

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

Fall 2015



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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:

Machado, Jeanne. Early Childhood Experiences in Language Arts (10th 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)

Policies:

As part of the course, candidates will be required to spend **additional time observing** and/or working with children in actual or simulated child development settings.

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on an individual basis.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests is not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

It is assumed that all other assignments will be completed and turned in on time. Ten points will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a candidate's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive

instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

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

Points given for requirements are as follows:

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

| Assignment | Points | Due Date | Grade Received |
|--|---------------|-----------------|-----------------------|
| Literacy Portfolio Assignment | 100 | | |
| Learning Experience / Lesson Plans | 100 | | |
| Reading Observation Assignment | 50 | | |
| English Language learners Presentations | 50 | | |
| Online Modules (5 x 10) | 50 | | |
| First Quiz | 20 | | |
| Second Quiz | 25 | | |
| Third Quiz | 25 | | |
| Attendance | 40 | | |
| Participation (<i>article reviews and Brain Connection reviews included</i>) | 40 | | |
| Total | 500 | | |

Final Grade:

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

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

Three Rivers Community College
ECE K231 Early Language and Literacy Development
Course Content and Study Guide

| Week | Date | Activities / Assignments | Reading | Key Concepts | Standards |
|------|-------|---|--------------------|----------------------------------|--|
| 1 | 8/31 | Orientation / Review Course Syllabus / Article Review Activity Review Reading Observation | | confidentiality participation | Common Core (CC) NAEYC standards and skills |
| 2 | 9/7 | No class on Monday Review Module and Article review Review Literacy Portfolio Brain Connection (pg. 17) | Chapter 1 | language and communication | L.CCR 3 Standards 1.a., 1.b., 3.a., 4.a., & 5.c. Supportive Skill 4 & 5 |
| 3 | 9/14 | Article Review: <i>Why Read Aloud?</i> www.memfox.com | Chapters 2 and 3 | beginning literacy | L.CCR 4 and 5 Standard 1.b., 1.c., 1.f. and 2.e. |
| 4 | 9/21 | Brain Connection (pg. 110) UMass Module 2 Review Learning Experience / Lesson Plans | Chapter 4 | diversity | Standard 2.a. and 2.d. Supportive Skill 5 |
| 5 | 9/28 | No class Wednesday Review English Language Learners (ELL)Presentations | Chapters 5 and 6 | literacy goals | SL.CCR 3 Standard 2.a., 2.g. and 2.j. |
| 6 | 10/5 | Quiz One UMass Module 6 Article Review: <i>Listening and Responding to Child Talk</i> | Chapter 7 | listening skills | SL.CCR 2 Standard 2.d., 2.e., 2.f. and 3.f. Supportive Skills 1- 5 |
| 7 | 10/12 | No class Monday UMass Module 8 Reading Observation Due | Chapter 8 | books | Standard 2.e. Supportive Skill 5 |
| 8 | 10/19 | Article Review: <i>Teaching Kids to Read</i> | Chapters 9 and 10 | storytelling | Standard 2.e. and 3.g. |
| 9 | 10/26 | Quiz Two | Chapter 11 | literacy tools | Standard 2.j. Supportive Skills 1 - 4 |
| 10 | 11/2 | UMass Module 11 Literacy Portfolio Due | Chapters 12 and 13 | speech | SL.CCR 1 and 6 L.CCR 1 Standard 2.a., 2.d. and 2.e. Supportive Skill 5 |
| 11 | 11/9 | Article Review: <i>Vocabulary Building</i> UMass Module 9 | Chapters 14 and 15 | writing | Standard 2.e. Supportive Skill 5 |
| 12 | 11/16 | Quiz Three | Chapter 16 | environment | Standard 2.h., 3.a. and 3.d Supportive Skills 1- 4 |
| 13 | 11/23 | Learning Experience / Lesson Plans Due No Class on (Wednesday or) Friday | | curriculum | Supportive Skills 1- 5 |
| 14 | 11/30 | Article Review: <i>Reading Begins with Oral Proficiency</i> | Chapter 17 | family partnership | Standard 7.a. and 7.b. |
| 15 | 12/7 | Literacy Reading Test (practice only) ELL Presentations Due | | college theme | Supportive Skills 1- 5 |

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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

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*.

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
- 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*. (2nd 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*. (4th 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.

**Three Rivers Community College
ECE K231 Language and Literacy for Young Children
Reading Observation Assignment**

Course outcomes addressed:

Understand the variety of techniques available to encourage young children's language and literacy development.

