

**Three Rivers Community College  
ECE K231 Early Language and Literacy Development  
Course Materials**



**Dr. Jennifer DeFrance**  
[jdefrance@trcc.commnet.edu](mailto:jdefrance@trcc.commnet.edu)  
Phone Number: 860-215-9421  
Office Number: C110

Office Hours: Monday and Wednesday mornings  
or by appointment

**Course Description:**

Prerequisite: ENG K101, ECE K101 and ECE K182 are recommended.

The course introduces candidates to language and literacy development in the young child from birth to eight years old. Candidates will explore the early childhood language arts curriculum including speaking, listening, writing, and reading skills. An emphasis will be on the influence of child development milestones on an emerging literacy development. This course will also include experience in the creation of a literacy rich environment that engages children in developmentally appropriate language areas.

**Required Texts:**

Barone, Diane M., Mallette, and Hong Xu, S. Teaching Early Literacy: Development, Assessment and Instruction. Gilford Press, 2005.  
ISBN: 1593851065

Genishi, Celia and Haas Dyson, A. Children Language and Literacy: Diverse Learners in Diverse Times. NAEYC, 2009.  
ISBN: 9780807749746

Additional readings will be assigned throughout the semester.

**Course Objectives:**

- Develop an understanding of the diverse theoretical frameworks of child development.
- Increase understanding of child behavior (both typical and atypical) and how children differ in their development and approaches to learning.
- Understand and interpret how children grow and develop through successive stages, including all developmental domains.

**Course Outcomes:**

- Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice.
- Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)
- Candidate will analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.a and 2.c)
- Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)

**General Education Goals:**

- Candidates will develop the skills and abilities to communicate effectively in writing.
- Candidates will develop information literacy to assess what information is needed to answer questions and to retrieve, evaluate, and use that information effectively.

**Points given for requirements are as follows:**

Please use this as a tool to keep a record of your progress in this course.

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grade Received</b>
Literacy Curriculum Assignment	100		
Learning Experience Plans	100		
First Test	50		
Second Test	50		
Third Test	50		
Participation ( <i>weekly discussions</i> )	30		
Reading Observation Assignment	20		
<b>Total</b>	<b>400</b>		

**Final Grade:**

To determine your final grade take the total number of points awarded and review the following breakdown.

- A            351 – 400 points
- A-          331 – 350 points
- B+          301 – 330 points
- B            276 – 300 points
- B-          251 – 275 points
- C+          226 – 250 points
- C            201 – 225 points
- C-          176 – 200 points
- D            anything below 175 points

**Three Rivers Community College**  
**ECE K231 Early Language and Literacy Development**  
**Resource List**

\_\_\_\_\_ (2010). 20 key milestones. *Parent and Child*.

*ACEI Exchange*. News and Communications from the ACEI Community

Alleyne, C.J. (2013). *Early Literacy Development: A focus on preschool*. Connecticut State Department of Education. Bureau of Early Childhood Education and Social Services.

*Alliance for Childhood* [www.allianceforchildhood.org](http://www.allianceforchildhood.org)

Backus, K., Evans, L. & Thompson, M. (2002). *25 terrific art projects based on favorite picture books*. Scholastic, Inc.

Barone, D. M., Mallette, M. H. & Hong Xu, S. (2005). *Teaching early literacy: Development, assessment and instruction*. The Guildford Press.

Brickmayer, J., Kennedy, A. & Stonehouse, A. (2008). *From lullabies to literature: Stories in the lives of infants and toddlers*. Washington, DC: NAEYC.

Calderon, M., Slavin, R., Sanchez, M. (2011). *Effective instruction for English Learners*. The Future of Children 21 (1).

Canizares, S. (2008). For the love of words. *Scholastic Early Childhood Today*.

Children's Book List. [www.semhsoc.org](http://www.semhsoc.org)

Choo, C. M. (April, 2009). Listening and responding to child talk. *Suite 101*.

Choo, C. M. (April, 2009). Reading begins with oral proficiency. *Suite 101*.

Christ, T. and Wang, X.C. (2010). *Bridging the Vocabulary Gap: What the research tells us about vocabulary instruction in early childhood*. Research in Review. Young Children. NAEYC.

Coiro, J. (March, 2003). Why read aloud. *Scholastic Early Childhood Today*.

Colker, L.J. (2008). *Family Involvement: A key ingredient in children's reading success*. Reading is Fundamental Newsletter.

*Connecticut Charts A Course* – Resources, articles and trainer materials

Connecticut DOE. (1999). *The Connecticut Framework: Preschool Curricular Goals and Benchmarks*.

Cooper, J.L., Masi, R. and Vick, J. (2009). *Social-emotional Development in Early Childhood: What every policymaker should know*. National Center for Children in Poverty. August.

Dickson, D. K. & Tabors, P. O. (2001). *Beginning literacy with language*. Brooks Publishing Co., Inc.

Doyle, R.P. (2010). Books: Challenged or Banned in 2010 – 2011. [www.ala.org/bbooks](http://www.ala.org/bbooks)

*Early Childhood Learning and Knowledge Center (ECLKC)*

Evans, J. (June 2009). Teaching kids to read three letter words and beyond. *Suite 101*.

