



Western Technical College

## 10307108 ECE: Early Language & Literacy

### Course Outcome Summary

#### Course Information

|                            |   |
|----------------------------|---|
| <b>Description</b>         | This course explores strategies to encourage the development of early language and literacy knowledge and skill building in children birth to 8 years of age. Learners will investigate the components of literacy including; literacy and a source of enjoyment, vocabulary and oral language, phonological awareness, knowledge of print, letters and words, comprehension and an understanding of books and other texts. Theories and philosophies regarding children's language and literacy development will be addressed. Dual language learning will be examined within the context of developmentally appropriate practices. Assessment tools for early language and literacy acquisition will be reviewed. |
| <b>Career Cluster</b>      | Human Services  |
| <b>Instructional Level</b> | A.A.S. - Associate in Applied Science   |
| <b>Total Credits</b>       | 3   |
| <b>Total Hours</b>         | 72  |

#### Textbooks

*Wisconsin Model Early Learning Standards*. 5th Edition. Copyright 2017. Publisher: Wisconsin Department of Public Instruction. **ISBN-13:** 978-1-57337-166-7. Required.

Open Educational Resource: *Introduction to Curriculum for ECE*. Copyright 2022. Beeve, K. and J. Paris. Adopted by Tracy Craker, Western Technical College. CC by 4.0 license. PDF material.

#### Learner Supplies

Art Supplies: Adult scissors, small scissors with pointed tip, box of water based colored markers, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler,

storage container for materials.. **Vendor:** To be discussed in class. Required.

Lanyard with student ID. **Vendor:** To be discussed in class. Required.

C302 ECE Work Room Access Card. **Vendor:** To be discussed in class. Required.

## Success Abilities

1. Refine Professionalism: Practice Effective Communication

## High Impact Practices

1. Learning Community: these courses are designed to enhance your learning experience in which a cohort of peers complete two or more courses that are linked through projects, themes, or program emphasis.

## Program Outcomes

1. Apply child development theory to practice
2. Use effective, research-based practices in teaching and learning.
3. Use effective, research-based practices in teaching and learning

## Course Competencies

1. **Explain the concepts of early literacy developmental theory and practices for children**

### Assessment Strategies

- 1.1. Oral, written or graphic assessment
- 1.2. Written Product
- 1.3. Scenario Response

### Criteria

*You will know you are successful when you*

- 1.1. summarize position statements from professional organizations related to early literacy and dual language learning (NAEYC: Learning to Read and Write - Curriculum, Assessment and Program Evaluation - Screening and Assessment for Young English Learners and the Developmentally Appropriate Practice position statement.--4 position statements)
- 1.2. summarize standards related to language development and early literacy (WEMLS, Common Core English Language Arts, WiDA Early Language Development standards)
- 1.3. summarize key concepts of developmentally appropriate practice and developmental theory to your curriculum

### Learning Objectives

- 1.a. Define what your position is for early language and literacy based on the readings of other professional positions.
- 1.b. Research position statements from professional organizations related to early literacy and dual language learning: NAEYC: Learning to Read and Write - Curriculum, Assessment and Program Evaluation - Screening and Assessment for Young English Learners and the Developmentally Appropriate Practice position statement.
- 1.c. Explain the definitions for the standards of Early Language and Literacy based on WEMLS, Common Core English Language Arts, WiDA Early Language Development standards.
- 1.d. Define emergent reading, emergent literacy and emergent writing skills.
- 1.e. Explain the differences and similarities of emergent reading, emergent literacy and emergent writing

skills.

- 1.f. Research the components of a learning experience plan that incorporates developmentally appropriate practice and standard for Early Language and literacy.

