

**Master Course Outline  
With Sample Syllabus**

**Language Development and Emergent Literacy in Young Children**

**ECED 2331**

Recommended Prerequisites: ENG 101, ECE 101, (Child Development or Child Psych and Development)

**Course Description:**

An introduction to language and literacy acquisition and development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing, and reading skills and the teaching strategies that will support the curriculum. Emphasis on the influence of a child's background and experiences on emerging literacy development will be explored. As will the importance of family partnerships and assessment. This course will address the learning needs of all children including children with disabilities, developmental delays, language and/or cultural differences. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experiences will be included.

**Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:**

<b>Course Objective</b>	<b>Alignment with Standards</b>
<b>1.</b> Language and Literacy development in young children including children with disabilities, developmental delays, language and/or cultural differences.	<b>OSEP:</b> Literacy and STEM <b>DEC/EI/ECSE:</b> 1.2 <b>PS&amp;C for ECE:</b> 1a, 1b <b>CKCs:</b> 1.A.1
<b>2.</b> The components of a literacy-rich environment that will support all children including children with disabilities, developmental delays, language and/or cultural differences. This includes the appropriate tools for observing and assessing an environment for literacy.	<b>OSEP:</b> Intervention and Instruction, Literacy & STEM, and Technology <b>DEC/EI/ECSE:</b> 5.2, 6.3, 6.6 <b>PS&amp;C for ECE:</b> 3a, 3b, 3c <b>CKC's:</b> 1.B.1 and 3.B.1

<p><b>3.</b> Curriculum, CT ELDS, teaching strategies, and experiences that promote language and literacy acquisition for English and non-English speaking children as well as for children with disabilities and developmental delays.</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM and Technology  <b>DEC/EI/ECSE:</b> 5.2 and 6.3, 6.4, 6.5  <b>PS&amp;C for ECE:</b> 1c, 1d, 4b, and 6b  <b>CKC's:</b> 3.A.2, 3.A.3</p>
<p><b>4.</b> The role of play in language and literacy development for all children including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p><b>OSEP:</b> Literacy and STEM and Supporting Social &amp; Emotional Development  <b>DEC/EI/ECSE:</b> 6.5  <b>PS&amp;C for ECE:</b> 1c, 4b,  <b>CKC's:</b> 1.A.1, 2.B.2, 3.B.1</p>
<p><b>5.</b> Literacy concepts including Concepts of Print, Print Awareness and the relationship of sound to print, phonemes, phonological awareness and alphabetic principle.</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM and Technology  <b>DEC/EI/ECSE:</b> 1.1, 6.3  <b>PS&amp;C for ECE:</b> All Standard 5  <b>CKC's:</b> 2.B.3, 3.A.1, 3.A.2, 3.A.3</p>
<p><b>6.</b> The elements of picture books that indicate quality including books depicting children with disabilities, language and/or cultural differences.</p>	<p><b>OSEP:</b> Literacy and STEM  <b>DEC/EI/ECSE:</b> 6.3  <b>PS&amp;C for ECE:</b> 5a  <b>CKC's:</b> 3.A.1, 3.B.2</p>
<p><b>7.</b> A variety of literacy experiences including dialogic read aloud, poetry, puppetry, flannel board, assistive technology, etc. for individuals and groups including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM, and Technology  <b>DEC/EI/ECSE:</b> 5.1, 5.2 and 6.3, 6.6  <b>PS&amp;C for ECE:</b> 4c, and 5a, 5b  <b>CKC's:</b> 3.A.3.</p>
<p><b>8.</b> The stages of writing development and supporting writing development for all children including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p><b>OSEP:</b> Literacy and Stem; Intervention and Instruction  <b>DEC/EI/ECSE:</b> 1.2, 1.4 5.2, 6.3, 6.6  <b>PS&amp;C for ECE:</b> 1a, 1c, and 4b  <b>CKC's:</b> 1.A.1., 3.B.1</p>
<p><b>9.</b> The importance of families as partners in extending literacy into the homes of all children including</p>	<p><b>OSEP:</b> Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds</p>

children with disabilities, developmental delays, language and/or cultural differences.	<b>DEC/EI/ECSE:</b> 2.3, 6.1, 6.2 <b>PS&amp;C for ECE:</b> 1c, 2a and 2b <b>CKC's:</b> 1.A.2, 5.A.1, 5.A.2.
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**Student Outcomes: Upon completion of this course, students will be able to:**

