



EEC2224 Emergent Literacy Through the Use of Children's Literature

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Course Description: The student will learn about the early childhood teacher's role in promoting emergent literacy in early childhood education (birth –age 8). Topics will support a curriculum that builds an understanding of oral language, fluency, vocabulary, comprehension, phonics, phonological awareness, children's literature, family literacy, and literature perspectives to celebrate diversity. (3 hr. lecture)

Course Competency	Learning Outcomes
Competency 1: The student will characterize early literacy instruction in early childhood by:	1. Communication 5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Defining early literacy as it relates to oral language and vocabulary, emergent reading, and emergent writing. 2. Defining terms in early literacy, such as alliteration, conversational babble, family literacy, initial blend, phonemic awareness, phonological awareness, scribble writing, syllable, etc. 3. Discussing how home language and culture affect literacy development. 4. Examining effective teacher strategies to promote early literacy. 	
Competency 2: The student will trace the development of oral language by:	1. Communication 3. Critical thinking 5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Identifying strategies that facilitate the development of effective oral language acquisition (e.g., vocabulary, grammar, syntax) and listening skills. 2. Utilizing instructional methods and strategies to increase vocabulary acquisition (e.g. word analysis, choice of words, context clues, multiple exposures) across the curriculum. 3. Describing the steps in first and second language acquisition. 4. Demonstrating an understanding of how non-English speaking students acquire English as a second language in the early childhood years. 5. Describing the benefits of continued instruction in a child's home language as s/he begins to learn English. 6. Developing strategies to work with non-English speaking children to promote English language development and positive self-concept. 7. Practicing conversational skills to promote young children's vocabulary development. 8. Compiling a Resource File of activities that promote phonological awareness in young children. 	
Competency 3: The student will promote quality children's literature by:	1. Communication 4. Information Literacy 5. Cultural / Global Perspective 9. Aesthetic / Creative Activities
<ol style="list-style-type: none"> 1. Identifying nationally recognized children's books, such as Caldecott Medal Award, Pura Belpre Award, and Coretta Scott King Award winners. 2. Examining both fiction and non-fiction books for infants, toddlers, and preschoolers. 3. Discussing the principles to be utilized in the selection of children's literature for early childhood programs. 4. Compiling a resource file of multicultural children's literature, including fiction and non-fiction 	

books, poetry, alphabet books and books to promote phonological awareness.	
5. Selecting literature from a variety of narrative texts that build language skills and concept development.	
Competency 4: The student will summarize the importance of a Shared Reading program by:	1. Communication 9. Aesthetic / Creative Activities
<ol style="list-style-type: none"> 1. Defining Shared Reading. 2. Discussing the benefits of incorporating Shared Reading into the early childhood curriculum. 3. Listing the components of a Shared Reading program for young children. 4. Demonstrating use of the Shared Reading format. 5. Compiling a resource file of appropriate children's literature, along with activities for children, to be used during Shared Reading. 	
Competency 5: The student will link literacy and play by:	4. Information Literacy 8. Computer / Technology Usage 9. Aesthetic / Creative Activities
<ol style="list-style-type: none"> 1. Reviewing the research on the role of play in promoting children's literacy. 2. Discussing teacher's role in scaffolding oral language development during play. 3. Taking and posting dictations of children's oral language during play experiences. 4. Making literacy prop boxes for dramatic play. 5. Identifying appropriate children's literature relating to play. 6. Discussing strategies for creating a classroom environment that promotes literacy in all play areas. 7. Identifying activities that promote aesthetic learning visual arts, music, movement and drama. 	
Competency 6: The student will promote the development of children's emergent reading skills by:	1. Communication
<ol style="list-style-type: none"> 1. Defining emergent reading. 2. Discussing alphabetic principle, metalinguistic awareness, alliteration and rhyme, phonemes, phonological awareness and syllables in relation to emergent reading. 3. Designing classrooms that promote emergent reading through the use of labels, lists, directions, schedules, calendars, messages, sign-in sheets, etc. 4. Planning activities based on children's interests for alphabet letter recognition. 5. Planning activities based on children's interests for word recognition, such as key words and word walls. 6. Identifying children's literature that promotes phonological awareness. 7. Identifying children's literature that promotes alphabet awareness. 8. Selecting children's poetry that promotes emergent reading in young children. 9. Identifying activities that support the development of language arts, mathematics, science, and social studies concepts 	
Competency 7: The student will promote the development of children's emergent writing skills by:	1. Communication
<ol style="list-style-type: none"> 1. Defining emergent writing. 2. Discussing how many literacy skills develop simultaneously in young children. 3. Identifying written language functions, formats, and features. 4. Evaluating samples of children's attempts at writing. 5. Distinguishing among the developmental stages of writing (drawing, scribbling, letter-like formations, strings of letters, invented spelling). 6. Developing the expectation that children will write. 7. Planning and developing materials for a children's writing center. 	
Competency 8: The student will support Family Literacy by:	1. Communication 5. Cultural / Global Perspective