Course goals addressed:

Use developmentally effective teaching and learning strategies and have sound knowledge of academic disciplines or content areas to give children experiences that promote development and learning. (NAEYC Standard 1.a)

Candidates are required to complete 5 - 6 hours of observation for this assignment (ECTC candidates only).

The purpose of this assignment is to offer candidates a hands on learning opportunity, where you can observe the concepts covered in this course. Candidates are encouraged to use all prior experiences with young children and families as a basis for this assignment, but it is important to show an understanding of the concept(s) and provide details to show how each of the parts of the assignment are applied. Beware that this assignment may require **more than one visit** to the program as you have multiple concepts that you must observe.

If possible, ask the director / teacher at the setting for brochures, program information and handouts to support your observation (see question one below). In some cases teachers may have time to meet with you; in other visits the teacher may not be able to meet at all. *Be courteous and appreciative about the opportunity offered to you by the center staff. Remember confidentiality!*

Assignment Requirements:

You are required to observe **a group care settings** in which a child(ren) are being read to. Settings include center based child care, home based settings, library story times, etc. This must be in observation format (you **cannot** be the one doing the reading) as it will allow you to observe details that would be missed if you also needed to focus on the book.

I recommend you arrive prior to the reading time to observe the transition to the activity as well as including time for questions to be answered that will help you answer the question below.

The information that must be included:

Introduction:

1. Introduction of the setting you visited. Details about the program, environment, staff, children, etc. must be included to give the overall feeling of the observation. Include the center name, location, mission and / or philosophy, and any additional information you gathered from the program brochure(s), conversation with staff, etc.

Observation of the Environment:

2. Describe your initial reactions as you entered the environment.
3. Describe how children transitioned to the activity. Was the space, teacher / reader and children prepared?

Observation of the Relationships:

4. Teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive and culturally sensitive. *Explain how you saw these components addressed in the observation.*

Reading Experience:

5. What story was read? *Include title and author.* How was the story chosen?
6. Describe, in detail, what happened during the reading. *What did the teacher / reader doing and saying? What were other adults doing? What were children doing? Was there interaction between reader and child(ren)?*
7. How did the reader accommodate diversity (language, culture, etc.)?

Other helpful notes:

The format of the paper requires you to complete all questions that are relevant to your experience. As this is about the *process* not the product, set up of the final document is up to you. You will need to support your answers with extra details as the more specific you are with your answer the more you will be able to show understanding.

You may also have the option of reviewing a sample from a previous student so check with your instructor. This is for reference only, so only a partial assignment may be available to you.

You may also have the availability of submitting a rough draft / outline of your assignment so check with your instructor. This will be accepted no later than two weeks prior to the assignment due date. The purpose will be to review your progress and make suggestions for you to apply for your final submission.

**ECE K231 Language and Literacy for Young Children
Reading Observation Assignment – Grading Expectations**

| | Exceeds Expectations (10 points) | Meets Expectations (7 points) | Needs Improvement (4 points) |
|---|--|--|--|
| Assignment requirements NAEYC Skill 3 | Written and verbal skills. Well organized, submitted on time and was well written without any grammatical errors. Neatly typed, interesting presentation and included relevant details. | Written and verbal skills. Assignment was turned in on time, had some minor grammatical errors and was presented in a readable style. | Written and verbal skills. Assignment was missing some pieces, had some grammatical errors. Included little to no relevant details of the reading experience. |
| Introduction NAEYC Standard 6.c. | Engaging in continuous, collaborative learning to inform practice. Observations provide details of the program’s unique features including location, staffing, and class demographics. Included the mission and philosophy and the impact this has on the environment, reading experience and interactions with children. | Engaging in continuous, collaborative learning to inform practice. Descriptions include details that identify the program including location, staffing, and demographics. Included some information about the impact the mission and / or philosophy have on the experience. | Engaging in continuous, collaborative learning to inform practice. Some details are provided about the program but are limited in nature. Needed to include information about the mission and / or philosophy as it applies to the setting. |
| Environment NAEYC Standard 1.a | Knowing and understanding young children’s characteristics and needs. Applied and provided a detailed description of how the environment supports child development. Included reactions that were supported by relevant details about transitions, personal and child reactions, as well as the educator’s preparation. | Knowing and understanding young children’s characteristics and needs. Included details about the preparation and reactions of children to the environment. | Knowing and understanding young children’s characteristics and needs. Missing information about the role the environment has on the reading experience. Needed to support opinions with details. |
| Relationships NAEYC Standard 4.a | Understanding positive relationships and supportive interactions as the foundation of their work with young children. Demonstrated an understanding of the importance of building relationships with children. Clearly identified the ways the educator was responsive, attentive, and supportive of the child. | Understanding positive relationships and supportive interactions as the foundation of their work with young children. Identified some of the ways the educator tried to build relationships with children. Included some information about the ways the educator was responsive, attentive, and / or supportive of the child. | Understanding positive relationships and supportive interactions as the foundation of their work with young children. Focused on the story and an individual student versus the teacher and / or the relationship. Did not include any reflection about the importance of building relationships with children. |
| Story Information | Included details about the story and how it was chosen. Was able to make connections to the steps the educator took during the experience including the introduction, involvement of children in experience, answering questions, etc. Included relevant details about how diversity was included in the experience. | Included the title and author of the story read to the group. Identified the possible connection to the story and its purpose as well as including information about the steps the educator took during the experience. Included limited details about how diversity was included in the experience. | Missing information about the story read to the group. Needed to include information about the way the story was introduced, involvement of children in experience, answering questions, etc. Little to no mention was made about diversity. |