## **2. Identify the role and progression of literacy skills in children**

### **Assessment Strategies**

- 2.1. Oral, written or graphic assessment
- 2.2. Project

### **Criteria**

*You will know you are successful when you*

- 2.1. identify the components and progression of phonological (broad skill including identifying and manipulating units of oral language) and phonemic (individual sounds) awareness, alphabet knowledge, the sequence of writing development and concepts about print
- 2.2. describe strategies to utilize a variety of approaches to help young children develop phonological awareness, alphabet knowledge and concepts about print, developmental writing skills and fine motor development
- 2.3. identify the progression of the development in emergent literacy skills

### **Learning Objectives**

- 2.a. Define what phonological and phonemic awareness, alphabet knowledge and concepts.
- 2.b. Explain the components of phonological, phonemic, and alphabet knowledge and concepts in Early language and literacy.
- 2.c. Explore the relationship between phonological and phonemic awareness and written language.
- 2.d. Create a developmental milestone chart for the ages of birth to age 8 when it comes to phonological and phonemic awareness.

## **3. Demonstrate interactive reading strategies for children**

### **Assessment Strategies**

- 3.1. Oral, Written and/or Skill Assessment
- 3.2. Oral Presentation
- 3.3. Skill Demonstration

### **Criteria**

*You will know you are successful when you*

- 3.1. identify the principles and benefits of interactive reading with children at different developmental stages
- 3.2. explore the progression of shared and dialogic reading strategies as children develop from infants through age 8 and with individual, small and large groups of children
- 3.3. apply strategies embedded in the dialogic approach to reading while reading to children out loud including a 'cover walk' or similar introduction, questions to engage children in the book, and reading with fluency and expression
- 3.4. apply the components of the shared or dialogic reading strategy

### **Learning Objectives**

- 3.a. Define interactive reading.
- 3.b. List the principles of interactive reading with children at different developmental stages.
- 3.c. Practice reading out loud
- 3.d. Identify the benefits of interactive reading with children at different developmental stages.
- 3.e. Define all the components of dialogic reading.
- 3.f. Summarize the principles and benefits of interactive reading on an individual basis for children from infant to age 8.
- 3.g. Demonstrate shared and dialogic reading with children ages infant to 8.
- 3.h. Practice the components of the shared or dialogic reading strategy.

## **4. Integrate culturally responsive strategies to promote language and early literacy skills for all children**

### **Assessment Strategies**

- 4.1. Oral, written or graphic assessment
- 4.2. Case Study

## Criteria

*You will know you are successful when you*

- 4.1. recognize differences in language and literacy acquisition across different ethnic, socioeconomic and family cultures
- 4.2. identify the progression of oral language development (including listening, understanding, speaking and communication skills, phonology, syntax, semantics and pragmatics)
- 4.3. examine language and literacy development practices that develop awareness, understanding, respect and a valuing of differences in our society (oral storytelling traditions, vocabulary building)
- 4.4. outline strategies to support dual language learners
- 4.5. describe methods to include families in their child's language and literacy development

## Learning Objectives

- 4.a. Define culture and culturally responsiveness.
- 4.b. Explore culturally responsive strategies.
- 4.c. Explore diverse cultures and their language patterns (Hmong, Spanish, African-American, and Native American)
- 4.d. Discuss diverse cultures and their impact on early language and literacy skills.
- 4.e. Identify culturally responsive strategies to promote language and early literacy skills for all children birth to age 8.
- 4.f. Describe oral language and all of its components: syntax, pragmatics, semantics, listening, speaking, understanding and communication skills.
- 4.g. Chart the progression of oral language and all of its component for the ages of birth to 8.
- 4.h. Analyze strategies and practices that support awareness, understanding, respect, and valuing of diverse language and literacy practices.
- 4.i. Identify strategies to support families in their child's language and literacy development.

