations, recording of data use of educational technology to archive student work quickly;
- Emphasis on small group work and decision-making, on literacy development, and on formative instructor feedback throughout.

4. Methods of assessing candidates:

10 points	My Life as a Reader
20 points	*Mini Case Study with Miscue Analysis
15 points	Book/Electronic Book-Making
10 points	*Read Aloud Video and Reflection
10 points	Group Lesson Plan and Presentation
10 points	Fieldwork Discussion Boards
15 points	Reading Quizzes
10 points	Class Participation

5. Explanation of the assessment criteria:

Most assignments will be graded with the use of rubrics which will be either available on Blackboard. Grades for the course will also be available on Blackboard.

6. Grading Scale:

The grades from the all assignments will be computed, for your final course grade.

A+	97-100	A	94-96.9	A-	90-93.9
B+	87-89.9	B	84-86.9	B-	80-83.9
C+	77-79.9	C	74-76.9	C-	70-73.9
D	69.9-65.1	F	below 65		

7. Required text(s):

Articles and Selected Chapters

Cunningham, P.M. & Cunningham, J.W. (2002). In A.E. Farstrup & S.J. Samuels (Ed.s) *What research has to say about reading instruction* (3rd ed, pp. 87-109), International Reading Association.

Gentry, J.T. (1982). An Analysis of Developmental Spelling in "GNYS AT WRK," *The Reading Teacher*, Vol. 36, No. 2, pp. 192-200. Stable URL: <https://www.jstor.org/stable/20198182>

Hasset, D.D. & Schieble, M.B. (2007). Finding Space and Time for the Visual in K-12 Literacy Instruction, *The English Journal*, Vol. 97, No. 1, pp. 62-68. Stable URL: <https://www.jstor.org/stable/30047210>

Lane, H.B. and Wright, T.L. (2007), Maximizing the effectiveness of reading aloud. *The Reading Teacher*, 60: 668-675. doi:[10.1598/RT.60.7.7](https://doi.org/10.1598/RT.60.7.7)

Souto-Manning, M. & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York, NY: Teachers College Press. ISBN: 9780807757574

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

Taberski, S. (2011). *Comprehension from the ground up: Simplified, sensible instruction for the K-3 reading workshop*. Portsmouth, NH: Heinemann Publishing.

Pacheco, M. B., Miller, M. E. (2016). Making meaning through translanguaging in the literacy classroom. *The Reading Teacher*, 69(5), 533– 537. doi:[10.1002/trtr.1390](https://doi.org/10.1002/trtr.1390)

Richards, J. and Anderson, N.A. How Do You Know? A Strategy to Help Emergent Readers Make Inferences, *The Reading Teacher*, Vol. 57, No. 3, pp. 290-293. Stable URL: <https://www.jstor.org/stable/20205358>

Strekalova-Hughes, E. & Wang, X.C. (2019). Perspectives of children From refugee backgrounds on their family storytelling as a culturally sustaining practice, *Journal of Research in Childhood Education*, 33:1, 6-21 To link to this article: <https://doi.org/10.1080/02568543.2018.1531452>

Tackvic, C. (2012) Digital storytelling: Using technology to spark creativity, *The Educational Forum*, 76:4, 426-429, DOI: [10.1080/00131725.2012.707562](https://doi.org/10.1080/00131725.2012.707562)

Children's Books

Choi, Y. (2001). *The name jar*. New York, NY: Dell Dragonfly Books.

Diaz, J. (2018). *Islandborn*. New York, NY : Dial Books for Young Readers, imprint of Penguin Random House

Yousafzai, M. (2017). *Malala's magic pencil*. New York : Little, Brown and Company.

Love, J. (2018). *Julian is a Mermaid*. New York, NY: Candlewick Press..

Ringgold, F. (1991). *Tar beach*. New York, NY: Crown.

Woodson, J. (2002). *Each kindness*. New York, NY: G. P. Putnam's Sons.

