

Laying the Foundation for Reading: Supporting Language and Literacy Development in Preschool Syllabus — In-Person Course

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

The language and literacy skills children acquire before ever entering the doors of an elementary school explain over half of a child's reading performance in first grade. This means that the support for language and literacy development that young children receive during the preschool period can have profound and long-term influence on their later reading success. This course is designed with two key learning objectives in mind. First, this course seeks to increase participants' knowledge about language and literacy developments between ages 3 to 5 and the ways in which these developments are critical precursors to the emergence of, and success with formal reading skills. Second, this course takes a highly applied focus and, thus, seeks to build participants' knowledge about, recognition of, and usage of evidence-based language and literacy practices within the preschool classroom. Although the course will not allow for a comprehensive view of language development (birth through childhood), nor literacy development (birth through childhood), this course examines the ways that certain areas of language and literacy development intersect during early childhood to help build strong readers and emphasizes the practices that appear to benefit all young children's eventual reading success.

Objectives

Participants will:

1. Identify key preschool language and literacy skills that are critical to later reading success.
2. Explain and use developmental principles guiding each of the key language and literacy skills highlighted in the course and describe developmental progression within these skill areas for children between the ages of 3 and 5.
3. Define the key evidence-based practices that support young children's language and literacy learning and explain how these relate to young children's development.
4. Identify the high-quality use of evidence-based language and literacy practices in videos of preschool classrooms.
5. Enact and exhibit the use of evidence-based language and literacy practices.

Grading

Participation/Professionalism	10%
Reading Review Questions	5%
Weekly Assignments	35%
Midterm Project	15%
Midterm Exam	10%
Final Project	15%
Final Exam	10%

Expectations

Participation/Professionalism (10%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.


Reading Review Questions (10%: Grading per Instructor)

Most course sessions will have readings that need to be read prior to class. Participants will create two thought-provoking review questions about the big ideas from the reading. These questions should be turned in prior to class. The questions should promote discussion and not just be summary questions. The instructor will determine how to use these questions within the session. Reading review questions are designed to check participants' engagement with the material.

Weekly Assignments (35%: Grading per assignment rubric)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include lesson plan development, filming yourself delivering classroom activities with children, reflection, action plans, graphic organizers, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with children, teachers, and/or families. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.



Midterm Exam and Final Exam (10% each: Grading per assignment rubric)

The midterm exam covers topics from sessions 1 – 6. The final exam covers topics from sessions 8 - 14.

Midterm Project (15%: Grading per assignment rubric)

As part of an early assignment, participants will videotape themselves implementing a practice.

Halfway through the course, participants will be asked to make a plan for implementing a practice or set of practices in the classroom, video record implementation of those practices, review and reflect on the experience, and compare the video against an earlier video to consider improvement.

Final Project (15%: Grading per assignment rubric)

As part of an early assignment, participants will videotape themselves implementing a practice.

At the end of the course, participants will be asked to make a plan for implementing a practice or set of practices in the classroom, videotape implementation of those practices, review and reflect on the experience, and compare the video against an earlier video to consider improvement.

Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the _____ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with

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_____ to discuss and address them. If you have already established accommodations with _____, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Course Schedule

Session	Topic	Readings and Assignments
1	<p>Course Introduction</p> <p>Introductions and Course Overview</p> <p>Readings</p> <p>Assignments</p> <p>Video Recording</p>	<p>Readings</p> <p>Cabell, S. Q., Vasoontara, C., Weaver, W., & McGinty, A. (2012). <i>Improving young children's literacy knowledge and skills</i>. Manuscript prepared for the National Center on Quality Teaching and Learning, Office of Head Start.</p> <p>Learning to read and write: Developmentally appropriate practices for young children: A joint statement of the International Reading Association and the National Association for the Education of Young Children. (1998). <i>Young Children</i> 53(4):30-46. Retrieved from https://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF</p> <p>Where we stand on learning to read and write. (2009). National Association for the Education of Young Children and the International Reading Association. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf</p> <p>Assignments</p> <p><i>LL S1 Assignment Self-Introductions Video</i></p> <p><i>LL S1 Assignment Baseline Video and Reflection</i></p> <p><i>LL S1 Assignment Book Reading Video</i></p> <p><i>LL S1 Assignment Book Reading CORP</i></p>