<b>Student Outcomes:</b>	<b>Alignment with Standards</b>
1. Discuss language development in young children including children with disabilities, developmental delays, language and/or cultural differences.	<b>OSEP:</b> Literacy and Stem <b>DEC/EI/ECSE:</b> Child Development and Learning, 1.2 <b>PS&amp;C for ECE:</b> 1a, 1b <b>CKCs:</b> 1.A.1
2. Evaluate objectively the components of a literacy-rich environment. (i.e. puppets, flannel boards, technology and assistive technology, labels, listening center etc., including positive, caring, supportive relationships and interactions between adults and children) using the appropriate observation/assessment tools.	<b>OSEP:</b> Intervention and Instruction, Literacy & STEM, and Technology <b>DEC/EI/ECSE:</b> 5.2, 6.3, 6.6 <b>PS&amp;C for ECE:</b> 3a, 3b, 3c, 4.a <b>CKC's:</b> 1.B.1, 3.B.1
3. Using the CT ELDS create curriculum and plan teaching strategies and experiences that promote language and literacy acquisition for English and non-English speaking children as well as for children with disabilities and developmental delays.	<b>OSEP:</b> Intervention and Instruction, Literacy & STEM and Technology <b>DEC/EI/ECSE:</b> 5.2 and 6.3, 6.4, 6.5 <b>PS&amp;C for ECE:</b> 1c, 1d, 4b, and 6b <b>CKC's:</b> 3.A.2, 3.A.3
4. Analyze the role of play in language and literacy development for all children including children with disabilities, developmental delays, language and/or cultural differences.	<b>OSEP:</b> Literacy and STEM and Supporting Social & Emotional Development <b>DEC/EI/ECSE:</b> 6.5 <b>PS&amp;C for ECE:</b> 1c, 4b <b>CKC's:</b> 1.A.1, 2.B.2, 3.B.1

<p>5. Apply knowledge of the Concepts of Print, Print Awareness and the relationship of sound to print, phonemes, phonological awareness and alphabetic principle.</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM and Technology  <b>DEC/EI/ECSE:</b> 1.1, 6.3  <b>PS&amp;C for ECE:</b> All Standard 5  <b>CKC's:</b> 2.B.3, 3.A.1, 3.A.2, 3.A.3</p>
<p>6. Identify and review a variety of genres of quality books including books depicting children with disabilities, language and/or cultural differences.</p>	<p><b>OSEP:</b> Literacy and STEM  <b>DEC/EI/ECSE:</b> 6.3  <b>PS&amp;C for ECE:</b> 5a  <b>CKC's:</b> 3.A.1, 3.B.2</p>
<p>7. Present effective dialogic read aloud strategies for individuals and groups and engage all children including children with disabilities, developmental delays, language and/or cultural differences in extended conversations about stories and help children connect print to sound.</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM, and Technology  <b>DEC/EI/ECSE:</b> 5.1, 5.2 and 6.3, 6.6  <b>PS&amp;C for ECE:</b> 4a, 4c, and 5a, 5b  <b>CKC's:</b> 3.A3.</p>
<p>8. Demonstrate an understanding of the stages of writing and how those stages might be affected by a child's individual characteristics such as the presence of a disability.</p>	<p><b>OSEP:</b> Literacy and Stem; Intervention and Instruction  <b>DEC/EI/ESCE:</b> 1.2, 1.4 5.2, 6.3, 6.6  <b>PS&amp;C for ECE:</b> 1a, 1c, and 4b  <b>CKC's:</b> 1.A.1., 3.B.1</p>
<p>9. Using appropriate communication skills, create ways for all families including families of children with disabilities, developmental delays, language and/or cultural differences to extend literacy experiences into their homes.</p>	<p><b>OSEP:</b> Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds  <b>DEC/EI/ECSE:</b> 2.3, 6.1, 6.2  <b>PS&amp;C for ECE:</b> 1c, 2a and 2b  <b>CKC's:</b> 1.A.2, 5.A.1, 5.A.2.</p>

