# Early Childhood Education Language and Literacy

**Subject Code: 350215**

**Course and Unit Descriptions**

**Course Description:**

Students will implement instructional strategies to develop young children’s reading, writing, listening and speaking skills. They will assess learners’ reading ability, establish reading goals for learners, and analyze learners’ writing samples for comprehension and understanding. The importance of early exposure to reading and writing will be emphasized.

**Outcome 1.2 Leadership and Communications**

Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration.

**Competencies:**

1.2.1 Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results).

1.2.3 Identify and use verbal, nonverbal and active listening skills to communicate effectively.

1.2.12 Communicate information for an intended audience and purpose. Use technical writing skills to complete forms and create reports.

1.2.14 Use motivational strategies to accomplish goals.

**Outcome 2.3 Professionalism**

Model behaviors of professional educators, maintain needed licenses or certifications, and advance needed skills to exhibit a desire to contribute to professional growth and development.

**Competencies**

2.3.7 Engage in reflective practices to strengthen education and training knowledge and skills.

**Outcome 3.1 Growth and Development Theories**

Apply the theoretical foundations of human growth and development that can enhance work with learners.

**Competencies**

3.1.1 Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).

**Outcome 3.2 Cognitive Growth and Development**

Apply cognitive growth and development principles to develop a holistic picture of a learner.

**Competencies**

3.2.3 Explain sequences, stages and milestones of cognitive development.

3.2.5 Explain how interactions and the environment impact brain function, growth and development.

3.2.8 Align instructional strategies and interventions to learners’ stages of cognitive development and learning.

**Outcome 3.4 Social and Emotional Growth and Development**

Apply social and emotional growth and development principles to develop a holistic picture of a learner.

**Competencies**

3.4.1 Identify learner characteristics and differences and explain how they impact learning.

**Outcome 3.5 Language Growth and Development**

Apply linguistic principles and practices in the development of language skills.

**Competencies**

* + 1. Explain the interrelationships of language development with cognitive, physical and social/emotional development.
    2. Explain how language is developed.
    3. Describe the importance of listening, conversing and gesturing as foundations for learning languages or multiple languages.
    4. Identify the relationship between oral language development and reading.
    5. Explain the purposes for which learners use oral language.
    6. Describe the significance of learners’ self-talk.
    7. Use the technique of recasting to support a learner’s language skills and development.
    8. Explain stages of English acquisition for multi-language learners.
    9. Explain the role of the home language in promoting development of English language and literacy.
    10. Identify the home-language environment of each learner.
    11. Determine stage of a learner’s English language development sequence.
    12. Demonstrate purposeful, intentional use of language that encourages conversation.
    13. Apply techniques to respond to code switching.
    14. Use code switching as a teaching strategy.
    15. Model correct use of language (e.g., structures, grammar, tone, volume, expression).
    16. Collaborate with families to set language learning goals for their learners.
    17. Promote development of home language while facilitating English language acquisition.
    18. Determine staff supports needed to assess and individualize instruction for multi-language learners.

**Outcome 3.6 Literacy Development**

Apply strategies to determine a learner’s stage of literacy development and implement needed supports to facilitate literacy growth.

**Competencies**

* + 1. Explain the interaction of reading, writing, speaking and listening in literacy development.
    2. Describe factors impacting a learner’s preparation to read.
    3. Describe stages of literacy development.
    4. Explain factors impacting the progression of the learner through the stages of reading development.
    5. Describe how content areas support literacy development.
    6. Identify characteristics of proficient readers.
    7. Identify the knowledge and skills that learners need to read with comprehension and fluency.
    8. Analyze a learner’s writing samples to determine literacy growth and development.
    9. Evaluate a learner’s reading readiness through classroom observation and assessment.

**Outcome 4.6 Stakeholder Relationships**

Establish and maintain productive relationships with family members, caregivers and community partners.

**Competencies**

* + 1. Describe the advantages and importance of family or caregiver involvement in learner development.
    2. Identify and implement techniques to constructively and supportively communicate with families or caregivers.

4.6.6 Communicate reading strategies to families to help them engage learner’s literacy interests.

* + 1. Assist families or caregivers in addressing challenging learner behaviors outside the learning environment.
    2. Explain the role and value of external support agencies in education.

**Outcome 5.3 Resources**

Select, prepare, and utilize resources; and provide opportunities to promote learner development and advancement.

**Competencies**

* + 1. Determine resources needed to support identified learning objectives.
    2. Select materials that extend or reinforce learning and comprehension.

**Outcome 5.5 Foundations of Teaching Literacy**

Examine the foundational principles of literacy to enhance instruction.

**Competencies**

* + 1. Explain the importance of early reading success to lifelong learning.
    2. ~~Recognize the purposes of phonemic awareness, phonics and word study in instruction.~~
    3. ~~Identify the benefits of using segmenting, blending and manipulating sounds in teaching phonemic awareness.~~~~\*~~
    4. Identify instructional approaches used to teach reading and writing.
    5. Identify instructional strategies used to teach reading.
    6. Identify factors to consider in the selection of texts for readers.
    7. ~~Compare the use of traditional reading groups and guided reading groups.~~~~\*~~
    8. Compare independent reading with silent-sustained reading.
    9. Explain reading comprehension strategies used by the learner.
    10. Describe features and types of factual and fictional texts.
    11. Describe the characteristics, purposes and examples of graphic organizers.
    12. Identify oral language activities appropriate for specific instructional strategies.

**Outcome 5.6 Literacy Instruction**

Implement instructional strategies and methods to develop learners’ reading, writing, listening and speaking skills.

**Competencies**

* + 1. Collaborate with learners to establish reading goals and expectations.
    2. Plan and implement strategies to promote phonemic awareness, phonics and word study.
    3. Implement activities to encourage readers to respond to texts.
    4. Implement activities for learners to identify similarities and differences in the structure of texts, sentences, words and letters.
    5. Develop and implement reading activities that activate and extend a learner’s background knowledge.
    6. Implement reading comprehension strategies.
    7. Select and implement instructional methods to enhance learners’ reading comprehension.
    8. Model how to decode words.
    9. Implement strategies to enable learners to build their vocabulary in the context of reading.
    10. Model reading strategies for learners to utilize for challenging words.
    11. Plan and conduct read-aloud.
    12. Conduct shared readings.

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\* The standards struck through in red have been removed from the course to ensure compliance with [Ohio Revised Code 3333.048](https://codes.ohio.gov/ohio-revised-code/section-3333.048)

* + 1. ~~Use prompts, questions and cues to encourage readers to figure out difficult words and texts.~~~~[[1]](#footnote-1)~~
    2. ~~Plan and conduct guided reading lessons.~~~~\*~~
    3. Plan, conduct, and monitor independent reading.
    4. Utilize techniques that help to develop prewriting skills.
    5. Implement writing activities to use for reading instruction.
    6. Implement scaffolding strategies to expand language and writing experiences based on children’s interests.
    7. Provide support to readers in their zone of proximal development.
    8. Assist learners in developing non-verbal cues and listening skills.
    9. Promote learner-to-learner and learner-to-adult conversations.

**Outcome 7.2 Observation**

Administer formal observations to evaluate learners’ growth and development progress and to diagnose problems.

**Competencies**

7.2.5 Identify the development of learners’ receptive and expressive language skills by regularly and systematically observing learners in various contexts.

* + 1. Assess development of learners’ literacy capabilities.
    2. Identify reading concerns and implement interventions.

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