## 5. Assess the components of a literacy rich environment

### Assessment Strategies

- 5.1. Oral, written or graphic assessment
- 5.2. Reflection

### Criteria

*You will know you are successful when you*

- 5.1. identify resources to enhance language and literacy learning
- 5.2. evaluate the quality of early childhood environments with the lens of language and literacy learning
- 5.3. create a quality improvement action plan to enhance the literacy environment
- 5.4. create materials to support emergent readers and writers (i.e., finger plays, puppets, flannel boards)

### Learning Objectives

- 5.a. Define literacy rich environment
- 5.b. Observe language and literacy practices in an early childhood environment
- 5.c. Evaluate language and literacy practices in an early childhood environment
- 5.d. Sketch out the components of a literacy rich environment
- 5.e. Discuss ways to improve the early childhood environment for early language and literacy learning
- 5.f. Review resources to enhance language and literacy learning
- 5.g. Create a learning experience plan showing how to enhance the early childhood environment
- 5.h. Explore quality criteria of books for children
- 5.i. Research examples of books for specific developmental abilities and interests of children

## 6. Explain the interrelationship of language and literacy development

### Assessment Strategies

- 6.1. Oral, written or graphic assessment
- 6.2. Paper
- 6.3. Scenario Response

### Criteria

*You will know you are successful when you*

- 6.1. summarize how strong literacy skill is directly connected to a solid foundation of language and

- vocabulary.
- 6.2. describe the relationship between hands-on play experiences and language development
- 6.3. differentiate among emergent literacy, emergent reading, and emergent writing skills

#### **Learning Objectives**

- 6.a. Apply Emergent Literacy skills and instructional techniques through in class scenarios.
- 6.b. Explain emergent literacy in the early childhood environment.
- 6.c. Compare how emergent literacy relates to language and literacy development.
- 6.d. Discuss how strong literacy skills support a foundation of language and vocabulary.
- 6.e. Observe hands-on play experiences for language development.
- 6.f. Assess the importance of hands-on play experiences for language development.

### **7. Create language and literacy learning experience plans that promote child development and learning for children**

#### **Assessment Strategies**

- 7.1. Learning Experience Plan

#### **Criteria**

*You will know you are successful when you*

- 7.1. plan incorporate relevant developmental domains (physical, cognitive, language, social/emotional)
- 7.2. plan is relevant, meaningful, and appropriately challenging
- 7.3. plan is developmentally, culturally, and linguistically appropriate for the age group
- 7.4. plan includes effective transitions
- 7.5. plan incorporates the WMELS Framework
- 7.6. plan reflects the Teaching Cycle

#### **Learning Objectives**

- 7.a. Explore the progression of the development of emergent literacy skills form birth to age 8.
- 7.b. Discuss the importance of developmentally appropriated play experiences as the foundation for learning.
- 7.c. Create language and literacy activities that include developmentally appropriate play experiences as the foundation for learning.
- 7.d. Identify strategies to support emergent readers and writers.
- 7.e. Incorporate DAP and integrated language LEP (learning experience plans) across all domains laid out by the WMELS (Unit plan)
- 7.f. Incorporate DAP and integrated literacy LEPs (learning experience plans) across all domains laid out by the WMELS (unit plan)
- 7.g. Support your activity and environmental plans with research-based strategies.

### **8. Investigate language and literacy resources for the field of early childhood education**

#### **Assessment Strategies**

- 8.1. Oral, written or graphic assessment
- 8.2. Product

#### **Criteria**

*You will know you are successful when you*

- 8.1. investigate what specific resources are being used in your community to support language and literacy learning (learning standards, curriculum, web resources)
- 8.2. investigate the specific strategies being used in your community to support dual language learners and family engagement
- 8.3. investigate what specific assessment tools are being used in your community to support language and literacy learning

#### **Learning Objectives**

- 8.a. Identify language and literacy resources for young children in your community (learning standards, curriculum, web resources)
- 8.b. Summarize language and literacy resources for young children in your community (learning standards, curriculum, web resources)
- 8.c. Locate specific strategies and resources in your community for dual language learners
- 8.d. Locate specific strategies and resources in your community for family engagement

- 8.e. Discuss how specific strategies and resources in your community support dual language learners
- 8.f. Discuss how specific strategies and resources in your community support family engagement
- 8.g. Review the resources in the community that support dual language learners
- 8.h. Review the resources in the community that support family engagement