Master Course Outline
With Sample Syllabus

Early Language and Literacy

ECE 231

Recommended Prerequisites: ENG 101, ECE 101, (Child Development or Child Psych and Development)

Course Description:

An introduction to language and literacy acquisition and development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing, and reading skills and the teaching strategies that will support the curriculum. Emphasis on the influence of a child's background and experiences on emerging literacy development will be explored. As will the importance of family partnerships and assessment. This course will address the learning needs of all children including children with disabilities, developmental delays, language and/or cultural differences. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experiences will be included.

Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:

Course Objective	Alignment with Standards
1. Language and Literacy development in young children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Literacy and STEM EI/ECSE Child Development and Learning, 1.2 PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1b CKCs Promoting Child Development and Learning 1.A.1
2. The components of a literacy-rich environment that will support all children including children with disabilities, developmental delays, language and/or cultural differences. This includes the appropriate tools for observing and assessing an environment for literacy.	OSEP Intervention and Instruction, Literacy & STEM, and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience 5.2, Using Responsive and Reciprocal Interactions, Interventions, and Instruction 6.3, 6.6

	PS&C for ECE Standard 3 Child Observation, Documentation, and Assessment 3a, 3b, 3c CKC's Child Development and Learning 1.B.1, Building a Meaningful Planned Program of Learning and Development 3.B.1
3. Curriculum, CT ELDS, teaching strategies, and experiences that promote language and literacy acquisition for English and non-English speaking children as well as for children with disabilities and developmental delays.	OSEP Intervention and Instruction, Literacy & STEM and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences 5.2 and Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.3, 6.4, 6.5 PS&C for ECE, Child Development and Learning in Context, 1c, 1d, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b; Standard Six, Professionalism as an Early Childhood Educator 6b CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.2, 3.A.3
4. The role of play in language and literacy development for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Literacy and STEM and Supporting Social & Emotional Development EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.5 PS&C for ECE Standard One, Child Development and Learning in Context ,1c, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, CKC's Promoting Child Development and Learning 1.A.1, Using Developmentally Appropriate Approaches for Facilitating Experiences 2.B.2, Building a Meaningful Planned Program of Learning and Development, 3.B.1
5. Literacy concepts including Concepts of Print, Print Awareness and the relationship of sound to print, phonemes, phonological awareness and alphabetic principle	OSEP Literacy & STEM EI/ECSE Child Development and Early Learning 1.1, Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.3

	PS&C for ECE, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c CKC's Using Developmentally Appropriate Approaches for Facilitating Experiences 2.B.3,
6. The elements of picture books that indicate quality including books depicting children with disabilities, language and/or cultural differences.	OSEP Literacy and STEM PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.1, 3.B.2
7. A variety of literacy experiences including dialogic read aloud, poetry, puppetry, flannel board, assistive technology, etc. for individuals and groups including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Intervention and Instruction, Literacy & STEM, and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences 5.1, 5.2 and Using Responsive, Reciprocal Interactions, Interventions, & Instruction, 6.3, 6.6 PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b CKC's Building a Meaningful Planned Program of Learning and Development, 3.A3.
8. The stages of writing development and supporting writing development for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP, Literacy and Stem; Intervention and Instruction EI/ESCE Using Responsive, Reciprocal, Interactions, Interventions, and Instruction 1.2, 1.4 Application of Curriculum Frameworks in the Planning of Meaningful Experience 5.2, Using Responsive, Reciprocal Interactions, Interventions, & Instruction, 6.3, 6.6 PS&C for ECE Standard One, Child Development and Learning in Context, 1a, 1c, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b

12/13/2022 JP and LN

	CKC's Promoting Child Development and Early Learning 1.A.1., Building a Meaningful Planned Program of Learning and Development 3.B.1
9. The importance of families as partners in extending literacy into the homes of all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds EI/ECSE Partnering With Families 2.3, Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.1, 6.2 PS&C for ECE Standard One Child Development and Learning in Context, 1c, Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b CKC's Promoting Child Development and Learning 1.A.2, Building Family and Community Relations, 5.A.1, 5.A.2.

