**Course Description:**
The student will learn about language and literacy development for young children birth through five years of age. Students will examine the development of listening and understanding, speaking, vocabulary, and emergent reading and writing skills. The student will analyze the teacher’s role and methods of creating a literacy-rich environment that engages children in creative, developmentally appropriate experiences and the importance of involving families in the development of these skills.

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<th>Course Competency</th>
<th>Learning Outcomes</th>
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| **Competency 1:** The student will understand the stages of early literacy and oral language development by: | • Communication  
• Information Literacy  
• Cultural / Global Perspective |
| 1. Defining the characteristics of literacy and oral language development for young children birth to five years of age. | |
| 2. Identifying factors that influence literacy and oral language development. | |
| 3. Describing the interconnectedness of listening, speaking, reading and emergent writing. | |
| 4. Identifying emergent reading components and stages of emergent writing. | |
| 5. Recognizing and applying a child’s home language proficiency as a foundation and strength to support the development of oral language development and second language development. | |
| **Competency 2:** The student will evaluate the role that environment plays in early literacy development and oral language for young children by: | • Communication  
• Information Literacy  
• Cultural / Global Perspective |
| 1. Defining characteristics of a literacy rich environment. | |
| 2. Demonstrating an understanding of a literacy-rich classroom environment and how to provide learning opportunities throughout the day. | |

Updated Summer 2021
3. Identifying various genres of children’s literature to support creating a literacy-rich environment and discussing the principles to be utilized in the selection of children’s literature for early childhood programs.

4. Describing various strategies to promote print awareness, including functional print, environmental print, and book handling skills.

5. Analyzing early childhood environments to support early literacy goals (concepts of print, phonological awareness, oral language, listening and reading comprehension, motivation to engage in text) in all areas.

**Competency 3:** The student will research teaching strategies that are developmentally appropriate for teaching early literacy components and oral language development by:

1. Defining the role of play in oral language and literacy development.
2. Identifying developmentally and culturally appropriate teaching strategies for language and literacy development.
3. Researching linguistically and culturally diverse resources for supporting language and literacy acquisition for young children with diverse cultural and linguistic practices.
4. Analyzing adult behaviors that promote literacy and language development of young children.
5. Describe various strategies for engaging children with books, including reading aloud and shared reading.
6. Demonstrating how to plan and implement curriculum that promotes listening, speaking, reading and writing interest and abilities that are appropriate for culturally and linguistically diverse classrooms.

**Competency 4:** The student will promote family involvement in developing early literacy and language development by:

- Communication
- Information Literacy
- Cultural / Global Perspective

Updated Summer 2021
1. Defining the characteristics of a family-centered partnership.
2. Identifying effective strategies for involving families in supporting language and literacy in young children.
3. Summarizing the role of how partnerships with families can support listening skills, stimulate speech, and interest in reading within home environments.
4. Analyzing theoretical approaches to strengthening community, schools and families partnerships to support children’s literacy development.