Grading: This assignment includes a possible maximum of 50 points.

**Three Rivers Community College
ECE K231 Child Development
Reading Observation Document**

ECE 231 includes an Observation Assignment as part of its formal assessment.

The purpose of this assignment is to offer candidates an out of class learning opportunity, where you can observe the concepts covered in this course. Candidates are encouraged to use all prior experiences with young children and families as a basis for this assignment, but it is important to show an understanding of the concept(s) and provide details to show how each of the parts of the assignment are applied. Beware that this assignment may require **more than one visit** to the program(s) as you have multiple concepts that you must observe.

If possible, ask the director / teacher at the setting for brochures, program information and handouts to support your observation (see question one below). In some cases teachers may have time to meet with you; in other visits the teacher may not be able to meet at all.

You are required to observe **at least two separate settings** in which a child(ren) are being read to. Settings include center based child care, home based settings, library story times, etc. This must be in observation format (you **cannot** be the one doing the reading) as it will allow you to observe details that would be missed if you also needed to focus on the book.

| | Observation Place(s) | Date(s) | Time(s) | Signature(s) |
|----------------------------------|-----------------------------|----------------|----------------|---------------------|
| Reading Observation One | | | | |
| Reading Observation Two | | | | |
| Reading Observation Three | | | | |

This assignment and the corresponding 15 hours of observation are **required for students who are applying for an ECTC (please see the back of this document)**. Maintenance of this assignment and observation documentation is the responsibility of the student, not the instructor nor the college.

Information about the ECTC

The Early Childhood Teacher Credential (ECTC) is a competency-based credential awarded by SDE to individuals at the Associate and Bachelor's degree level. Individuals can apply for an Infant/Toddler ECTC, a Preschool ECTC or both. The difference is a few credits, in particular students planning to get both at TRCC are required to take both Infant Toddler courses (ECE 141 and ECE 241) as their ECE electives. These courses have the required additional 100 observation hours as required for the ECTC .

The purpose of the ECTC is to provide teachers with a pathway to demonstrate their expertise. Research demonstrates that qualified staff with specific training in early childhood makes a difference for children, families, and program quality. Through the ECTC CT is able to ensure that our colleges are providing students with experiences that build expertise in alignment with standards and that they receive specific training in early childhood, not just a degree.

Teachers will be awarded an ECTC through Connecticut Charters-A-Course by graduating from an **approved** institution of higher learning, which TRCC is included in. TRCC has been approved as of fall 2013 to award an ECTC in infant/toddler or Preschool or both at Level A. Every candidate must first enroll in the CT Charters-a-Course Registry by submitting a Registry Participant Education and Training Report along with official copies of all college transcripts. TRCC will submit a list of all graduates (upon completion of the ECE AS degree) to CCAC.

Worth noting is that teachers not graduating from approved institutions may still be awarded an ECTC by following the Individual Review pathway. For more information on CT's Early Childhood Educator Requirements please visit:

http://www.sde.ct.gov/sde/LIB/sde/pdf/deps/readiness/SR/GP_13_04.pdf

Three Rivers Community College
ECE K231 Early Language and Literacy Development
Literacy Portfolio Assignment

Course Objectives:

Develop a literacy-rich environment with consideration for the diverse needs of young children and their different learning styles.

Course Outcomes:

Candidates will be able to promote language development through a print rich environment and identify teaching techniques and activities that promote language and literacy acquisition for all young children. (NAEYC 5.a.)

Candidates will understand the importance of connecting children's language and culture to the early childhood program to create respectful, reciprocal relationships with families and the community. (NAEYC Standard 2.a., 2.b. and 2.c.)

