NOTE: For the “family literacy” pages, follow the web links:
www.famlit.org ➔ “Resources” in top bar ➔ “Literacy facts and figures” in right side bar ➔ click on the links (right side bar) with graphs and charts, but focus particularly on:
  “Literacy Facts and Figures.” National Center for Family Literacy, Jan ’03. (www.famlit.org) (* TO SKIM THROUGH ONLY!)

I. INTRO: QUESTIONS/DEFINITIONS:
Yagelski: Ch 1 and Ch 2: Literacy = Oppression; distancing of self (TEXT)

“Literacy Facts and Figures.” National Center for Family Literacy, updated Jan ’03. (www.famlit.org) (FIND ONLINE) (*SKIM ONLY AND FIND 8-10 FACTS)

Teale, W. “Questions about Early Literacy Learning and Teaching…”
IN: Barone and Morrow. Literacy and Young Children: Research –Based practices. (Ch 2, pp23-41) (TEXTBOOK ON RESERVE)

Routman, Regie. Literacy at the Crossroads. Heinemann, 1996. ch. 5 "Back to Basics" pp. 77-90 (TEXTBOOK ON RESERVE)

S&S: Intro: theories of lit (6 pgs) (TEXT)

Lankshear and McLaren. Critical Literacy. Introduction, ONLY pp.4-29, 42-47 (TXTBK ON RESERVE)


II. FAMILY: HOME and SCHOOL:
S&S: Ch. 5- Family Literacy: home and school (Cairney);
(TEXT) ch. 6 – Parental beliefs and practices (Sonnenschein);
ch. 7 – Fam Literacy practices… (TEXT)

“Benefits of Reading to Children”: All About Families: Facts & Figures. National Center for Family Literacy Research Department. Iss 2, Jan 27, 03. (www.famlit.org) (ONLINE)

Neuman “Creating Continuity in Early Literacy.”
IN: Gambrell, et al. Best Practices in Literacy Instruction. Ch. 15, pp. 258-270 (TEXTBOOK ON RESERVE)


PLUS: RECOMMENDED (NOT REQUIRED):
Cairney, T “Literacy within Family Life”

III. PRINT/EMERGENT LITERACY:
Invernizzi, Marcia. “Concepts, Sounds, ABCs.” IN: Barone and Morrow. Ch. 8 140-156 (TEXTBOOK ON RESERVE)

Teale and Yokuta. “Beginning Reading/Writing Perspectives on Instruction”
IN: Strickland, Morrow. Beginning Reading and Writing. Ch 1, 3-21 (TXTBK ON RES)

S&S: ch. 4 – storybook reading (Shapiro, Anderson, Anderson);
ch. 1 – Teachers’ roles in lit play (TEXT)


Fisher et al. “Role of Literature in Literacy Development”

PLUS: RECOMMENDED (NOT REQUIRED):
Stainthorp “Phonology and Learning to Read”

IV. PHONICS:
Moustafa, Margaret. Beyond Traditional Phonics. Pp. 85-93 (TXTBK ON RESERVE)

Brown, Kathleen J. “What Do I Say When They Get Stuck on a Word? Aligning Teachers’ Prompts with Students’ Development.” The Reading Teacher, Vol. 56, No 8, May 03. (ELECT RESERVE)
V. WRITING and SPELLING:
Behymer, Angela. “Teaching Tips: Kindergarten writing workshop.” The Reading Teacher Vol. 57, No. 1, Sep 03. (ELECT RESERVE)


Routman, Regie. Literacy at the Crossroads. ch. 7 "Spelling, Grammar, Handwriting..." pp. 105-123. (TEXTBOOK ON RESERVE)

NWP and Nagin. Because Writing Matters. Ch. 1 and 2. pp. 9-42 (TEXTBOOK ON RESERVE) (??)