8. **Other Resources used in course:** Articles, materials and chapters will be passed out in class or on Blackboard. It is **crucial** to have access to Blackboard and to regularly check your CCNY email.

COURSE POLICY/REQUIREMENTS

1. **Submission of work:**

Regarding technical difficulties: periodically save your working copy of an assignment in duplicate. For example, save your working file on your hard drive and on another hard- or flash drive. As a general rule, you should always email yourself the last saved version. If papers are turned in late you will lose points on the assignment's grade.

2. **Attendance and Class Participation:**

This class requires that you be a committed, responsible member of a learning community. The expectation is that you will attend class each week, arrive on time, and remain for the entire class meeting. Absences, frequent tardiness or leaving early will result in a lower participation grade.

IMPORTANT: Your presence and active engagement is essential to the quality of the learning experience for us all. You will be asked to engage in group activities with your peers. Please be respectful to your peers by coming to class having read the required readings so that you can engage productively with them.

Missing more than two classes, will mean that you are at risk for not receiving credit for this course. If you know ahead of time that you will need to miss a class, please let me know as soon as possible by email or phone. However, there is no difference between excused or unexcused absences.

Our classroom community is a media-free zone (unless otherwise instructed). Please **turn off** cell phones before entering class. If you need to receive a call during class (in an emergency), please let me know ahead of time. *This includes no reading or responding to text messages during class.* There is no need to bring a laptop to class. Infractions will be counted against points for class participation.

3. **Academic Integrity:**

<https://www.ccnycuny.edu/about/integrity>

"Includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and 'cutting and pasting' from various sources without appropriate attribution."

4. **Disabilities and Accommodations:**

<https://www.ccnycuny.edu/accessibility>

5. **Withdrawal from courses**

If you will be unable to complete the course, you must withdraw by **November 6** to avoid an "F."

6. Incompletes

A grade of incomplete will ONLY be given for medical/family emergencies. Work turned in after the term will not be accepted.

NOTES

1. CUNY Portal/Blackboard:

Contact the Help Desk (helpdesk@ccny.cuny.edu ; 212-650-7878; NA 1/506) if you experience difficulties establishing or navigating Blackboard through your CUNY Portal account. It is your responsibility to download course documents in advance or submit assignments in advance of due dates to provide yourself sufficient time to resolve any computer technical difficulties you may experience.

2. Use of citymail account required

3. Learning Technology Resource Center:

Support for testing and edTPA
<https://www.ccny.cuny.edu/ltrcenter/>

4. College Library:

<http://library.ccny.cuny.edu/main/>

5. Writing Center:

<https://www.ccny.cuny.edu/writing>

Tentative Course Outline

Module # and Date	Today's Topic	Read/Do Before Class	Assignments Due
Unit 1: Balanced Literacy			
Module 1	What is Literacy? & Syllabus Requirements		

	<ul style="list-style-type: none"> <input type="checkbox"/> Video of Faith Ringgold reading Tar Beach <input type="checkbox"/> Syllabus & fieldwork <input type="checkbox"/> What is Literacy? Powerpoint <input type="checkbox"/> Review My Life as a Reader Assignment (SEESAW? PADLET?) 		
Module 2	<p>Balanced Literacy & Creating a Community and That Honors Diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of Julian is a Mermaid <input type="checkbox"/> Cueing systems graphic <input type="checkbox"/> Balanced literacy curriculum map 	<p>Taberski (2011), What Really Lies at the Heart of Comprehension</p> <p>Taberski (2000) From Where are You Thinking?</p> <p>Souto-Manning & Martell, Building a Learning Community That Honors Diversity</p>	
Module 3	<p>Translanguaging & Culturally Sustaining Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of The Name Jar <input type="checkbox"/> Interest Inventory <input type="checkbox"/> Beginning of the Miscue Analysis Assignment 	<p>Making Meaning Through Translanguaging in the Literacy Classroom</p> <p>Perspectives of Children From Refugee Backgrounds on Their Family Storytelling as Culturally Sustaining Practice.</p>	<p>My Life as a Reader Assignment (10%): Upload to Blackboard</p>
Unit 2: Assessing Children’s Literacy Learning			
Module 4	<p>Miscue Analysis</p>	<p>Tabserki (2000), Taking Records of Children’s Oral</p>	