Student Outcomes: Upon completion of this course, students will be able to:

Student Outcomes:	Alignment with Standards
1. Discuss language development in young children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Literacy and Stem EI/ECSE Child Development and Learning, 1.2 PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1b CKCs Promoting Child Development and Learning 1.A.1
2. Evaluate objectively the components of a literacy-rich environment. (i.e. puppets, flannel boards, technology and assistive technology, labels, listening center etc., including positive, caring, supportive relationships and interactions between adults and children) using the appropriate observation/assessment tools.	OSEP Intervention and Instruction, Literacy & STEM, and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience 5.2, Using Responsive and Reciprocal Interactions, Interventions, and Instruction 6.3, 6.6 PS&C for ECE Standard 3 Child Observation, Documentation, and Assessment 3a, 3b, 3c, Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4.a

	CKC's Child Development and Learning 1.B.1, Building a Meaningful Planned Program of Learning and Development 3.B.1
3. Using the CT ELDS create curriculum and plan teaching strategies and experiences that promote language and literacy acquisition for English and non-English speaking children as well as for children with disabilities and developmental delays.	OSEP Intervention and Instruction, Literacy & STEM and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences 5.2 and Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.3, 6.4, 6.5 PS&C for ECE, Child Development and Learning in Context,1c, 1d, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b Standard Six, Professionalism as an Early Childhood Educator 6b CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.2, 3.A.3
4. Analyze the role of play in language and literacy development for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Literacy and STEM and Supporting Social & Emotional Development EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.5 PS&C for ECE Standard One, Child Development and Learning in Context ,1c, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, CKC's Promoting Child Development and Learning 1.A.1, Using Developmentally Appropriate Approaches for Facilitating Experiences 2.B.2, Building a Meaningful Planned Program of Learning and Development, 3.B.1
5. Apply knowledge of the Concepts of Print	OSEP Literacy & STEM EI/ECSE Child Development and Early Learning 1.1, Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.3 PS&C for ECE, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c

	CKC's Using Developmentally Appropriate Approaches for Facilitating Experiences 2.B.3,
6. Identify and review a variety of genres of quality books including books depicting children with disabilities, language and/or cultural differences.	OSEP Literacy and STEM PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.1, 3.B.2
7. Present effective dialogic read aloud strategies for individuals and groups and engage all children including children with disabilities, developmental delays, language and/or cultural differences in extended conversations about stories and help children connect print to sound.	OSEP Intervention and Instruction, Literacy & STEM, and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences 5.1, 5.2 and Using Responsive, Reciprocal Interactions, Interventions, & Instruction, 6.3, 6.6 PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4c, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b CKC's Building a Meaningful Planned Program of Learning and Development, 3.A3.
8. Demonstrate an understanding of the stages of writing and how those stages might be affected by a child's individual characteristics such as the presence of a disability.	OSEP, Literacy and Stem; Intervention and Instruction EI/ESCE Using Responsive, Reciprocal, Interactions, Interventions, and Instruction 1.2, 1.4 Application of Curriculum Frameworks in the Planning of Meaningful Experience 5.2, Using Responsive, Reciprocal Interactions, Interventions, & Instruction, 6.3, 6.6 PS&C for ECE Standard One, Child Development and Learning in Context, 1a, 1c, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b CKC's Promoting Child Development and Early Learning 1.A.1., Building a Meaningful Planned Program of Learning and Development 3.B.1

12/13/2022 JP and LN

9.	Using appropriate communication skills, create ways for all families including families of children with disabilities, developmental delays, language and/or cultural differences to extend literacy experiences into their homes.	OSEP Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds EI/ECSE Partnering With Families 2.3, Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.1, 6.2 PS&C for ECE Standard One Child Development and Learning in Context, 1c, Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b CKC's Promoting Child Development and Learning 1.A.2, Building Family and Community Relations, 5.A.1, 5.A.2.