It is important that when you work with young children that you promote their early language and literacy development. The most common way we promote this development is through the environment and interactions with children. To become a better early care educator you should be prepared with a wide range of resources to use with young children that are age and developmentally appropriate. *Be sure to use any resources available to you, including your textbooks, on line, libraries, etc.*

You may want to explore the Language and Literacy information guide available at <http://trcc.commnet.libguides.com/k231earlylanguage>

For each section, as appropriate, you will need to identify materials for a variety of different aged children (infant, toddler, preschooler, kindergartener and primary school) we will be exploring in class. You may also chose to focus on a specific age group, targeting the age group you plan to work with in the future, but there should be materials identified as appropriate for a variety of different skills and developmental abilities relevant to that age / grade.

A. Overview

You need to develop a summary of the resources included in the assignment. Your name, intended purpose of this resource and the basic premise you have for the assignment must be included. I want to know what was the direction you used?, challenges?, supports? and overall opinion of the process you went through completing this assignment. *This is only a paragraph or two in length.*

B. Fifteen quality children's books

For each entry you will need to include all the necessary bibliographical information. Please note that you cannot duplicate authors more than once.

Remember the key is quality.

You then write a brief narrative for each book that includes:

- the reason you picked this book,
- age group appropriate for and why,
- identification of the specific language and literacy skills the book promotes as appropriate to the specified age group,
- important characteristics of the story and
- possible ways you would introduce and / or use the story with children.

C. **Fifteen** planning resources

This section will need to include all the necessary information about the resources you have access to that supports your collecting information about language and literacy for young children. These resources can be places, websites, textbooks, people, etc. But they must be educational in nature and include a wide variety of different resources.

For each resource you will need to include:

- the resource you identified (if a book then include the citation)
- the reason you picked this resource / website / person / etc.,
- a quick overview of the material(s),
- what age group you would use it with and why, and
- if appropriate, a reference to the relevant language and literacy skills it promotes.

You should research local, state and national sources and include these, as appropriate, in this section. Your textbook will help you here. Again, be creative and remember the key is quality.

D. **Fifteen** activities

These are possible activities (cooking activity, finger play, movement activity, song, materials to explore, etc.) that you would want to do with children to promote language and literacy skills. This section will need to include all the necessary information about the places you collected these ideas from and again they should be different (no duplications) and, as appropriate, cite the source of the activity / curriculum idea.

For each activity you will need to include, as appropriate:

- the curriculum idea or activity,
- the source of the idea,
- a small part or clear explanation of the activity,
- the reason you included the activity,
- age group it would be appropriate for,
- a quick overview of the purpose of the activity, and
- a reference to the language and literacy skills it promotes.

Be creative, you must include the many different types of ways that children learn as they play. Use the information from section C as possible resources for these activity ideas. You cannot use more than two examples from one resource.

E. Fifteen Articles

At the end of the assignment you are asked to include articles regarding language and literacy skills and related information. You need to include a variety of articles (you cannot include articles given in class). Please be sure to consider the many ways articles are useful as they can be used to inform parents, develop new curriculum ideas, research for support with classroom techniques, etc.

You will need to include the actual article or direct link so I can access it online in your paper. For each article you will need to include, as appropriate:

- the source of the article (complete citation),
- who the article would be appropriate for and why,
- a quick overview of the article

**ECE K101 ECE K231 Language and Literacy Development
Literacy Assignment Grading Sheet**

| | Exceeds Expectations (5) | Meets Expectations (4) | Needs Improvement (3) | Insufficient (2) |
|------------------------------------|--|--|---|--|
| Children's Books | Included all relevant information about the book in the citation. Identified correctly an appropriate age group as well as the literacy skill being promoted. Description provides detail of the book's unique features, specific enough to allow for future reference, and showed familiarity with the story. Choices were of high quality as displayed through the exploration of children's book awards. Utilized a variety of different sources for finding the books. Choices showed an awareness of meeting the needs of a diverse learning population. | Cited reference information, with minor errors. Descriptions include details that identify the reasons why the book was chosen and information about the story. Most selections identified appropriate literacy components as it pertains to the selected age group. Selections were taken from a variety of sources and most were high quality. | Citations were incomplete. Some details are provided about the books but not enough to identify what literacy goals are being addressed. Missing relevant information. Sources weren't very diverse. | Citations were missing and / or incomplete. Not enough information provided to show awareness of the story. Most books were collected from one source. |
| Educator Resources | Included all relevant information about the book in the citation. Identified correctly the appropriate age group(s) and range of literacy skills that the resource could be used for. Description provides detail of the where the book was collected from, some specific curriculum ideas and showed familiarity with the resource. Choices were of high quality as displayed through the variety of standards identified, specific to state and accreditation requirements. Choices showed an awareness of curriculum development designed for a diverse learning population. Utilized a variety of different sources for finding the resources. | Cited reference information, with minor errors. Descriptions include details that identify the reasons why the resource was chosen and appropriate literacy components as it pertains to the selected age group. Selections were taken from a variety of sources and most were high quality. | Citations were incomplete. Descriptions weren't clear or didn't identify the literacy component for curriculum development. Goals weren't specific to the age group(s) identified. Didn't include enough information. | Citations were missing and / or incomplete. Not enough information provided to show awareness of curriculum. Literacy wasn't focused on in the selections. |
| Diverse Literacy Curriculum | Included all relevant information about the source of the activity in the citation. Clearly identified specific and diverse literacy goals for children incorporating the wide range of developmental needs of children. Choices were creative, innovative and of high quality as displayed through the variety of developmental domains covered through the curriculum materials. Utilized a variety of different sources for finding the resources. | Cited reference information, with minor errors. Noted and applied some appropriate literacy components as it pertains to the selected age group. Selections were taken from a variety of sources and most were high quality. The range of developmental skills targeted was appropriate. | Citations were incomplete. Choices didn't reflect the understanding of the different methods of literacy development in the curriculum. | Didn't include enough variety or information to meet the curriculum requirement. |