<ol style="list-style-type: none"> 1. Defining Family Literacy. 2. Discussing parents as first teachers of children’s emerging literacy skills. 3. Identifying strategies to support non-English speaking families in promoting literacy. 4. Identifying resources to assist families with low literacy skills. 5. Identifying strategies to make children’s literature available for family’s home use. 6. Identifying accommodations for cultural, linguistic and literacy differences. 7. Planning a classroom Family Literacy event. 	
<p>Competency 9: The student will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary by:</p>	<ol style="list-style-type: none"> 1. Communication 4. Information Literacy 5. Cultural / Global Perspective 8. Computer / Technology Usage
<ol style="list-style-type: none"> 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. 11. Recognizing how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language. 12. Identifying the differences between social and academic language. 13. Recognizing that writing enhances the development of oral language. 14. Recognizing that the variation in students’ oral language exposure and development requires differentiated instruction. 15. Recognizing the importance of English language learners’ home languages, and their significance for learning to read English. 16. Recognizing the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs. 17. Recognizing phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis). 18. Recognizing the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes). 19. Recognizing that writing, in conjunction with phonological awareness, enhances reading development. 20. Distinguishing both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences). 21. Identifying how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English. 22. Recognizing the role of formal and informal phonological awareness assessment to make 	

<p>instructional decisions to meet individual student needs.</p> <ol style="list-style-type: none"> 23. Recognizing that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages. 24. Identifying sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). 25. Identifying the structural analysis of words. 26. Recognizing that both oral language and writing can be used to enhance phonics instruction. 27. Recognizing the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs. 28. Recognizing the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension. 29. Recognizing that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension. 30. Identifying the relationships among fluency, word recognition, and comprehension. 31. Identifying that both oral language and writing enhance fluency instruction. 32. Recognizing the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs. 33. Identifying the goal of receptive and expressive vocabulary instruction as the application of a student's understanding of word meanings to multiple oral and written contexts. 34. Recognizing morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis). 35. Identifying principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.). 36. Identifying the domain specific vocabulary demands of academic language. 37. Recognizing that writing can be used to enhance vocabulary instruction. 38. Identifying the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs. 39. Identifying language characteristics related to social and academic language. 40. Identifying phonemic, semantic, and syntactic variability between English and other languages. 41. Identifying the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners. 42. Identifying the impact of oral language, writing, and an information intensive environment upon reading development. 43. Identifying the importance of comprehension monitoring and self correcting to increase reading proficiency. 44. Recognizing the role of formal and informal reading assessment to make instructional decisions to meet individual student needs. 	
<p>Competency 10: The student will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process by:</p>	<ol style="list-style-type: none"> 1. Communication 4. Information Literacy 5. Cultural / Global Perspective 8. Computer / Technology Usage
<ol style="list-style-type: none"> 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).
11. Creating an environment where students practice appropriate social and academic language to discuss diverse texts.
12. Recognizing and applying an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
13. Using writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
14. Recognizing, describing, and incorporating appropriate oral language assessments to guide instruction.
15. Applying intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
16. Providing opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
17. Applying knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
18. Using writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
19. Recognizing, describing, and incorporating appropriate phonological awareness assessments to guide instruction.
20. Applying intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
21. Recognizing and applying an English language learner's home language as a foundation and strength to support the development of phonics in English.
22. Using oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
23. Recognizing, describing, and incorporating appropriate phonics assessments to guide instruction.
24. Applying intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
25. Using oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
26. Recognizing, describing, and incorporating appropriate fluency assessments to guide instruction.
27. Applying intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
28. Providing for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
29. Incorporating vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
30. Providing an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
31. Incorporating instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
32. Using oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

33. Using multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
34. Recognizing, describing, and incorporating appropriate vocabulary assessments to guide instruction.
35. Applying comprehensive instructional practices, including writing experiences, that integrate the reading components.
36. Identifying instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
37. Using resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
38. Using research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
39. Demonstrating understanding of similarities and differences between home language and second language reading development.
40. Triangulating data from appropriate reading assessments to guide instruction.