Session	Topic	Readings and Assignments
2	<p>Foundations of Language and Literacy Development</p> <p>What is Reading?</p> <p>How Does Reading Develop?</p> <p>Why is Laying a Foundations for Reading Important?</p> <p>How Can We Prevent Later Reading Difficulties?</p> <p>How Do Language and Literacy Develop?</p> <p>What are the Important Language and Literacy Practices to Teach?</p> <p>Examining Language and Literacy Development</p>	<p>Readings</p> <p>Dickinson, D.K., McCabe, A., Sprague, K. (2003). Teacher Rating of Oral Language and Literacy (TROLL): Individualizing early literacy instruction with a standards-based rating tool. <i>The Reading Teacher</i>, 6, 554–654.</p> <p>Assignments</p> <p><i>LL S2 Assignment Rating Language and Literacy Skills Video</i></p>

Session	Topic	Readings and Assignments
<p>3</p>	<p>Vocabulary Part 1</p> <p>Introduction to Vocabulary</p> <p>Building Children’s Vocabulary</p> <p>Word Webs and Review</p> <p>Three Practices for Vocabulary</p> <p>Practice 1: Choose the Right Word</p>	<p>Readings</p> <p>Podcast: <i>Closing the Achievement Gap with Baby Talk</i> http://www.npr.org/2011/01/10/132740565/closing-the-achievement-gap-with-baby-talk</p> <p>Christ, T., & Wang, X.C. (2012). Supporting preschoolers’ vocabulary learning: Using a decision-making model to select appropriate words and methods. <i>Young Children</i>, 67, 74-80. http://www.naeyc.org/yc/files/yc/file/201203/Christ_YC0311.pdf</p> <p>Assignments</p> <p><i>LL S3 Assignment Building Vocabulary in Your Classroom</i></p>
<p>4</p>	<p>Vocabulary Part 2</p> <p>Practice 2: Repeat the Word Many Times</p> <p>Practice 3: Build Off Child Talk</p> <p>Word Webs and Review</p>	<p>Readings</p> <p>Wasik, B. A., & Iannone-Campbell, C. (2012). Developing vocabulary through purposeful, strategic conversations. <i>The Reading Teacher</i>, 66, 321-332. Retrieved from http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01095/pdf</p> <p>Assignments</p> <p><i>LL S4 Assignment Building Vocabulary in Your Classroom</i></p>
<p>5</p>	<p>Narrative Part 1</p> <p>Introduction to Narrative</p> <p>Length and Links</p> <p>Three Practices for Narrative</p> <p>Practice 1: Teach Story Structure</p>	<p>Readings</p> <p>Stadler, M.A. & Ward, G.C. (2005). Supporting the narrative development of young children. <i>Early Childhood Education Journal</i>, 33(2), 73-80.</p> <p>Assignments</p> <p><i>LL S5 Assignment Teaching Story Structure</i></p>

Session	Topic	Readings and Assignments
6	<p>Narrative Part 2</p> <p>Practice 2: Ask Questions to Go Beyond the Story</p> <p>Practice 3: Talk About the Past and the Future</p> <p>Supporting Narrative for Dual Language Learners</p>	<p>Readings</p> <p>Moore, M.R., & Hall, S. (2012). Listening and reading comprehension at story time: How to build habits of the mind. <i>Dimensions of Early Childhood</i>, 40(2), 24-32.</p> <p>Assignments</p> <p><i>LL S6 Assignment Book Reading and Storytelling</i></p>
7	<p>Midterm</p> <p>Midterm Project</p> <p>Midterm Exam</p>	<p>Readings</p> <p>None</p> <p>Assignments</p> <p><i>LL S7 Midterm Assignment</i></p>
8	<p>Print Knowledge Part 1</p> <p>Introduction to Print Knowledge</p> <p>Building Children’s Print Knowledge</p> <p>Three Practices for Vocabulary</p> <p>Practice 1: Create a Print-Rich Environment</p>	<p>Readings</p> <p>Pool, J. L., & Carter, D. R. (2011). Creating print-rich learning centers. <i>Teaching Young Children</i>, 4(4),18-20. Retrieved from https://www.naeyc.org/files/tyc/file/V4N4/Creating_print-rich_learning_centers.pdf</p> <p>Assignments</p> <p><i>LL S8 Assignment Building Print Knowledge</i></p> <p><i>LL S8 Final Project (introduced; due at end of course)</i></p>

