Literacy Instruction for the Early-Childhood Classroom
EDUO 9242
3 Graduate-Level Semester Credits/Units
Course Category: Language Arts/ELL

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Course Overview

Infuse your early-childhood classroom with developmentally-appropriate strategies designed to increase critical, pre-reading skills. Explore the many ways your early-childhood classroom can become a springboard for literacy. Research shows students with well-developed literacy skills, including Phonemic Awareness and a broad vocabulary, are better prepared to become successful readers and writers. Through a self-survey of your early-childhood classroom, you will develop a personalized plan to increase literacy in your classroom that fits your unique teaching style.

Course Objectives

In this course, participants will

- Explore elements of literacy as they relate to early-childhood education
- Survey your early-learning classroom for elements of literacy, identifying areas that may benefit from additional literacy activities
- Investigate various literacy activities included in the required textbook
- Develop a personalized plan to increase literacy in your classroom

Required Course Material: One textbook

Beaty, J. (2013). 50 Early Childhood Literacy Strategies, 3rd ed. Upper Saddle River, NJ: Pearson.
OR
Beaty, J. (2009). 50 Early Childhood Literacy Strategies, 2nd ed. Upper Saddle River, NJ: Pearson.

Course Relation to Early Childhood Generalist Standards:

Standard I: Using Knowledge of Child Development to Understand the Whole Child
Standard IV: Knowing Subject Matter for Teaching Young Children

Standard VI: Managing the environment for Developing and Learning
Standard VII: Planning for Development and Learning
Standard VIII: Implementing Instruction for Development and Learning
Standard IX: Reflecting on Teaching Young Children

For California Educators: Course Relation to California Preschool Learning Foundations:
Volume 1: Language and Literacy; English-Language Development

Course Assignments

Assignment:	

1.Prepare class documents and start reading the course text to evaluate the current level of literacy activities in your classroom	**A.** At the end of this course, you will use the three Moodle Drop Boxes to turn in three items: your Reflective Journal, your Self-Survey, and your Personalized Plan.
	B. Plan to record your reflection of each assignment as you progress through the course: What is (or are) your major take-away(s) from the reading, video or assignment, and how this could increase learning for your students?
	C. View the three required YouTube videos on the elements of Early Literacy, below. Students may choose to research other topics of Literacy that interest them as they relate to their classroom in addition to the required videos.
	    1. View Improving Early Child Development with Words to examine the importance of language in early childhood development. You may stop watching at the 12:39 mark. Complete your Reflective Journal.
	    Improving Early Child Development with Words
	    2. View Five Predictors of Early Literacy to see how educators can use these five predictors to increase literacy in young children. Complete your Reflective Journal.
	    Five Predictors of Early Literacy
	    3. View Why We Should All Be Reading Aloud to Children to explore the many benefits of the read aloud. Complete your Reflective Journal.
	    Why We Should All Be Reading Aloud to Children
	D. Read Part 1 of the textbook: Children's Speaking/Listening. Complete your Reflective Journal.

2. Complete and Analyze the self-survey To evaluate, analyze and identify how your current curriculum program either satisfies or needs additional activities in each area of literacy	**A.** This is the Self-Survey you will turn in at the end of course. It should be a separate document, at least one full page in length. Complete Activities #1-4 from page 5 of the textbook: a Self-Survey of your classroom and teaching activities, using the provided template, focusing on the four areas of literacy: Reading, Writing, Speaking & Listening. List all activities students do in each area of literacy, in your classroom, currently. **B.** On page 5 of the textbook, complete Activity #5. ● Compare your survey results with what you've learned about literacy. ● Identify three areas that need additional activities in your classroom.
3. Read the textbook To provide literacy options	**A.** Read Part II: Children's Writing **B.** Read Part III: Children's Reading

for creating your Personalized Plan	**C.** Complete your Reflective Journal
4. <u>Investigate literacy activities included in the textbook</u> To identify activities that would satisfy the area of literacy identified in your Self-Survey	**A.** Refer to the sections of the book that correspond to the areas of literacy identified in your Self-Survey. **B.** Using the template, fill out which activities would satisfy this area of literacy. ● Students may choose to research other activities that would satisfy this area of literacy. **C.** Complete your Reflective Journal.

5. <u>Write a Personalized Plan</u>
To create a plan the teacher can use in the classroom
	A. Write a three page (or longer) Personalized Plan. Refer to the Course Assessment Rubric, below, to ensure receiving full credit. Reflect on your Self-Survey, and include:
	    ● The three areas identified in your self-survey
	    ● Three activities for each area of literacy (nine activities altogether)
	    ● How the new activities will increase literacy for all students
	B. You may also include:
	    ● Whether the activity is whole-group or 1:1, and the rationale behind this decision for each activity
	    ● Any additional materials needed for the activities
	C. Turn in your Reflective Journal, your Self-Survey, and your Personalized Plan in to the appropriate Moodle Drop Boxes.

Course Assessment Rubric

"Assignment" is your Personalized Plan

EDUO	A **Meets or Exceeds Course Objectives**	B **Majority of Work Meets Course Objectives**	**C or Below** **Does not meet Criteria** Resubmission of Assignment Recommended
Organization	Assignment is organized, well-thought out, and clearly articulated.	Assignment is complete, and demonstrates some reflection of the material.	Assignment shows little organization, is not well-thought out, or exhibits a lack of thoughtful explanation.
Formatting Requirements: Typed in an easy-to-read font, no larger than 12 point size, with no more than one-inch margins. One page is considered a	Assignment meets the formatting requirements <u>and</u> the correct number of full pages to match the units being earned.	Assignment does not meet the formatting requirements <u>or</u> the minimum length requirement to match the units being earned.	Assignment does not meet the formatting requirements <u>and</u> the minimum length requirement to match the units being earned.

full page of text, not including any headers or identifying information.			
Connect to Course Content	Assignment utilizes at least three specific examples, showing reflection of course material.	Assignment utilizes at least two specific examples, and shows reflection of course material.	Assignment does not use specific examples, or uses one specific example, or does not show reflection of the course material.
Conventions	Assignment is free of spelling and/or grammatical errors, so that the reflection of course material is not hindered.	Work has a few spelling and/or grammatical errors, but the reflection of course material is not hindered.	Work has numerous spelling and /or grammatical errors, so that the reflection of course material is hindered.