| | | | | |
|--------------------------------------|---|--|--|---|
| Articles | Included all relevant information about the article in the citation. Choices were of high quality as displayed through the variety of topics identified within literacy development. Included articles for a wide variety of purposes, including as a practitioner as well as for use with parents. Utilized a variety of different sources for finding the articles. | Formatting of the citation was appropriate. Choices included a variety of literacy topics and could be used with a variety of populations. Utilized a variety of different sources for finding the articles. | Citations were incomplete. Articles were outdated, inappropriate or showed a lack of understanding of developmentally appropriate practices. Choices included a few different literacy topics. | Provided a limited number of articles, many were missing citations. Some were not literacy based. |
| Basic assignment requirements | Well organized, submitted on time and was well written without any grammatical errors. Neatly typed, interesting presentation. The overview was complete. Utilized correct MLA citation format. Included electronic links that could be accessed easily. | Assignment was turned in on time, had some minor grammatical errors and was presented in a readable style. Some parts were formatted differently and were missing some information. | Assignment was incomplete and had some grammatical errors. Missing critical information and some relevant details. Format was difficult to follow. | Assignment was incomplete, had numerous grammatical errors and wasn't formatted correctly. |

Comments:

Grading: As this assignment is out of a possible 25 points to figure your total grade (out of 100 points as noted in the syllabus) you can multiply your points by 4 so it equates to the total points out of 100.

Three Rivers Community College
ECE 231 Early Language and Literacy Development
Learning Experience / Lesson Plan

**Will
Be
Handed out
Shortly**

**Three Rivers Community College
ECE 231 Language and Literacy
English Language Learners Presentation**

Every year the Learning Across the Board (LAB) Committee identifies an academic theme for the college campus to explore together. The topic is chosen after collecting input from students and faculty. The topic chosen is designed to be broad enough to be meaningful as well as applicable to all academic disciplines and divisions of the college. The topic for this semester is Myths and Legends.

You are expected to identify a topic that best represents the theme, myths and legends in a manner that highlights what you have learned about English Language Learners (ELL). As part of the coursework this semester you have been exposed to many ideas about ELL and this is your opportunity to share one idea that you found interesting (a realized misconception or preconception you had). You will need to include some research and data that supports your position on the topic.

Presentation Requirements:

There are two main reasons for making in-class presentations: sharing what you have learned with your classmates for their educational benefit, and equipping you to make strong and effective presentations to others in the “real world” when you need to. Look at these presentations as a way to build and improve your skills while giving you practice in sharing ideas and making the case for your opinions.

You must develop a poster board that reflects a ‘myth or legend’ to share your information with your peers. Your presentation **must include the following pieces:**

- Title (creative, eye catching and relevant)
- Overview of the myth / legend / etc.
- The foundation for both sides / points of view (before and after) which will be based on the research and must be cited appropriately
- Data that correlates with the topic (you may want to include this in a graph or chart and it must be cited)
- How you plan to use this information
- Pictures, illustrations or other appropriate visually interesting areas
- Next steps or other areas of interest

The poster board should be a tri-fold as you may choose to include this in the end of the semester school wide activity.

You will share these with the rest of the class. As part of this presentation you will be asked to share your ideas in a more detailed manner, giving the class a chance to learn from your research and outcomes.

