Course Description

EEC2302| Early Childhood Comprehension | 3.00 credits

The student will learn about the early childhood teacher's role in increasing comprehension in early childhood education (ages 3-5). Topics will support a curriculum that builds an understanding of language acquisition, vocabulary development, and instructional strategies for increasing children's comprehension of literary text.

Course Competencies

Competency 1: The student will develop substantive understanding of the interrelatedness of the reading components to enhance comprehension by:

1. Recognizing that building oral and written language facilitates comprehension
2. Demonstrating the understanding of reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes
3. Recognizing 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
4. Identifying how English language learners' linguistic and cultural background will influence their comprehension
5. Examining the impact of oral language, writing, and an information intensive environment upon reading development
6. Supporting 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

Competency 2: The student will acquire the knowledge and expertise to meet the comprehension needs of students by:

1. Recognizing that reading comprehension is the product of decoding and language comprehension
2. Recognizing that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting
3. Describing how language comprehension ties to oral language, phonological awareness, and sight word recognition
4. Discussing the importance of expressive and receptive language development to language comprehension
5. Examining how reading comprehension relates to listening and decoding comprehension
6. Connecting oral language development, vocabulary acquisition and reading comprehension
7. Distinguishing the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity)
8. Analyzing current theory and research on promoting language and literacy development

Competency 3: The student will engage in providing rich literacy opportunities and instruction to increase comprehension by:

1. Implementing the Five-Finger Retell strategy to increase comprehension
2. Creating experiences to stimulate verbal and written communication skills
3. Planning to have children tell the main idea of a conversation, story, text, or dramatic play
4. Modeling for children how to make connections to self, to text, and to world
5. Encouraging children to ask and answer questions, and actively listening to their answers
6. Selecting literature from a variety of narrative and expository text that builds language skills and concept development
7. Modifying literacy curriculum to meet the needs of diverse learners

Competency 4: The student will examine and applies knowledge of instructional methods and strategies for increasing comprehension by:

1. Demonstrating knowledge of various approaches for developing pre-reading and early literacy skills (e.g., oral language and listening, phonological awareness, alphabet knowledge, background knowledge, print concepts)
2. Identifying instructional methods (e.g., practice with high-frequency words, rereadings) for developing reading fluency
3. Selecting instructional methods and strategies for increasing vocabulary acquisition (e.g., pre-teaching, word analysis, choice of words, context clues, multiple exposures) across the curriculum
4. Selecting instructional methods for teaching essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion)
5. Utilizing age-appropriate techniques to support language and literacy development by reading, singing, talking, labeling, music and movement, word and picture recognition, rhythm and rhyme, recognizing environmental print
6. Implementing intentional, systematic, evidence-based, responsive interactions and instruction to support all children's learning

Learning Outcomes:
- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning