I. Prefix & Number
   ECE-431

II. Title
   Literacy Instruction for ECE

III. Credit:
     3 hours

IV. Semester/Time/Location:
   Fall, 2015

V. Instructor
   Kathlene Banak

VI. Office Location
   3626 South Pecos-McLeod

VII. Office Hours
     Monday 12:00-1:00 - CCSD DBHC
     Wednesday 12:00-1:00 or 4:30 – 5:30 pm

VIII. Telephone/Email: Work 799-7479
      kmbanak@interact.ccsd.net

IX. Prerequisite Course(s)
    Junior standing or consent of instructor

X. Course Description:

This course is designed to explore and understand the current research and studies examining the young child's language and early literacy. Methods for developing listening, oral language, and early literacy skills for typical developing children as well as children with special needs will be covered. The goal of the course is to trace both the formation and strengthening of basic communication skills as they support early literacy.
ECE – 431 Syllabus Fall, 2015

InTASC Standards Addressed:

- Standard 1.0  Learner Development
- Standard 3.0  Learning Environments
- Standard 4.0  Content Knowledge
- Standard 5.0  Application of Content
- Standard 6.0  Assessment
- Standard 7.0  Planning for Instruction
- Standard 8.0  Instructional Strategies
- Standard 9.0  Professional Learning and Ethical Practices
- Standard 10.0  Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children
- Standard 4: Using Developmentally Effective
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- Standard 6: Becoming a Professional
• Standard 7: Field Experiences

ECE – 431 Syllabus Fall, 2015

XI. Course Objectives:

Knowledge: Subject matter or discipline(s), Professional field of study, Pedagogical knowledge Pedagogical content knowledge, Professional knowledge.

1. Use knowledge of typical sequential development of language to identify individual differences of young children in their development. (INTASC1, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

2. Demonstrate understanding of the conditions that affect children's development and learning. (INTASC1, INTASC3, NAEYC1a)
   Measurement/Evaluation: Midterm and Case Study

3. Affirm and respect culturally and linguistically diverse children. (INTASC 2, NAEYC1b, NAEYC1c)
   Measurement/Evaluation: Midterm and Case Study

4. Observe, record, and assess young children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs for individuals. (INTASC6, NAEYC3a, NAEYC3b)
   Measurement/Evaluation: Midterm and Case Study

Performance (Skills): The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in manner that ensures that all students are learning.

1. Create and modify environments and experiences to meet the individual needs of all children. (INTASC1, INTASC2, NAEYC4a, NAEYC4c)
   Measurement/Evaluation: Midterm and Case Study

2. Demonstrate ways that teachers can contribute to language and literacy development. (INTASC5, INTASC8, NAEYC4a. NAEYC4c)
   Measurement/Evaluation: Unit Plan
3. Use a variety of strategies to encourage children’s physical, social, emotional, aesthetic and cognitive development. (INTASC5, INTASC8, NAEYC1c, NAEYC4a, NAEYC4c)
   
   Measurement/Evaluation: Unit Plan

ECE – 431 Syllabus Fall, 2015

4. Generate activities in early environments, where young children can explore talking, reading and writing. (INTASC8, NAEYC4.a, NAEYC4.c)
   
   Measurement/Evaluation: Unit Plan

5. Demonstrate ability to develop and implement meaningful learning experiences in language and literacy. (INTASC5, INTASC8, NAEYC4.a, NAEYC4.b)
   
   Measurement/Evaluation: Unit Plan

6. Develop positive and supportive relationship with children through individual and group guidance. (INTASC8, NAEYC4.a)
   
   Measurement/Evaluation: Unit Plan

7. Establish positive, collaborative relationships with families. (INTASC10, NAEYC4a)
   
   Measurement/Evaluation: Unit Plan

8. Trace and support emergent literacy skills (writing and reading to the very early years). (INTASC4, NAEYC5a)
   
   Measurement/Evaluation: Unit Plan

Disposition(s): Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, development as well as the educator’s own professional growth guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

1. Establish and maintain physically and psychologically safe and healthy learning environments for children. (INTASC3, NAEYC1b, NAEYC1c)
   
   Measurement/Evaluation: Case Study

2. Respect parents’ choices and goals for children and communicate effectively with parents about curriculum and children’s progress. (INTASC10, NAEYC2a, NAEYC2b)
   
   Measurement/Evaluation: Case Study and Unit plan
3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (INTASC6, NAEYC3a, NAEYC3b)

   Measurement/Evaluation: Case Study and Unit Plan

ECE-431 – Syllabus Fall, 2015

4. Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents. (INTASC6, NAEYC3d)

   Measurement/Evaluation: Case Study and Unit Plan

5. Select, evaluate, and interpret formal standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. (INTASC6, NAEYC3a)

   Measurement/Evaluation: Case Study and Unit Plan

Results: In what ways do candidates demonstrate that their “patterns” of behavior, and what they know and are able to do to make a difference in student learning.