	<ul style="list-style-type: none"> <input type="checkbox"/> Video of Junot Diaz introducing Islandborn <input type="checkbox"/> Video of Islandborn read aloud <input type="checkbox"/> Running records video (minute 14) <input type="checkbox"/> Cueing systems graphic (revisit) <input type="checkbox"/> Practice running records 	Reading	
Module 5	<p>Miscue Analysis Continued & Assessing Children’s Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of Each Kindness <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Miscue analysis powerpoint <input type="checkbox"/> Continue to practice running records <input type="checkbox"/> Review Mini Case Study Miscue Analysis Assignment 	<p>Tabserki (2000), Retellings and Reading Discussions(?)</p> <p>Fieldwork Videos ATLAS on reading comprehension with Discussion Board</p>	
Module 6	<p>Reading Conferences, Independent Reading, Spelling Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of Malala’s Magic Pencil <input type="checkbox"/> Reading conference powerpoint <input type="checkbox"/> Video of a reading conference 	<p>An Analysis of Developmental Spelling in "GNYS AT WRK"</p>	<p>Mini Case Study and Miscue Analysis Paper (20%)</p>
Unit 3: Literacy Learning Strategies			

Module 7	<p>Read Alouds, Shared Reading, & Guided Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of a nonfiction read aloud <input type="checkbox"/> Read Aloud Assignment 	<p>Maximizing the Effectiveness of Reading Aloud</p> <p>How Do You Know? A Strategy to Help Emergent Readers Make Inferences</p> <p>Fieldwork Videos: Shared Reading with Discussion Board</p>	
Module 8	<p>Phonics and Word Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guest Speaker- on phonics programs in elementary school 	<p>What We Know About How to Teach Phonics</p> <p>Fieldwork Videos: Phonics on Blackboard with Discussion Board</p>	
Module 9	<p>Writing: Book-Making</p> <ul style="list-style-type: none"> <input type="checkbox"/> Book/Electronic Book Assignment <input type="checkbox"/> Sample story in a graphic organizer <input type="checkbox"/> Narrative writing graphic organizer <input type="checkbox"/> Second grade writing rubric 	<p>Digital Storytelling: Using Technology to Spark Creativity</p>	Read Aloud Paper (10 %)
Module 10	<p>Writing: Continued, Mini Lessons</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of Writing mini lesson 		
Module 11	<p>Writing:Book-Making</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of a writing conference <input type="checkbox"/> Groupwork on book-making 	<p>Carl Anderson on conferencing</p>	

Module 12	Multimodal Literacy TBD	Hasset & Schieble, Finding Space and Time for the Visual in K-12 Literacy Instruction Fieldwork Videos: Multimodal Learning & Digital Citizenship	
Unit 4: Literacy Lesson Planning			
Module 13	Literacy Lesson Planning <ul style="list-style-type: none"> <input type="checkbox"/> Developing a lesson plan PowerPoint <input type="checkbox"/> EdTPA template <input type="checkbox"/> PK-2 Next Generation ELA Standards <input type="checkbox"/> Lesson planning groupwork 	Writing Learning Objectives Fieldwork Videos: Next Generation Standards Discussion Board	Book/Electronic Book & Reflection (15%)
Module 14	Differentiated Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Teaching ELLS OER POWERPOINT ON TEACHING ELLS <input type="checkbox"/> Lesson Planning groupwork 		
Module 15	Lesson presentations		Group Lesson Plan and Presentation (10%)