A good idea is to create a separate set of notes for your presentation; don't rely on just your board as it may have gaps that need to be addressed. I also recommend that students use an outline format as the basis for their presentation. With an outline, you list the major points you will talk about, but you don't write out every word you will say--the danger being that you might revert to reading it. You may want to work on the specifics in your practice rehearsals.

Be prepared to answer questions (and it is absolutely appropriate to say 'I don't know') and go beyond what is in your paper. You should make an effective impression.

**Three Rivers Community College
ECE 231 Language and Literacy
English Language Learners Grading Rubric**

| Criteria | Meets Expectations (5 points) | Needs Improvement (4 points) | Incomplete (2 points) | Missing (0 points) |
|---|--------------------------------------|-------------------------------------|------------------------------|---------------------------|
| Presentation <i>(prepared, included visual aid(s), presented information in a clear format, responded to student questions)</i> | | | | |
| Provided a detailed understanding of the myth or legend | | | | |
| Included the reason / how you related it to ELL | | | | |
| Included different points of view | | | | |
| Included data and relevant research | | | | |
| Included information and possible considerations for parents and / or care givers | | | | |
| Opinions were supported by resources | | | | |
| Expressed enthusiasm for activity | | | | |
| Poster board <i>(was organized, contained all information as noted on the assignment)</i> | | | | |
| Poster board <i>(was visually interesting and connected ELL to the topic)</i> | | | | |
| Total Points (out of 50) | | | | |

Chapter Notes and Study Materials

CHAPTER 1 Beginnings of Communication

Social, emotional, physical, cognitive, environmental factors can influence, promote, and deter growth and development before and after birth. Inherited traits and environment are unique to each child. Language is different than communication as it is only one part of how we communicate. The first factor that influences the learning of language is hearing. Other things that can impact language development is a delay disability with sensory-motor development, environments and overall development. Parent's expectations and attitude can range from thinking infants are passive sub-humans to thinking infants are dynamic, capable learners with curiosity and intelligence. Infants must form attachments to ensure their basic needs are satisfied.

While studying the text the following key words / concepts should be focused on:

communication
 newborns
 gaze coupling
 early influences on language development
 attachment
 language learning theories
 critical brain growth
 responsive care

CHAPTER 2 The Task of a Toddler

Toddlers are action-oriented and this is a period of critical, fast paced growth where they understand more than they can express. They switch from motor and gesturing communication to using symbolic speech. They still need emotional connection with caregiver/parent. They start to speak at about 10 to 22 months and their first word is usually a familiar object or person. Toddler speech utilizes repetition and tries rhythmic play with words and focuses on satisfying wants and desires.

While studying the text the following key words / concepts should be focused on:

symbolic gesturing
 phonology
 syntax
 semantics
 pragmatics
 morpheme
 over-regulation
 conventions of conversations
 introducing toddlers to books
 beginning literacy

CHAPTER 3 **Preschool Years**

Preschoolers show an increase in social play. Joint verbal planning in play with groups of others and may have violent speech and imitate media heroes and bad guys. They brag, boasts, negotiates, compromises, argues, and fantasizes with words. They use language along with lots of noise-making in speech. Preschoolers can be aggressive with words and they start to discuss word meanings with peers. They shift from inner speech to expressed ideas and tests 'taboo' and impact words. They like to rhyme and make believe and have a vocabulary of more than 1,500 words. They show the two types of vocabulary prevalent at this age; receptive vocabulary and expressive vocabulary as children "Live out" action words they hear and exhibit emotions in speech. They realize they can manipulate words and contemplate their parts. Talk to themselves (self-talk) often through the steps of doing something and conversations with peers are often "dual monologues." The advice for educators and parents should provide for 'home-type' dramatic play.

While studying the text the following key words / concepts should be focused on:

- preschoolers
- play
- receptive vocabulary
- expressive vocabulary
- regularization
- overextension
- metalinguistic awareness

CHAPTER 4 **Understanding Differences**

Increasing diversity in U. S. families is causing a widening gap in the educational success of affluent and poor students in reading, math, science, and other school subjects is apparent. English language learners are plentiful and growing in number. Second-Language Learners (ESL) can be poor and live highly populated states. Characteristics include that they are proficient in another language other than English, interact out of school with non-English speakers and realize simultaneous language learning is taking place. Teacher's role is to provide abundant curriculum for speaking and listening and scaffold learning. They use the diverse child as a classroom resource. There are seven ESL program types covered in the text.