Gandara, P. (2010). *The Latino education crisis*. Educational Leadership, 67.

Genesee, F., Lindholm-Leary, K., Saunders, W. and Christian, D. (2005). *English language learners in US schools: An overview or research findings*. Journal of Education for Students Placed at Risk. 10.

Gibson, A. (2009). *Storytime: Share a good book*. Scholastic, Inc.

Goldenberg, C. (2008). *Teaching English language learners: What the research does – and does not say*. American Educator, 32.

Jalongo, M. R. (2004). *Young children and picture books*. (2<sup>nd</sup> ed.). Washington, DC: NAEYC.

Lenart, C. (July, 2009). Storytelling builds character; Instills virtue. *Suite 101*.

Maclean, J. (2008). *Library preschool storytimes: Developing early literacy skills in children*.

Martin, L.E. and Thacker, S. (2009). *Teaching the Writing Process in Primary Grades*. Young Children, NAEYC.

McNair, J. C. (2007). *Using Children's Names to Enhance Early Literacy Development*. Young Children, NAEYC.

*NAEYC Position Statement*. (May 1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children.

*NAEYC Position Statement*. (Spring 2004). Code of Ethical Conduct: Supplement for early childhood adult educators.

National Institute for Literacy (2006). *A child becomes a reader: Proven ideas from research for parents*.

National Research Council. (1999). *Starting out right: A guide to promoting children's reading success*. National Academy Press.

Neugebauer, B. (2011). *Going One Step Further: No traditional holidays*. Exchange, Beginnings.

Neuman, S., Copple, C. & Bredekamp, S. (2000). *Learning to read and write: Developmentally Appropriate practices for young children*. Washington, DC: NAEYC.

Neuman, S., Copple, C. & Bredekamp, S. (2001). *Phonological Awareness in Young Children*. Washington, DC: NAEYC.

- Novelli, J. (2003). *Teaching with favorite Dr. Seuss books*. Scholastic, Inc.
- Orenstein, P. (2010). *Kindergarten Cram: Crisis in Kindergarten*. New York Times.
- Owocki, G. (1999). *Literacy through play*. Heinmann.
- Owocki, G. (2001). *Make way for literacy: Teaching the way young children learn*. Washington, DC: NAEYC.
- Perry, B.D. (2006). *How young children learn language*.
- Rafferty, L.A., Budin, S. and Ramos-Zagarrigo, A. (2012). *Using Picture Books for Children with and at risk for Reading Disabilities*. Association for Childhood Education International. Vol.9, No.3.
- Rankin, L. (1991). *The handmade alphabet*. Scholastic, Inc.
- Roberts, L.C. and Hill H.T. (2003). *Children's books that break gender role stereotypes*. Young Children's Journal. NAEYC.
- Roberts, R. (2007). *The meaning of marks: Understanding and nurturing young children's writing development*. Child Care Exchange.
- Schickedanz, J. A. (1999). *Much more than ABC's*. Washington, DC: NAEYC.
- Schickedanz, J. A. & Casebergue, R. M. (2004). *Writing in preschool: Learning to orchestrate meaning and marks*. International Reading Association, Inc.
- Schickedanz, J.A. (2008). *Increasing the Power of Instruction: Integration of language, literacy, and math across the preschool day*. NAEYC: Washington, DC.
- Spiegel, A. (2008). *Old-fashioned Play Builds Serious Skills*. NPR Your Health. September.
- Strasser, J. and Seplocha, H. *Using Picture Books to Support Young Children's Literacy*. Article 45. Annual Editions (2012).
- Strickland, D. and Riley-Ayers, S. (2006). *Early Literacy: Policy and practice in the preschool years*. National Institute for Early Education Research (NIEER): Rutgers University.
- Tabors, P. O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Brooks Publishing Co., Inc.
- Thomas, M.S.C. and Johnson, M. *New Advances in Understanding Sensitive Periods in Brain Development*. Article 6. Annual Editions (2012).
- Trelease, J. (1995). *The read-aloud handbook: Including a giant treasury of great read-aloud books*. (4<sup>th</sup> ed.). The Penguin Group.

Troyan, F.J., Davin, K., Donato, R. and Hellmann, A. (2012). *Integrated Performance Assessment (IPA) in an Elementary School Spanish Program*. Association for Childhood Education International. Vol.24, No.3.

Tyre, P. (2013). *5 Skills Kids Need before They Read*. Article 8. Annual Editions

Underhill, A. (2010). *Pronunciation: the poor relation?* THINK articles.

University of Connecticut. *All Children Considered*. Newsletter

Vitiello, V.E. (2013). *Dual Language Learners and the CLASS Measure*. Research and Recommendations.

Zepeda, M., Castro, D.C. and Cronin, S. (2011). *Preparing early childhood teachers to work with dual language learners*. Child Development Perspectives, 5,1.

Zigler, E. F., Zigler, D. G. & Bishop-Josef, S. J. (2004). *Children's play: The roots of reading*. National Center for Infants, Toddlers and Families.