Session	Topic	Readings and Assignments
9	<p>Print Knowledge Part 2</p> <p>Practice 2: Draw Children’s Attention to Print</p> <p>Practice 3: Play Alphabet Games</p>	<p>Readings</p> <p>Zucker, T. A, Ward, A. E., & Justice, L. M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers’ print knowledge. <i>The Reading Teacher</i>, 63, 62-72. Retrieved from http://ici-bostonready-pd-2009-2010.wikispaces.umb.edu/file/view/Print+Referencing+During+Read+Alouds.pdf</p> <p>Fun with letters. (2010). Center for Early Literacy Learning. Retrieved from http://www.earlyliteracylearning.org/cellpract_pract/presch/p_group/alpha_know_grp.pdf</p> <p>Assignments</p> <p><i>LL S9 Assignment Drawing Attention to Print</i></p>
10	<p>Phonological Awareness Part 1</p> <p>Introduction to Phonological Awareness</p> <p>Three Practices for Improving Phonological Awareness</p> <p>Practice 1: Focus on Phonological Awareness During Reading</p>	<p>Readings</p> <p>iTunes University Phonological Awareness Video https://itunes.apple.com/us/itunes-u/emergent-literacy/id399607365</p> <p>Assignments</p> <p><i>LL S10 Assignment Focus On Phonological Awareness</i></p>

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11	Phonological Awareness Part 2 Practice 2: Sorting Practice 3: Speaking and Listening Games	Readings Yopp, H. K. & Yopp, R. H. (2009). Phonological awareness is child's play! <i>Young Children</i> , 64(1), 1-9. http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf Assignments <i>LL S11 Assignment Sorting or Games</i>
12	Early Writing Part 1 What is Early Writing? Why is Early Writing Important? How Does Early Writing Develop? General Sequence Framework for Early Writing Supporting Writing Development	Readings Cabell, S. Q., Tortorelli, L., & Gerde, H. (2013). <i>How do I write...? Developing preschoolers' early writing. The Reading Teacher</i> , 66, 650-659. Retrieved from http://www.readingrockets.org/article/how-do-i-write-scaffolding-preschoolers-early-writing-skills Assignments <i>LL S12 Assignment Scaffolding Preschool Writing</i>

Session	Topic	Readings and Assignments
13	<p>Early Writing Part 2</p> <p>Supporting Writing During Morning Message</p> <p>Supporting Writing During Journaling</p> <p>Supporting Writing During Centers</p>	<p>Readings</p> <p>Gerde, H. K., Bingham, G. E., & Wasik, B. A. (2012). Writing in early childhood classrooms: Guidance for best practices. <i>Early Childhood Education, 40</i>, 351-359.</p> <p>Wasik, B. A., & Hindman, A. H. (2011). The morning message in early childhood classrooms: Guidelines for best practices. <i>Early Childhood Education Journal 39</i>: 183-189</p> <p>Assignments</p> <p><i>LL S13 Assignment Supporting Writing</i></p>
14	<p>Putting It All Together</p> <p>Integrating Language and Literacy Practices</p> <p>Guideline 1: Balancing Language and Literacy Content</p> <p>Guideline 2: Use Supplemental Curricula</p> <p>Guideline 3: Integrating Language and Literacy Across Domains</p>	<p>Readings</p> <p>None for this session.</p> <p>Assignments</p> <p>None for this session. Complete Final Project.</p>



Session	Topic	Readings and Assignments
15	Final Final Project Final Exam	Readings None for this session. Assignments <i>Final Project due (see Session 8)</i>