Miami Dade College

RED 3009   Emergent and Early Literacy

Course Description:

This second course in literacy provides information on emergent and early literacy development and the conditions promoting literacy from birth through lower elementary grades. The student will learn all aspects of literacy learning: reading, writing, listening, and speaking, and will utilize emergent and early literacy theory and research. (15 hours of clinical experience and 1 observation required). (3-hour lecture)

Course Competency	Learning Outcomes
Competency 1: The student will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary by:	- Communication - Numbers / Data - Cultural / Global Perspective - Computer / Technology Usage
1. Recognizing that building oral and written language facilitates comprehension. 2. Recognizing the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language." 3. Recognizing the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity). 4. Identifying how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement. 5. Identifying cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts. 6. Recognizing reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes. 7. Identifying the reading demands posed by domain specific texts. 8. Recognizing that effective comprehension processes rely on well-developed language, strong	

inference making, background knowledge, comprehension monitoring and self-correcting. 9. Identifying how English language learners' linguistic and cultural background will influence their comprehension. 10. Recognizing the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	
Competency 2: The student will apply the principles of researched based reading instruction, integrate the six components of reading, and engage in the systematic problem solving process by:	• Communication • Information Literacy • Cultural / Global Perspective • Computer / Technology Usage
1. Applying intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.). 2. Using both oral language and writing experiences to enhance comprehension. 3. Applying appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. 4. Providing opportunities for student extended text discussion to enhance comprehension, promote motivation, and student engagement. 5. Selecting narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided. 6. Providing comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. 7. Scaffolding discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	

8. Modeling a variety of strategic activities students can use to foster comprehension monitoring and self- correcting. 9. Recognizing, describing, and incorporating appropriate comprehension assessments to guide instruction. 10. Applying intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).	
Competency 3: The student will develop a knowledge of literacy and literacy instruction by:	• Communication • Cultural / Global Perspective
1. Identifying the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, concepts of print, motivation, written language development). 2. Identifying common emergent literacy difficulties and applying strategies for prevention and intervention. 3. Applying various approaches for developing emergent and early literacy skills (e.g., oral language and listening, phonological awareness, alphabet knowledge, background knowledge, concepts of print). 4. Identifying appropriate emergent and early literacy activities. 5. Selecting specific instructional methods (e.g., whole group, small group, explicit, systematic) for developing emergent literacy. 6. Identifying the components of and techniques for creating a print-rich environment reflecting diverse cultures and the impact of such an environment on classroom instruction. 7. Analyzing the structure (e.g., small group, whole group) and components (e.g., vocabulary, phonics) of a balanced literacy program. 8. Applying instructional approaches and strategies for teaching informational literacy skills (e.g., reading labels, signs, newspapers).	

9. Identifying effective methods and strategies to integrate reading, writing, speaking, listening, viewing, and presenting across the curriculum. 10. Determining effective techniques for motivating students to engage in academic and personal reading (e.g., student interest in texts, student reading goals, student self-selection of texts).	
Competency 4: The student will develop a knowledge of fiction and nonfiction genres including reading informational texts (e.g., literary nonfiction, historical, scientific, and technical texts) by:	• Communication • Information Literacy • Cultural / Global Perspective • Aesthetic / Creative Activities
1. Selecting literature (e.g., pattern books, concept books) from a variety of narrative texts that build language skills and concept development. 2. Identifying and distinguishing the elements of various literary genres and formats of prose and poetry (e.g., multicultural literature, fables, legends, biographies, realistic fiction, fantasy). 3. Analyzing and comparing literature with common themes written from different viewpoints and cultural perspectives. 4. Identifying instructional approaches and applying strategies for developing literary analysis (e.g., story-mapping, plot structure, elements of literary devices). 5. Selecting appropriate techniques for encouraging students to respond to literature and informational texts in a variety of ways (e.g., retelling, dramatizing, writing). 6. Identifying a variety of uses and purposes for multiple representations of information (e.g., maps, timelines, charts, tables, graphs, pictures, print and nonprint media). 7. Identifying instructional methods and strategies (e.g., using graphic organizers, summarizing, oral questioning, inferring) for facilitating students' reading comprehension across the curriculum. 8. Identifying and appropriately using text structures (e.g., cause and effect, chronological	

order, compare and contrast) to develop student comprehension. 9. Identifying informational text features and their purposes (e.g., index, glossary, reading/subheading, table of contents, bibliography, references).	
Competency 5: The student will develop a knowledge of reading foundational skills by:	• Communication • Information Literacy
1. Identifying appropriate stages of word recognition (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic) and cueing strategies (e.g., graphophonic, syntactic, semantic) that effective readers use in the decoding process. 2. Identifying the components of reading fluency (i.e., accuracy, automaticity, rate, prosody). 3. Selecting instructional methods and strategies for increasing vocabulary acquisition and development (e.g., concept maps, morphemic and contextual analysis) across the curriculum. 4. Selecting effective instructional methods for teaching essential comprehension skills (e.g., main idea, supporting details, author's purpose, inference). 5. Applying instructional strategies (e.g., utilizing graphic organizers, activating background knowledge) for helping students comprehend content area texts. 6. Identifying instructional strategies (e.g., making connections, questioning, summarizing) for developing critical thinking skills (e.g., critiquing, analyzing, problem-solving). 7. Selecting and applying instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings). 8. Applying effective reading strategies to comprehend complex literature and informational texts (e.g., stories, drama, poetry, biographies, technical texts).	
Competency 6: The student will apply concepts from human development and learning theories, the effective educator consistently by:	• Numbers / Data • Critical thinking

	• Information Literacy
1. Aligning instruction with state-adopted standards at the appropriate level of rigor. 2. Sequencing lessons and concepts to ensure coherence and required prior knowledge. 3. Designing instruction for student to achieve mastery. 4. Selecting appropriate formative assessments to monitor learning. 5. Using diagnostic students data to plan lessons. 6. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
Course Competency 7: The student will utilize a deep and comprehensive knowledge of the subject taught by:	• Communication • Critical thinking • Information Literacy • Computer / Technology Usage
1. Delivering engaging and challenging lessons. 2. Deepening and enriching students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. 3. Identifying gaps in students' subject matter knowledge. 4. Modifying instruction to respond to preconceptions or misconceptions. 5. Relating and integrating the subject matter with other disciplines and life experiences. 6. Employing higher-order questioning techniques. 7. Applying varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. 8. Differentiating instruction based on an assessment of student learning needs and recognition of individual differences in students. 9. Supporting, encouraging, and providing immediate and specific feedback to students to promote student achievement.	

10. Utilizing student feedback to monitor instructional needs and to adjust instruction.	
Course Competency 8: The student will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English by:	• Communication • Cultural / Global Perspective
1. Demonstrating knowledge of the components of language and understanding of language as an integrative and communicative system. 2. Applying knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English. 3. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning. 4. Demonstrating proficiency in English and model for ELLs the use of appropriate forms of English for different purposes. 5. Identifying similarities and differences between English and other languages reflected in the ELL student population.	
Course Competency 9: The student will design effective uses of technology in literacy instruction by:	• Computer / Technology Usage
1. Demonstrating the need for a broader definition of literacy, to include digital contexts. 2. Investigating how technology can support special populations of readers (such as children with special needs, ELL, etc). 3. Examining research-based classroom practice using technology for beginning readers and skilled readers.	