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
1. Typical and atypical Language Development including the development of children with disabilities, developmental delays, language and/or cultural differences.	OSEP Literacy and Stem EI/ECSE Child Development and Learning, 1.2 PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1b CKCs Promoting Child Development and Learning 1.A.1
2. Expressive & Receptive Language of typically and atypically developing children.	OSEP Literacy and Stem EI/ECSE Child Development and Learning, 1.2 PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1b CKCs Promoting Child Development and Learning 1.A.1
3. Emerging Literacy in all children including children with disabilities, developmental delays, language and/or cultural differences	OSEP Literacy and Stem EI/ECSE Child Development and Learning, 1.2 PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1b CKCs Promoting Child Development and Learning 1.A.1
4. Language and Literacy-rich Environment to support all children including children with disabilities,	OSEP Intervention and Instruction, Literacy & STEM, and Technology

developmental delays, language and/or cultural differences. Review appropriate observation/assessment tools. See Key Experiences	EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience 5.2, Using Responsive and Reciprocal Interactions, Interventions, and Instruction 6.3, 6.6 PS&C for ECE Standard 3 Child Observation, Documentation, and Assessment 3a, 3b CKC's Child Development and Learning 1.B.1, Building a Meaningful Planned Program of Learning and Development 3.B.1
5. Language Arts Curriculum including, CT ELDS, accommodations and adaptations for children with disabilities, developmental delays, language and/or cultural differences	OSEP Intervention and Instruction, Literacy & STEM and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences 5.2 and Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.3, 6.4, 6.5 PS&C for ECE, Child Development and Learning in Context,1c, 1d, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.2, 3.A.3
6. Play, Conversations & Dramatization with all children irrespective of disabilities, developmental delays, language and/or cultural differences	OSEP Literacy and STEM and Supporting Social & Emotional Development EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.5 PS&C for ECE Standard One, Child Development and Learning in Context ,1c, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, CKC's Promoting Child Development and Learning 1.A.1, Using Developmentally Appropriate Approaches for Facilitating Experiences 2.B.2, Building a Meaningful Planned Program of Learning and Development, 3.B.1

12/13/2022 JP and LN

7. Literacy concepts including concepts of print, print awareness, connecting sound to print, phonemes, phonological awareness and alphabetic principle	OSEP Literacy & STEM EI/ECSE Child Development and Early Learning 1.1, Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.3 PS&C for ECE, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c CKC's Using Developmentally Appropriate Approaches for Facilitating Experiences 2.B.3,
8. Literature including books that depict children with disabilities and language and/or cultural differences.	OSEP Literacy and STEM PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.1, 3.B.2
9. Literacy Experiences (including dialogic read aloud, poetry, puppetry, flannel board, and assistive technologies etc.).	OSEP Intervention and Instruction, Literacy & STEM, and Technology EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences 5.1, 5.2 and Using Responsive, Reciprocal Interactions, Interventions, & Instruction, 6.3, 6.6 PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b CKC's Building a Meaningful Planned Program of Learning and Development, 3.A3.
10. Stages of writing including disabilities associated with writing such as dysgraphia.	OSEP, Literacy and Stem; Intervention and Instruction EI/ESCE Using Responsive, Reciprocal, Interactions, Interventions, and Instruction 1.2, 1.4 Application of Curriculum Frameworks in the Planning of Meaningful Experience 5.2, Using Responsive, Reciprocal Interactions, Interventions, & Instruction, 6.3, 6.6

	PS&C for ECE Standard One, Child Development and Learning in Context, 1a, 1c, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b CKC's Promoting Child Development and Early Learning 1.A.1., Building a Meaningful Planned Program of Learning and Development 3.B.1
11. Home Literacy Connection to include, engage, and communicate with families of children from diverse backgrounds. Review: Top 11 Communication Skills (For Your Life and Career) https://novoresume.com/career-blog/communication-skills	OSEP Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds EI/ECSE Partnering With Families 2.3, Using Responsive, Reciprocal Interactions, Interventions, & Instruction 6.1, 6.2 PS&C for ECE Standard One Child Development and Learning in Context, 1c, Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b CKC's Promoting Child Development and Learning 1.A.2, Building Family and Community Relations, 5.A.1, 5.A.2.

Standards:

CT State Core Knowledge and Competencies (CKC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&CECE)

12/13/2022 JP and LN

Key Experiences for ECE 231

1. C.O. 1 View videos of children, including children with disabilities, developmental delays, language and cultural differences, at various stages of language development.