While studying the text the following key words / concepts should be focused on:

- planning child-focused and child-sensitive instruction programs
- standard English
- assessment
- speech and language disorders
- articulation difficulties
- auditory processing

CHAPTER 5 **Achieving Language and Literacy Goal**

The language arts consist of four interrelated areas, *listening, speaking writing, and reading*. A fifth area – visual literacy (viewing) is included by some experts. Literacy is the complex interactions between readers and their texts and between what the reader already knew and new information. There is new emphasis upon assessment-based instruction with the No Child Left Behind Act. It suggests what should be addressed by educators during early childhood. NAEYC

(1998) recommends a nurturing adult-child relationship, print-rich environments that focus on sounds and meanings and that we offer phonemic awareness activities. Strong predictors like alphabet knowledge, print concepts, inventive spelling and oral and written language have strong and consistent relationship to later literacy outcomes.

While studying the text the following key words / concepts should be focused on:

- literacy goals
- NCLB Act
- nativists
- language art programming
- portfolios
- child initiated
- webbing

CHAPTER 6 Promoting Language and Literacy

There are four basic teaching functions a teacher must fill. They are a model, provider, interactor and ultimately a balancer. They must also fill the additional functions of observing and recording. Teachers work to develop skills and utilize a variety of methods to deliver the message they want children and parents to receive. They may use extension, expansion and even scaffolding. There are specific questioning tips that help promote specific abilities and strengths in children, open ended questions are the most valuable method to allow for self-exploration of a topic.

While studying the text the following key words / concepts should be focused on:

- extension
- expansion
- closure
- scaffolding
- four different roles of the teacher
- symbolic play

CHAPTER 7 Developing Listening Skills

Teachers need to assess their own listening habits. They need to give undivided attention, give clear directions and explanations and have the ability to gain child group attention with a signal. Activities can attempt to sustain children attention span as well as increase child's ability to follow directions, imitate sound and identify the sounds that make up language. There needs to be purposeful settings for listening. The area needs to be quiet, screened-off with minimal distractions. Must have good lighting and be comfortable. Phonological awareness skills are believed to be predictive of a child's learning-to-read success. Phonological skills include rhyming, segmenting parts of language, identifying beginning sound in words and awareness of alphabet letter sounds. There are five levels of phonemic awareness covered in the text.

While studying the text the following key words / concepts should be focused on:

- types of child listening
- classroom listening centers
- phonemic awareness skills
- levels of phonemic awareness

progression of early language development
 alliteration
 rimes
 onsets

CHAPTER 8 Children and Books

Experience with books is critical to literacy growth, it is perhaps the single most important activity in early childhood. It promotes a wide variety of skills from vocabulary growth, to positive attitude development to familiarity with books for enjoyment. There are many styles of stories and reasons why children's books have developed over time. A narrative is the most common story type read to children. Illustrations play a vital role in the picture book. Children may not know they are drawn, photographed, or created by real people. A wide range of illustrative styles exists. Classroom Book Areas/Centers should be warm and inviting. Include display areas, rules and guidelines, variety of books and teach book care.

While studying the text the following key words / concepts should be focused on:

read alouds
 narrative
 genre
 fiction
 non-fiction
 bibliotherapy

CHAPTER 9 Storytelling

Observe other storytellers. Research stories or create them. Start by relating short stories from one's own life. Make it lively-use gestures. Make it relate to children's experience. Emphasize highly enjoyed story parts. There are a variety of sources for stories from resource books, library books and librarians, picture books, storytelling associations, conferences and parents and grandparents. Selecting considerations are the same for any story, age, values, style, memorable characters. Also select what you like and what appeals to you so you'll display enthusiasm.

While studying the text the following key words / concepts should be focused on:

storytelling
 types of stories
 plot
 story map
 dialogue
 monologue

CHAPTER 10 Poetry

Poetry exposure builds literacy skills, particularly listening skills, rhyme recognition, word pleasure and memory, phonological and phonemic awareness, vocabulary and oral expression. It can promote literacy skills that help word identification and decoding when reading instruction begins. There are a wide variety of types of poetry, many of which have different purposes when introducing them to young children.

While studying the text the following key words / concepts should be focused on:

- poetry
- alliteration
- similes
- metaphors
- personification
- figurative language

CHAPTER 11 Language Growth Through Flannel Boards, Puppetry and Dramatization

Flannel boards can be teacher-made or purchased from commercial sources. Many different shapes and sizes are possible. Commonly wood, an artist's canvas, cardboard, and Styrofoam are used. Coverings are diverse with flannel or felt the most popular.

There are a variety of teacher presentation skills to consider. Practice and check set pieces beforehand, choose a semi-secluded setting and have the pieces be organized, in order of appearance, in lap folder or out of sight. Adjust children's seating if necessary and introduce with a motivational statement. Tell the story (activity) watching for child feedback. Create drama and speak in character's voices while moving pieces on and off the board.