**Course Content: The following topics will be covered:**

<b>Course Content:</b>	<b>Alignment with Standards</b>
<p>1. Typical and atypical Language Development including the development of children with disabilities, developmental delays, language and/or cultural differences.</p>	<p><b>OSEP:</b> Literacy and Stem  <b>DEC/EI/ECSE:</b> 1.2  <b>PS&amp;C for ECE:</b> 1a, 1b  <b>CKCs:</b> 1.A.1</p>
<p>2. Expressive &amp; Receptive Language of typically and atypically developing children.</p>	<p><b>OSEP:</b> Literacy and Stem  <b>DEC/EI/ECSE:</b> 1.2  <b>PS&amp;C for ECE:</b> 1a, 1b  <b>CKCs:</b> 1.A.1</p>
<p>3. Emerging Literacy in all children including children with disabilities, developmental delays, language and/or cultural differences</p>	<p><b>OSEP:</b> Literacy and Stem  <b>DEC/EI/ECSE:</b> 1.2  <b>PS&amp;C for ECE:</b> 1a, 1b  <b>CKCs:</b> 1.A.1</p>
<p>4. Language and Literacy-rich Environment to support all children including children with disabilities, developmental delays, language and/or cultural differences. Review appropriate observation/assessment tools. See Key Experiences</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM, and Technology  <b>DEC/EI/ECSE:</b> 5.2, 6.3, 6.6  <b>PS&amp;C for ECE:</b> 3a, 3b  <b>CKC's:</b> 1.B.1, 3.B.1</p>
<p>5. Language Arts Curriculum including, CT ELDS, accommodations and adaptations for children with disabilities, developmental delays, language and/or cultural differences.</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM and Technology  <b>DEC/EI/ECSE:</b> 1.1, 6.3  <b>PS&amp;C for ECE:</b> All Standard 5  <b>CKC's:</b> 2.B.3, 3.A.1, 3.A.2, 3.A.3</p>

<p>6. Play, Conversations &amp; Dramatization with all children irrespective of disabilities, developmental delays, language and/or cultural differences</p>	<p><b>OSEP:</b> Literacy and STEM and Supporting Social &amp; Emotional Development  <b>DEC/EI/ECSE:</b> 6.5  <b>PS&amp;C for ECE:</b> 1c, 4a, 4b,  <b>CKC's:</b> 1.A.1, 2.B.2, 3.B.1</p>
<p>7. Literacy concepts including concepts of print, print awareness, connecting sound to print, phonemes, phonological awareness and alphabetic principle</p>	<p><b>OSEP:</b> Literacy &amp; STEM  <b>DEC/EI/ECSE:</b> 1.1, 6.3  <b>PS&amp;C for ECE:</b> 5a, 5b, and 5c  <b>CKC's:</b> 2.B.3,</p>
<p>8. Literature including books that depict children with disabilities and language and/or cultural differences.</p>	<p><b>OSEP:</b> Literacy and STEM  <b>PS&amp;C for ECE:</b> 5a  <b>CKC's:</b> 3.A.1, 3.B.2</p>
<p>9. Literacy Experiences (including dialogic read aloud, poetry, puppetry, flannel board, and assistive technologies etc.).</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy &amp; STEM, and Technology  <b>DEC/EI/ECSE:</b> 5.1, 5.2 and 6.3, 6.6  <b>PS&amp;C for ECE:</b> 4c, and 5a, 5b  <b>CKC's:</b> 3.A3.</p>
<p>10. Stages of writing including disabilities associated with writing such as dysgraphia.</p>	<p><b>OSEP:</b> Literacy and Stem; Intervention and Instruction  <b>DEC/EI/ECSE:</b> 1.2, 1.4, 5.2, 6.3, 6.6  <b>PS&amp;C for ECE:</b> 1a, 1c, and 4b  <b>CKC's:</b> 1.A.1., 3.B.1</p>
<p>11. Home Literacy Connection to include, engage, and communicate with families of children from diverse backgrounds.</p>	<p><b>OSEP:</b> Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds  <b>DEC/EI/ECSE:</b> 2.3, 6.1, 6.2  <b>PS&amp;C for ECE:</b> 1c, 2a and 2b  <b>CKC's:</b> 1.A.2, 5.A.1, 5.A.2.</p>