2. C.O. 8 Evaluate children's writing samples and identify the stages of writing based on those samples.

3. C.O. 1 Identifying receptive and expressive communication (including sign language, braille documents, augmented or alternate communication, and hearing assistive technologies).

4. C.O. 6 Review children's books including books reflecting children with disabilities, developmental delays, language and cultural differences.

5. C.O. 2, 3 Create learning experiences according to the CT ELDS literacy standards to support children including accommodations and adaptations for children with disabilities, developmental delays, language and cultural differences

6. C.O. 1 Review Observation/assessment tools for identifying the components of a literacy-rich environment. (ELLCO, frequency count, work samples, checklists, etc) see: https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam)/03%3A_Using_Observation_Methods_Tools_and_Techniques_to_Gather_Evidence/3.04%3A_A_Closer_Look_at_Observation_Methods_Tools_and_Techniques

7. C.O. 2 Evaluate classroom literacy environments for strengths and challenges including those for children with disabilities, developmental delays, language and cultural differences.

8. C.O. 9 Apply appropriate communication skills and knowledge about supporting and advancing the development of language and literacy to create opportunities for families of all children including children with disabilities, developmental delays, language and cultural differences to support those children's reading, writing, speaking and listening development.

9. C.O. 5, 7 Demonstrate a read aloud with attention to Concepts of Print.

10. C.O. 3, 4 Apply knowledge of DAP, play-based experiences and the CT ELDS to explore activities using literacy materials such as puppets, flannel boards, and technology.

12/13/2022 JP and LN

11. C.O. 7 Analyze the various levels of Bloom's Taxonomy and practice developing questions at each level to extend and enrich conversations.

12. C.O. 1 Describe and identify the oral language components of syntax, semantics, phonology, pragmatics, and morphology.

RESOURCES

Websites:

Zero to Three Interactive Brain Map
https://www.zerotothree.org/resources/529-baby-brain-map

CT OEC Supporting All Children Using the CT ELDS: Dual Language Learners
https://www.ct.gov/oec/lib/oec/DualLanguageLearnersFinalMar17_2016.pdf

Frank Porter Graham Connect Module #6:https://www.connectmodules.dec-sped.org/connect-modules/learners/module-6/

CELL – The Center for Early Literacy Learning http://www.earlyliteracylearning.org

A Closer Look at Observation Methods, Tools and Techniques

https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam)/03%3A_Using_Observation_Methods_Tools_and_Techniques_to_Gather_Evidence/3.04%3A_A_Closer_Look_at_Observation_Methods_Tools_and_Techniques

Top 11 Communication Skills (For your Life and Career)
https://novoresume.com/career-blog/communication-skills

<u>Videos:</u>

Serve & Return Interaction Shapes Brain Circuitry:

12/13/2022 JP and LN

https://www.youtube.com/watch?v=m_5u8-QSh6A&feature=youtu.be

Dad talking with toddler
https://www.youtube.com/watch?v=0IaNR8YGdow

The Linguistic Genius of Babies
https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies

Eastern CT State University: Videos
Supporting English Language Learners in the Preschool Classroom
https://www.easternct.edu/center-for-early-childhood-education/e-clips/supporting-english-language-learners.html

Talking Matters: Bilingual Language Development and Disorders https://www.youtube.com/watch?v=DJVz0rNJ0BA

Articles:

NAEYC/IRA Joint Position Statement on Learning to Read and Write https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF

Mem Fox Read Aloud Commandments
https://memfox.com/for-parents/for-parents-ten-read-aloud-commandments/

Challenging Common Myths about English Language Learners published by The Foundation for Child Development
https://www.fcd-us.org/assets/2016/04/MythsOfTeachingELLsEspinosa.pdf

Colorin Colorado: Reading 101 for English Language Learners; https://www.colorincolorado.org

Public Schools of North Carolina : What to Look for in a High-Quality, Literacy-Rich, Inclusive Pre-Kindergarten and Kindergarten Learning Environment

12/13/2022 JP and LN

https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/What%20to%20Look%20for%20in%20a%20Quality%20Literacy-Rich%20Preschool%20Learning%20Environment.pdf

Literacy Rich Environments with adaptive materials from Reading Rockets
https://www.readingrockets.org/article/literacy-rich-environments

