Miami-Dade College

Common Course Number: RED 3309

Course Title: Early And Emergent Literacy

Catalog Course Description: This writing intensive course is designed to familiarize students with early literacy development and conditions promoting total literacy from birth through lower elementary grades. All aspects of literacy learning are explored: reading, writing, listening, and speaking. Students are familiarized with theory and current research based approaches fostering early literacy. Minimum 20 hours observation/teaching reading in educational settings(s) required. Meets the guidelines of Sunshine State Standards and the Educator Accomplished Practices and Council for Exceptional Children's Content Standards for All Beginning Special Education Teachers.

Credit Hours Breakdown: 3 lecture hours

Course Competencies:

<u>**Competency 1**</u>: The student will select, administer, and interpret informal and standardized measures to assess early language and literacy development in pupils before the onset of formal instruction.

Upon successful completion of this course, the student will select, administer and interpret informal and standardized measures to assess early language and literacy development in pupils before the onset of formal instruction by:

      A.   Selecting appropriate instructional tasks to meet students'
      B.   individual learning needs.

      C.   Maintaining observational and anecdotal records to monitor students' development in the areas of visual and auditory discrimination, sound recognition, vocabulary, and oral comprehension.

      D. Constructing classroom instruments to measure student performance on specified outcomes.

Competency 2: The student will assist pupils in interacting constructively with their peers through verbal and written communication.

Upon successful completion of this course the student will assist pupils in interacting with their peers through verbal and written communication by:

      A.   Describing strategies that reflect an understanding of individuals and groups of students and encouraging participation by all pupils.

      B.   Demonstrating positive interactions between teachers and students that focus upon learning.

      C.   Describing strategies that will promote parental involvement in the educational process so that students will improve their communication skills.

      D.   Identifying appropriate instructional techniques that foster the social and emotional needs of children.

Competency 3: The student will develop lesson plans that reflect effective teaching strategies for improving student literacy skills.

Upon successful completion of this course, the student will develop lesson plans that reflect effective teaching strategies for improving student literacy skills by:

      A.   Demonstrating a willingness to experiment with a variety of teaching practices.

      B.   Describing strategies for teaching literacy and evaluating through journaling the results of using these strategies in a classroom setting.

      C. Developing files of materials and activities for use in teaching language skills to young children.

Competency 4: The student will model the use of higher-order questioning skills.

Upon successful completion of this course, the student will model the use of higher-order questioning skills by:

      A.   Identifying materials and technologies that expand students' thinking abilities.

B.   Describing real-life problem-solving activities to develop creative thinking.

C.   Using open-ended activities and questions when using storybooks for lessons.

D. Describing ways in which children infer from their own texts and/or peer stories.

Competency 5: The student will design lessons that allow invented spelling and other less conventional forms of reading and writing to accommodate cultural and linguistic diversity of students.

Upon successful completion of this course, the student will design lessons that allow invented spelling and other less conventional forms of reading and writing to accommodate cultural and linguistic diversity of students by:

A.   Analyzing the relationship between family environment and literacy development in young children.

B.   Developing multifaceted activities to teach the same lesson to pupils with varying learning styles and abilities.

C. Developing materials that affirm diversity and allow for varying perspectives.

Competency 6: The student will discuss ethical obligations in dealing with pupils, the community, and the profession.

Upon successful completion of this course, the student will discuss ethical obligations in dealing with pupils, the community, and the profession by identifying personal cultural biases and differences that affect one's teaching.

Competency 7: The student will recognize the interrelatedness of reading and writing and how the skills develop concurrently.

Upon successful completion of this course the student will recognize the interrelatedness of reading and writing and how the skills develop concurrently by:

A.   Describing forms of early literacy behavior.

B.   Comparing and contrasting emergent literacy with conventional literacy.

C.   Identifying the aspects of preschool literacy experiences that best predict reading and writing achievement.

D.   Describing how literacy is acquired through informal as well as adult-directed home and school activities.

D.   Identifying skills that foster early childhood literacy.

Competency 8: The student will identify resources for teaching in five areas of emergent literacy knowledge: awareness of print, relationship of print to speech, text structures, phonological awareness, and letter naming and writing.

Upon successful completion of this course, the student will identify resources for teaching in five areas of emergent literacy knowledge: awareness of print, relationship of print to speech, text structures, phonological awareness, and letter naming and writing by:

A.   Defining emergent literacy.

B.   Describing ways to help children make the link between their oral language experiences and formal instruction in reading and writing, including the Language Experience Approach.

C.   Using scaffolding to guide students during storybook reading.

D.   Selecting and implementing basal reading activities that foster development of specific reading and writing skills.

E.   Describing the role of imaginative play in developing literacy.

F.   Using a variety of techniques, including the use of puppets, dramatization, flannel boards, storytelling, poetry, rhymes, songs, and pictures to promote literacy.

Competency 9: The student will describe a safe and visually interesting physical environment that fosters student learning.

Upon successful completion of this course, the student will describe a safe and visually interesting physical environment that fosters student learning by designing lesson plans that incorporate cooperative learning activities.

Competency 10: The student will develop daily and weekly lesson plans that utilize a variety of support and enrichment activities and materials.

Upon successful completion of this course, the student will develop daily and weekly lesson plans that utilize a variety of support and enrichment activities and materials by:

        A.   Planning lessons that identify specific learning outcomes.

            B. Designing assignments that are consistent with individual students' abilities.

Competency 11. The student will describe ways to communicate classroom goals and standards to families.

Upon successful completion of this course, the student will describe ways to communicate classroom goals and standards to families by:

        A.   Describing the professional role of a literacy educator.

        b.   Providing meaningful feedback on student progress to students and families.

        c.   Describing personal philosophy about teaching literacy skills.

Competency 12: The student will describe ways of overcoming and/or improving reading and writing using technology such as computer-assisted instruction.

Upon successful completion of this course, the student will describe ways of overcoming and/or improving reading and writing

using technology such as computer-assisted instruction by Identifying and using a variety of instructional strategies and technological resources for teaching reading and writing, including appropriate software.