

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

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**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:**

Machado, Jeanne. Early Childhood Experiences in Language Arts (10<sup>th</sup> Ed). Thompson Delmar Learning. 2013.  
ISBN: 9781111832612

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 be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. (Goal1)
- Candidates will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives. (Goal 4)

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

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grade Received</b>
Literacy Assignment	100		
Lesson Plans	100		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 14)	75		
Third Test (Chapters 15 – 19)	75		
Attendance	40		
Participation ( <i>article reviews included</i> )	40		
Reading Observation Assignment	20		
<b>Total</b>	<b>500</b>		

**Final Grade:**

Your final grade is calculated by dividing the number of points by 500 (to get a number out of 100).

B+	87 - 89	A	93 - 100	A-	90 - 92
C+	77 - 79	B	83 - 86	B-	80 - 82
D+	67 - 69	C	73 - 76	C-	70 - 72
F	under 59	D	63 - 66	D-	60 - 62

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**Course Content and Study Guide**

<b>Week</b>	<b>Date</b>	<b>Activities / Assignments</b>	<b>Reading</b>	<b>Key Concepts</b>	<b>NAEYC</b>
1	8/27	Orientation / Review Course Syllabus / Article Review Activity Reading Observation Assignment		confidentiality participation	Supportive Skill 1 & 4
2	9/1	<b>No class on Monday</b> Review Literacy Assignment Article Review: <u>Story time</u>	Chapter 1	language and communication	Standards 1.a., 3.a., 4.a., & 5.c. Supportive Skill 4 & 5
3	9/8	Article Review: <u>Why Read Aloud?</u>	Chapters 2 and 3	beginning literacy	Standard 1.a. & 4.a.
4	9/15	Article Review: <u>20 Key Language Milestones</u> and <u>Speech and Language Development</u>	Chapters 4 and 5	diversity	Standard 3.a., 3.b., & 4.c.
5	9/22	Handout Take Home Test One	Chapters 6 and 7	teaching strategies	Standard 1.a., 3.b. & 4.c.
6	9/29	<b>Test One Due</b> Review Language and Literacy Final Presentations	Chapter 8, 9 and 10	storytelling	Standard 1.b., 2.a. & 4.a. Supportive Skills 1 - 5
7	10/6	Article Review: <u>Listening and Responding to Child Talk</u> and <u>Storytelling Builds Character</u> <b>Reading Observation Due</b>	Chapters 11 and 12	poetry	Standard 1.b., 1.c., 4.d., & 5.a. Supportive Skills 1 - 5
8	10/13	Review Lesson Plans Article Review: <u>Teaching Kids to Read</u>	Chapters 13 and 14	dramatic play	Standard 2.c., 4.b., & 5.c.
9	10/20	<b>Test Two</b>			Supportive Skills 1 - 5
10	10/27	<b>Literacy Assignment Due</b>	Chapters 15 and 16	writing centers	Standard 1.b. & 4.d.
11	11/3	Article Review: <u>Vocabulary Building and Reading Begins with Oral Proficiency</u>	Chapter 17, 18 and 19	reading instruction	Standard 1.c., 3.a., & 4.b.
12	11/10	Dual Language Learners / Bi-Lingual Literacy			
13	11/17	<b>Test Three</b>			Supportive Skills 1 - 5
14	11/24	<b>No Class on Wednesday or Friday</b> Work on Group Presentations			Standard 2.c., 3.a., 4.b., & 5.a.
15	12/1	<b>Language and Literacy Event at TRCC – Friday Dec. 5th 5:00-7:00 Final Presentations</b>			Supportive Skills 1 - 5

This syllabus is subject to change. Any changes will be announced in class.

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**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.
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- 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.

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