Nogushi. Grammar and Teaching of Writing, ch 1 “Limits of Grammar” (TEXTBOOK ON RESERVE)

PLUS: RECOMMENDED (NOT REQUIRED):
Scharer and Zutell. “Development of Spelling”

VI. FLUENCY/VOCAB:
Baumann and Kame’enui Vocabulary Instruction. (TEXTBOOK ON RESERVE)
* ch. 2, McKeown and Beck. “Direct and Rich Vocabulary Instruction.” 13-26
*TABLE 4.1 and 4.2 pp 48-49
* Ch 5, 59-78 (Word Wizards All)
* ch 10 “Unlocking Word Meanings” 159-172

Juel, Connie and Deffes, Rebecca. “Making Words Stick.” Educational Leadership, March 04. (ASCD) (ELECT RESERVE)


Kuhn, M. “How can I help them pull it all together?”
IN: Barone and Morrow. Literacy and Young Children. Ch 12, 210-223 (TEXTBOOK ON RESERVE)

COMPREHENSION:

Palmer, Barbara C. and Brooks, Mary Alice. “Reading Until the Cows Come Home: Figurative Language and Reading Comprehension.” Journal of Adolescent and Adult Literacy 47:5, Feb 04. (Electronic Reserve)


Barton, James, and Sawyer, Donna M. “Our Students Are Reading For This: Comprehension Instruction in the Elementary School.” The Reading Teacher, Vol 57, No. 4, Dec 03/Jan 04. (ELECT RESERVE)

VII. ESL/SOCIAL CONTEXT:
Xu, Shelley Hong. “The Learner, Teacher, Text, Context” IN: Barone and Morrow. Ch 4 –61-80 (TEXTBOOK ON RESERVE)

Baumann and Kame’enui. Vocabulary Instruction. Ch 9 139-158 (TXTBK ON RESRV)

S&S: 3 – lang and lit for at-risk children (Wasik, Bond, Hindman) (TEXT)

Yagelski: Ch. 3 – specificity of lit: local acts, applying knowledge, broader discourse; Ch. 4 - constructing a writing “self”, roles (TEXT)


Pransky, Ken and Bailey, Francis. “To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students.” The Reading Teacher Vol. 56, No. 4 December 2002/January 2003. (ELECT RESERVE)


Meier, Terry. “‘Why can’t she remember that?’ The importance of storybook reading in multilingual, multicultural classrooms.” The Reading Teacher, vol. 57, no. 3. Nov 03. (ELECT RESERVE)

Drucker, Mary J. “What reading teachers should know about ESL learners.” The Reading Teacher Vol. 57, No. 1 Sep 2003. (ELECT RESERVE)

PLUS: RECOMMENDED (NOT REQUIRED):
Handbook of Early Childhood Literacy. Hall, Larson, Marsh. (TXTBK ON RESERVE)
“The Sociocultural Influence” Razfar/Gutierrez 34-47
“Lang, Lit, and Community” Baquedano-lopez 66-74

VIII. SPECIAL NEEDS: (Individual research/literature analysis)


IX. TECHNOLOGY:
Karchmer, Mallette, Leu. “Early Literacy in the Digital Age”
IN: Barone and Morrow. Ch. 10 –175-194 (TEXTBOOK ON RESERVE)

Labbo, Reinking, McKenna (ch. 18)
IN: Best Practices in Literacy Instruction. Gambrell et al. pp. 311-327 (TXTBK ON RES)

Yagelski: Ch. 5 – technology, constructing self in hypermedia (TEXT)
X. ASSESSMENT:
Winograd, Arrington. “Literacy Assessment.”
IN: Gambrell et al. Best Practices in Literacy Instruction. ch 13, 210-241
(TEXTBOOK ON RESERVE)

Vukelich, Carol and Enz. Early Childhood: “Assessing young children’s literacy:
Documenting growth and informing practice.” Column Editor: Billie Enz. The Reading
Teacher Vol. 50, No. 5 February 1997. (ELECT RESERVE)

Stewart, Margaret Taylor. “Early literacy instruction in the climate of No Child Left
Behind.” The Reading Teacher Vol. 57, No. 8, May 2004. (Electronic Reserve)

Kern, Diane et al. “Less is more: preparing students for state writing assessments.” The
Reading Teacher Vol. 56, No. 8, May 2003. (ELECT RESERVE)

XI. OTHER:
Vocabulary Instruction. Baumann, Kame’enui (TEXTBOOK ON RESERVE)
CHOOSE ONE:
ch. 11, (word play) Johnson et al, 179-200
OR: ch 13 – Blachowicz 218-237

S&S: 2 – Hypermediating lit activity: learning contexts (Gutierrez and Stone)
S&S: 8 – Recommendations… (TEXT)

Yagelski: Ch 6 - Teaching literacy as a local act (TEXT)

PLUS: RECOMMENDED (NOT REQUIRED):
Millard, E. “Gender and Early Childhood Literacy”
(TEXTBOOK ON RESERVE)

(week 12: wrap-up, review, portfolio and logs due, etc)