Young Children (1998) What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.621.3677&rep=rep1&type=pdf

Prieto, Beyond the Journal (2009): One Language, Two Languages, Three Languages . . . More?:
https://www.smartbeginningsse.org/wp-content/uploads/2016/03/esl_infant-toddlers.pdf

Understood.org Understanding Language Disorders: https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/communication-disorders/understanding-language-disorders

Learning Disabilities Association of America: https://ldaamerica.org/types-of-learning-disabilities/dysgraphia/

Developmental Stages of Writing
https://www.uab.edu/education/studentteaching/images/docs/student/developmentalstagesofwriting.pdf

Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice :
https://eclkc.ohs.acf.hhs.gov/culture-language/article/dec-position-statement-cultural-linguistic-responsiveness#intro

Dual Language Learners in Early Childhood Settings: http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual_Language_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf

Language at Home and in the Community: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/language-home-teachers-eng.pdf

Audio:

Transcription from NPR – Old Fashioned Play Builds Serious Skills
https://www.npr.org/templates/story/story.php?storyId=19212514&sc=emaf?storyId=19212514&sc=emaf

12/13/2022 JP and LN

Children's books:

- My Brother Charlie by Holly Robinson Peete
- Rocky the Raccoon and Other Woodland Friends by Roger Priddy
- My Friend Isabelle by Eliza Woloson
- I Hate English by Ellen Levine
- People by Petere Spier
- Smile for Auntie by Diane Paterson
- The Listening Walk by Paul Showers
- What Do You Do With a Tail Like This? By Steve Jenkins
- Pancakes for Breakfast (and other wordless books) by Tomi dePaolo

Toddler video read aloud of Little Pea with CLOZE technique https://www.youtube.com/watch?v=0wg017Dc9N0

Video reading of children's books : www.Storylineonline.net

Additional Resource:

Early Language and Literacy Classroom Observation (E.L.L.C.O.)

12/13/2022 JP and LN

SAMPLE SYLLABUS
ECE E231 – EARLY LANGUAGE AND LITERACY DEVELOPMENT

Instructor: _____ **Office:** _____
Telephone: _____ **Office Hours:** _____ or by app't
E-mail:

Text: _____

Evaluation and grading:

Assessments and Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	Introductions What is language? What is literacy? Discuss your memories, thoughts, and feelings concerning baby games and classic language play.	C.O. 1		
2	Review of the language and literacy standards in the CT ELDS	C.O. 3	*Sort a list of language and literacy activities into Expressive or Receptive categories	
3	Infant toddler oral language development *View video of infants' and toddlers' emergent oral language production including children with disabilities, developmental delays, language and cultural differences.	C.O. 1		
4	Preschool Years and Growth Systems Affecting Early Language Ability View the Wug Test	C.O. 1		
13	Developing a Literacy Environment	C.O. 2	*Evaluate a classroom literacy environment for strengths and challenges.	
5	The role of Play in language and literacy development	C.O. 4	Reflect upon and analyze the role of play when planning for the language and literacy development of young children	

12/13/2022 JP and LN

6	Understanding Differences and Achieving Language and Literacy Goals Through Programming	C.O. 3	Create a learning experience to promote oral language skills for English and non-English speaking children. It should include accommodations for children with developmental delays and be reflective of a language and literacy standard from the CT ELDS	
7	Concepts including Concepts of print, print awareness, and alphabetic principle	C.O. 5	Create a learning experience to promote understanding of the Concepts of Print	
8	Children and Books	C.O. 6	*Review and evaluate a variety of genres of children's books including books reflecting children with disabilities, developmental delays, language and cultural differences.	
9	Group times Conversations	C O. 2, 3		
11	Poetry and Flannel stories Puppetry and beginning drama experiences	C.O. 7		
12	*Presentations of a story using either puppets or flannel board materials.	C.O.7		
14	Early mark-making and the Stages of Writing Development	C.O. 8	*Evaluate children's writing samples and identify the stages of writing based on those samples.	
10	Parent-centered Partnership	C.O. 9	Develop activities for parents to extend literacy experiences into their home.	
15	Read Aloud Presentation	C.O. 7		
16	Final			

12/13/2022 JP and LN

* Key Experiences.