1. Design and implement a literacy case study for a young child in an early childhood program. (INTASC6 NAEYC3a)

   Measurement/Evaluation: Case study

2. Generate a unit plan addressing the literacy needs of an early childhood preschool classroom. (INTASC7, INTASC8, NAEYC4c)

   Measurement/Evaluation: Unit Plan

XII. Suggested Resources:

Required Text(s):

ECE – 431 Syllabus Fall, 2015

XIII. Course Assignments and Grades:

Course Requirements:

1. Text readings as assigned
2. Midterm
3. Case Study
4. Unit Plan
5. Present one Sound/Letter Activity/Lesson Plan

Course Grading:

1. Exam 35%
2. Case Study 25%
3. Unit Plan 25%
4. Sound Letter Activity 15%

Course Policies:

1. Projects are to be submitted on due dates. Late projects will be penalized by one full grade.
2. Although content is of primary concern, appearance, grammar and composition, spelling and handwriting will be considered in grade determination of all course requirements.
3. All work is to be original.
4. Three (3) missed classes will result in an automatic F. Notify your instructor via email if you are going to be absent.
## ECE – 431 Syllabus Fall, 2015

### XIV. Class Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Course Requirements &amp; Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Understanding Children’s Literacy Development</td>
<td>Chapter 1</td>
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<tr>
<td>Sept. 8</td>
<td>Responses to Baby Talk/Or another activity</td>
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<tr>
<td>Sept. 15</td>
<td>From Birth to Three: Literacy Beginnings</td>
<td>Chapter 2</td>
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<tr>
<td>Sept. 22</td>
<td>From Three to Five Years: Novice Readers &amp; Writers</td>
<td>Chapter 3</td>
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<tr>
<td>Sept. 29</td>
<td>Phonics</td>
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<tr>
<td>Oct. 6</td>
<td>From Five to Seven Years: Experimenting Readers &amp; Writers</td>
<td>Chapter 4</td>
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<tr>
<td>Oct. 13</td>
<td>From Six to Eight Years Conventional Readers and Writers in Early, Transitional and Self-Generative Phases.</td>
<td>Chapter 5</td>
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<tr>
<td>Oct. 20</td>
<td>Midterm</td>
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<tr>
<td>Oct. 27</td>
<td>Literacy Rich Classrooms</td>
<td>Chapter 6</td>
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<tr>
<td>Nov. 3</td>
<td>Supporting Literacy Learning in Preschools</td>
<td>Chapter 7</td>
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<tr>
<td>Nov. 10</td>
<td>Supporting Literacy in Kindergarten</td>
<td>Chapter 8</td>
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<tr>
<td>Nov. 17</td>
<td>Supporting Literacy learning in First Grade Case Study Due</td>
<td>Chapter 9</td>
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<tr>
<td>Nov. 24</td>
<td>Meeting the Needs of English Language Learners</td>
<td>Chapter 11</td>
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<td>Dec. 1</td>
<td>Family Literacy Unit Plan Due</td>
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<tr>
<td>Dec. 8</td>
<td>Presentation of Sound Letter Activity/Lesson Plan</td>
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ECE – 431  Syllabus Fall, 2015

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Score Range</th>
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<tbody>
<tr>
<td>95-100</td>
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<tr>
<td>92-94</td>
<td>A-</td>
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<td>88-91</td>
<td>B+</td>
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<td>85-87</td>
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<td>82-84</td>
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<td>78-81</td>
<td>C+</td>
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<td>72-74</td>
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<td>68-71</td>
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<td>65-67</td>
<td>D</td>
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<td>60-64</td>
<td>D-</td>
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<tr>
<td>59</td>
<td>F</td>
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</table>
The objective of the case study is to find out about children's reading interests, attitudes of reading and writing comprehension, reading and writing strategies and language development.

In class you will examine reading and writing interest and attitude inventories, methods of assessing oral language and comprehension. You will choose an interest inventory, attitude inventory, interview, functions of print test, word attack test, and comprehension test.

