**Course Competency**

**Competency 1:** The student will characterize early literacy instruction in early childhood by:

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.

**Learning Outcomes**

- Communication
- Cultural / Global Perspective

**Competency 2:** The student will trace the development of oral language by:

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.

**Learning Outcomes**

- Communication
- Critical thinking
- Cultural / Global Perspective
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.

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<tr>
<th>Competency 3: The student will promote quality children’s literature by:</th>
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<tr>
<td>1. Identifying nationally recognized children’s books, such as Caldecott Medal Award, Pura Belpre Award, and Coretta Scott King Award winners.</td>
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<td>2. Examining both fiction and non-fiction books for infants, toddlers, and preschoolers.</td>
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<td>3. Discussing the principles to be utilized in the selection of children’s literature for early childhood programs.</td>
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<td>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.</td>
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<td>5. Selecting literature from a variety of narrative texts that build language skills and concept development.</td>
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<th>Competency 4: The student will summarize the importance of a Shared Reading program by:</th>
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<tr>
<td>1. Defining Shared Reading.</td>
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<td>2. Discussing the benefits of incorporating Shared Reading into the early childhood curriculum.</td>
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<tr>
<td>3. Listing the components of a Shared Reading program for young children.</td>
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<tr>
<td>4. Demonstrating use of the Shared Reading format.</td>
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- Communication
- Information Literacy
- Cultural / Global Perspective
- Aesthetic / Creative Activities

Updated Spring 2021
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:

- Information Literacy
- Computer / Technology Usage
- Aesthetic / Creative Activities

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:

- Communication

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.
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.

**Course Competency 7:** The student will promote the development of children’s emergent writing skills by:

- Defining emergent writing.
- Discussing how many literacy skills develop simultaneously in young children.
- Identifying written language functions, formats, and features.
- Evaluating samples of children’s attempts at writing.
- Distinguishing among the developmental stages of writing (drawing, scribbling, letter-like formations, strings of letters, invented spelling).
- Developing the expectation that children will write.
- Planning and developing materials for a children’s writing center.

**Course Competency 8:** The student will support Family Literacy by:

- Defining Family Literacy.
- Discussing parents as first teachers of children’s emerging literacy skills.
- Identifying strategies to support non-English speaking families in promoting literacy.
- Identifying resources to assist families with low literacy skills.
- Identifying strategies to make children’s literature available for family’s home use.
- Identifying accommodations for cultural, linguistic and literacy differences.
- Planning a classroom Family Literacy event.

**Course Competency 9:** The student will develop substantive understanding of six components of reading as a process by:

- Communication
- Information Literacy
- 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.
11. Recognizing how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.

**Course Competency 10:** The student will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading by:

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<td>1.</td>
<td>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.).</td>
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<td>2.</td>
<td>Using both oral language and writing experiences to enhance comprehension.</td>
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<td>3.</td>
<td>Applying appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.</td>
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<td>4.</td>
<td>Providing opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.</td>
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<td>5.</td>
<td>Selecting narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.</td>
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