While studying the text the following key words / concepts should be focused on:

- flannel board stories
- presentation skills
- puppetry
- drama

CHAPTER 12 Realizing Speaking Goals

Oral Speech is the foundation of literacy. Listening and telling stories helps children's usage and ties speech to print and reading activities. The teacher's role is to be part of the story. Oral speaking promote children's overall oral ability and confidence and connects speaking with enjoyment. Promote acceptance of diverse speakers and an interest in meanings and new words.

Daily teacher-child conversations should focus on and pursue child's interests, add vocabulary words and provides meaningful, responsive comments and they wait patiently for child's opening comments and responses. They provide logical responses.

While studying the text the following key words / concepts should be focused on:

- discourse
- human speech functions
- recasting
- questioning skills
- divergent thinking
- convergent thinking
- dramatic play

CHAPTER 13 Group Times

There is a difference between typical circle time activities and the goals of large group activities. Social enjoyment of language and literacy activities should be the goal for this part of the day. Group member skills, group acceptance and self-confidence and promote feelings of worth concerning own communication, builds pre-kindergarten self-regulation and should be lively, relevant, active, enthusiastic, teacher-prepared, accepting, age appropriate, clear concepts introduced with comfortable, familiar routines that are relaxed and pleasant.

Two-and Three-year-olds' Group Times

Active participation versus passive listening, smaller groups, entertainment, shorter length and they need to want to be there. Consider the purpose of the group time and look at how it can be offered in a more developmentally appropriate manner. Plan a 'gathering' (settling) activity and plan an ending and for transition to the next activity. Teacher needs to use a signal to help children gather and SHOW ENTHUSIASM.

While studying the text the following key words / concepts should be focused on:

- group time
- transitory statements
- fingerplays

CHAPTER 14 Print – Early Knowledge and Emerging Interest

Each center and teacher should understand their center's goals for print awareness and instruction. Most centers consider children as developing writers (printers), and support children's awareness and early printing skill. Young children beginning to understand print differs from other marks. They form primitive hypotheses and explore print in play.

Children are personally motivated and personally directed and through trial and error try to print. When 'scaffolding' is provided, they progress. Precise letter-making is frustrating for some children. Holding writing tools is an individual task that depends on fine motor control. Children's mental growth allows them to see similarities and differences in written symbols. Create a supportive, print-rich environment. Do not do planned alphabet letter-making with groups. Writing centers should be offered in settings as well as incorporating writing materials in other curriculum areas. Teacher stocked area that is promoting printing. Children should be comfortable, quiet without a lot of disruption, display space for teacher words and children work, name cards and other common and interesting (child initiated) label cards with pictures.

While studying the text the following key words / concepts should be focused on:

print awareness
 early writing
 sight read
 alphabetic principle
 invented spellings
 writing centers
 interactive / shared writing

CHAPTER 15 Reading and Preschoolers

Early childhood teachers are reading teachers. They use what they know about oral language to comprehend and use print. Some preschoolers read (1 – 5 %). Teacher needs to be alert to children's lack of pre-literacy skill, and pursue efforts to increase them. Need contact with the nature and uses of print, alphabet letters, and the sounds in words. Exposure increases understanding on how oral language relates to written language. It is estimated that 30-40% of children have difficulty learning to read in elementary school. A preschooler who reads already understands that all things have a name, names can be put into print and that what is printed has been spoken. Word symbols can be read and many preschool activities promote reading ability. Early readers have developed a desire to read.

While studying the text the following key words / concepts should be focused on:

reading
 reading in public school
 alphabet letter knowledge
 shared reading
 six reading methods / approaches

CHAPTER 16 Developing a Literacy Environment

Classroom language materials can provide the reality for words, opportunity, sensory exploration, capture attention, motivate play, involve and build communication skills. Be enjoyed over and over, provide skill practice, isolate just one skill or a number of skills, provide information, build self-esteem and associate pleasantness or fun with language. The variety of goals may include promoting questions, increase print awareness, be a tool for listening, oral expression, or writing and be just a little ahead of what he already knows or can do.

While studying the text the following key words / concepts should be focused on:

print rich environments
 language arts centers
 listening centers
 literacy based curriculum

CHAPTER 17 The Family – Center Partnership

Parents are children's most influential teachers and models. The school's literacy curriculum and its goals need to be explained to parents. Trust enhances communication. Educators are cautioned to respect each family's diverse methods of increasing their children's literacy. Family composition is changing. Family connectedness is crucial.

While studying the text the following key words / concepts should be focused on:

connectedness
family literacy program
television
outreach to families
lending libraries