

Course Competency

EEC 3213 Language, Literature, and Emergent Literacy

Course Description

This course focuses on the development of language and literacy in children ages birth through age five. The student will learn the process of emergent literacy including vocabulary and language development, phonological awareness, alphabetic and print knowledge, and comprehension. The student will learn to design developmentally appropriate and effective emergent literacy activities in relation to the early learning and developmental standards. (Ten hours of clinical experience required in an approved pre-kindergarten inclusion setting.)

Course Competency	Learning Outcomes
Competency 1: Characterize emergent literacy instruction in early childhood	1. Critical thinking
<ol style="list-style-type: none"> 1. Defining early literacy. 2. Defining terms in early literacy including language, vocabulary, phonological awareness, print knowledge and comprehension. 3. Examining effective teacher strategies to promote early literacy. 4. Describing an environment that supports a wide reading of print and digital texts, including a variety of genres to enhance emergent literacy development. 	
Competency 2: Understand the development of oral language	1. Communication
<ol style="list-style-type: none"> 1. Identifying the developmental process of oral language and strategies that facilitate the development of effective oral language acquisition and listening skills, including receptive and expressive language. 2. Utilizing instructional methods and strategies to increase vocabulary acquisition across the curriculum. 3. Practicing conversational skills to promote 	

<p>young children’s oral language development.</p> <ol style="list-style-type: none"> 4. Applying developmentally appropriate instructional practices for scaffolding development of oral/aural language skills 5. Explaining the variation in students’ oral language exposure and development requires differentiated instruction. 6. Examining how building oral language facilitates phonological awareness, comprehension, vocabulary and fluency. 7. Using oral language to enhance phonological awareness, comprehension, vocabulary and fluency. 8. Recognizing and applying a child’s home language proficiency as a foundation and strength to support the development of oral language in English. 	
<p>Competency 3:Promote quality children’s literature</p>	<p>1. Information Literacy</p>
<ol style="list-style-type: none"> 1. Identifying nationally recognized children’s books such as Caldecott Medal Award, Pura Belpre Award, Coretta Scott King Award, etc. 2. Examining a variety of developmentally appropriate books and genres for infants, toddlers, and preschoolers. 3. Discussing the principles to be utilized in the selection of quality children’s literature for early childhood programs. 4. Selecting literature from a variety of genres that build emergent literacy skills (language, comprehension vocabulary, phonological awareness and print knowledge). 5. Identifying developmentally appropriate critical literacy read alouds in order to explore anti-bias topics in the early childhood classroom. 6. Comprehending the impact of text upon comprehension. 	

<p>Competency 4:Demonstrate the importance of quality reading experiences</p>	<p>1. Communication</p>
<ol style="list-style-type: none"> 1. Defining picture walk, read aloud, shared reading, story retelling, critical literacy, digital text or media. 2. Discussing the benefits of incorporating quality experiences into the early childhood curriculum. 3. Demonstrating developmentally appropriate read aloud strategies. 4. Applying intentional instructional practices for the development of higher order thinking and comprehension. 5. Utilizing read alouds to enhance oral language, comprehension and vocabulary development. 6. Providing opportunities for student extended text discussion to enhance comprehension, oral language, vocabulary. 	
<p>Competency 5:Link literacy and play</p>	<p>1. Critical thinking</p>
<ol style="list-style-type: none"> 1. Discussing teacher’s role in scaffolding oral language development during play. 2. Taking dictations of children’s oral language during play experiences. 3. Creating literacy prop boxes for dramatic play. 4. Discussing strategies for creating a classroom environment that promotes literacy in all play areas. 	
<p>Competency 6:Promote the development of children’s emergent reading</p>	<ol style="list-style-type: none"> 1. Information Literacy 2. Communication
<ol style="list-style-type: none"> 1. Defining emergent literacy and differentiating from early literact. 2. Discussing oral language, phonological awareness, print knowledge, vocabulary, comprehension and oral fluency as they relate to emergent reading. 	

<ol style="list-style-type: none"> 3. Incorporating age appropriate literacy materials throughout the different centers of the classrooms that promote emergent reading. 4. Identifying children’s literature that promotes oral language, phonological awareness, print knowledge, vocabulary, comprehension and oral fluency. 5. Planning and applying activities based on children’s literature for oral language, phonological awareness, print knowledge, vocabulary, comprehension and oral fluency. 6. Selecting literacy activities that support the development of emergent reading, mathematics, science, and social studies concepts. 	
<p>Competency 7:Promote the development of children’s emergent writing</p>	<ol style="list-style-type: none"> 1. Critical thinking 2. Communication
<ol style="list-style-type: none"> 1. Defining emergent writing. 2. Discussing how the literacy skills develop simultaneously in young children. 3. Evaluating samples of children’s attempts at writing. 4. Distinguishing among the developmental stages of writing. 5. Taking dictations of children’s writing. 6. Using writing experiences to enhance oral language 7. Discussing the importance of creating an environment that facilitates the natural process of emergent writing. 8. Incorporating age appropriate literacy materials throughout the different centers of the classrooms that promote emergent writing. 	
<p>Competency 8:Support family literacy</p>	<ol style="list-style-type: none"> 1. Cultural / Global Perspective 2. Communication 3. Information Literacy

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| <ol style="list-style-type: none">1. Discussing families as first teachers of children's emerging literacy skills.2. Examining how English language learners' linguistic and cultural background will influence comprehension.3. Discussing how home language and culture affect literacy development4. Identifying strategies to support non-English speaking families in promoting literacy.5. Identifying strategies to make children's literature available for family's home use.6. Incorporating instructional practices that develop authentic uses of English to assist emergent bilinguals and their families in supporting emergent literacy skills at home. | |
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Updated: FALL TERM 2020