**Case Study criteria:**

1. Case Report Form
2. Attitude Inventory
3. Interest Inventory
4. Print Function Test
5. Word Attack
6. Comprehension Test
7. Recommendations
I. Student Data

Student Name: ______

Date of Birth: __________ Age_____Sex_____

School:_________________________

Parent/Guardian:_____________

Home/Phone:_____________________

Examiner:_____________________

Dates of Examination:____________________

II. Background Information
   (Apply only if information is available)

   • Family, Birth and Developmental History
   • Social History
   • Educational History
   • Physical Factors
   • General Behavior During Examination( Must include)

III. Assessment and Evaluations
1. List instruments administered and the score
2. Analysis and interpretation of each instrument follows
3. Synthesis of all sources

V. Instructional Plan
   Approaches/Strategies/Methods, and recommendations for classroom
   instruction and parental support
ECE -431 Syllabus, Fall, 2015

Teaching Sound/Letter Activity/ Lesson Plan

- You will select one teaching activity relevant to phonemic awareness or phonological awareness
- You will submit a written copy of the procedure to your professor
- Demonstrate the activity to the class
- Discuss outcomes, time allowance, when this activity will fit in your scheduled day
- Materials needed and how will you evaluate this activity
- Please provide a hard copy for each class member
**ECE – 431 Syllabus, Fall 2015**

**Unit Plan: Topic of Investigation (5 day)**

Topic of your choice: (e.g., Insects, Plants, Nature, Animals, Space, Sports
Community Helpers, Water, The Future, Communities, Families and Traditions etc.)

This Unit Plan will be made up of listening, speaking, writing, language and reading experiences that children can explore and learn. You will include numerous activities that are relevant to your selected topic. Activities should be developmentally appropriate and ranging from early preschool to primary students (up to 2nd grade). It is suggested to have a content area based theme, such as the above listed science or social studies topics.

Criteria:

Topic: (See above list)
Introduction to your Unit: (Why is this topic important to young children?)
Target Vocabulary: (5 Challenging Topic and 5 Academic Content. Include child friendly definition of each and picture.)

Goals: Skills to be developed (Nevada Pre-K Content Standard/Nevada Academic Content Standard)
Introductory Activity/Lesson
DAY 1. How will you introduce the Topic: Motivation
You may have multiple activities that are all relevant to the topic of investigation and can be applied throughout the day

Lessons:
DAY 2 Direct Instruction and Independent Practice Activity
DAY 3 Direct Instruction and Independent Practice Activity
DAY 4 Direct Instruction and Independent Practice Activity
DAY 5 Culminating Direct Instruction and Independent Practice Activity

Each Lesson should include:
Objectives
Procedures: (Teacher Teaches, Class Practices Together, Independent)
Grouping patterns: (Whole Group, Small Group, One On One)
Evaluation (Rubric 3 point scale)

References:
CE – 431 Syllabus, Fall 2015

Literacy Unit Plan
Fall 2014

Each student will develop an original literacy unit plan and an original literacy lessons and a corresponding rubric for assessment of student learning for each lesson/activity. Present your lesson/activity and rubric to your classmates. (20 points)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format</th>
<th>Completeness of Information</th>
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<tr>
<td></td>
<td>(5 points possible)</td>
<td>(15 points possible)</td>
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<tr>
<td>Exceeds Expectations</td>
<td>Clear and logical sequence and order</td>
<td>* Provides Goals</td>
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<td>Easy to follow</td>
<td>Follows lesson plan format</td>
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<td>Typed</td>
<td>and is not missing any</td>
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<td>Appropriate grammar and spelling</td>
<td>components</td>
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<td>Gives appropriate plans to</td>
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<td>simplify and extend lesson</td>
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<td>Information is consistent</td>
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<td>Meets Expectations</td>
<td>Somewhat logical sequence and order</td>
<td>Somewhat follows lesson</td>
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<td>Somewhat easy to follow</td>
<td>plan format and/or missing</td>
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<td>Minimal grammar and spelling errors</td>
<td>Most of the goals, objectives,</td>
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<td>and procedures are</td>
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<td>developmentally/age</td>
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<td>appropriate</td>
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<td>Plans to simplify and extend</td>
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<td>lesson are inappropriate</td>
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<td>Most information is consistent</td>
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<tr>
<td>Below Expectations</td>
<td>Difficult to follow</td>
<td>Does not follow lesson plan</td>
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<tr>
<td></td>
<td>Illogical and unclear sequence and order</td>
<td>format and/or missing more</td>
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<td>Not typed</td>
<td>than two of the components</td>
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<td>Poor grammar and spelling are present</td>
<td>Goals, objectives, and</td>
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<td>Illegible</td>
<td>procedures are not</td>
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<td>developmentally/age</td>
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<table>
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<tr>
<th>Presentation</th>
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<tbody>
<tr>
<td>Exceeds Expectations</td>
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<td>Understandable to audience</td>
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<td>Posts a typed, logically sequenced one page handout to each class member</td>
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<tr>
<td>Meets Expectations</td>
<td>Semi-logical sequence/order</td>
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<td>Difficult to understand</td>
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<tr>
<td></td>
<td>Posts a illogical, handwritten, or otherwise confusing handout to each class member</td>
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<tr>
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<td>Illogical sequence/order</td>
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<td>Does not provide a handout</td>
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