Review: Top 11 Communication Skills (For Your Life and Career) <a href="https://novoresume.com/career-blog/communication-skills">https://novoresume.com/career-blog/communication-skills</a>	
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**Standards:**

CT State Core Knowledge and Competencies (CKC)

Division for Early Childhood (DEC)/Early Intervention/Early Childhood Special Education (EI/ECSE)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&CECE)

## Key Experiences for ECE 231

1. C.O. 1 View videos of children, including children with disabilities, developmental delays, language and cultural differences, at various stages of language development.
2. C.O. 8 Evaluate children's writing samples and identify the stages of writing based on those samples.
3. C.O. 1 Identifying receptive and expressive communication (including sign language, braille documents, augmented or alternate communication, and hearing assistive technologies).
4. C.O. 6 Review children's books including books reflecting children with disabilities, developmental delays, language and cultural differences.
5. C.O. 2, 3 Create learning experiences according to the CT ELDS literacy standards to support children including accommodations and adaptations for children with disabilities, developmental delays, language and cultural differences
6. C.O. 1 Review Observation/assessment tools for identifying the components of a literacy-rich environment. (ELLCO, frequency count, work samples, checklists, etc ) see:  
[https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Book%3A\\_Observation\\_and\\_Assessment\\_in\\_Early\\_Childhood\\_Education\\_\(Peterson\\_and\\_Elam\)/03%3A\\_Using\\_Observation\\_Methods\\_Tools\\_and\\_Techniques\\_to\\_Gather\\_Evidence/3.04%3A\\_A\\_Closer\\_Look\\_at\\_Observation\\_Methods\\_Tools\\_and\\_Techniques](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam)/03%3A_Using_Observation_Methods_Tools_and_Techniques_to_Gather_Evidence/3.04%3A_A_Closer_Look_at_Observation_Methods_Tools_and_Techniques)
7. C.O. 2 Evaluate classroom literacy environments for strengths and challenges including those for children with disabilities, developmental delays, language and cultural differences.
8. C.O. 9 Apply appropriate communication skills and knowledge about supporting and advancing the development of language and literacy to create opportunities for families of all children including children with disabilities, developmental delays, language and cultural differences to support those children's reading, writing, speaking and listening development.
9. C.O. 5, 7 Demonstrate a read aloud with attention to Concepts of Print.

10. C.O. 3, 4 Apply knowledge of DAP, play-based experiences and the CT ELDS to explore activities using literacy materials such as puppets, flannel boards, and technology.
11. C.O. 7 Analyze the various levels of Bloom’s Taxonomy and practice developing questions at each level to extend and enrich conversations.
12. C.O. 1 Describe and identify the oral language components of syntax, semantics, phonology, pragmatics, and morphology.

## RESOURCES

### Websites:

Zero to Three Interactive Brain Map

<https://www.zerotothree.org/resources/529-baby-brain-map>

CT OEC Supporting All Children Using the CT ELDS: Dual Language Learners

[https://www.ct.gov/oec/lib/oec/DualLanguageLearnersFinalMar17\\_2016.pdf](https://www.ct.gov/oec/lib/oec/DualLanguageLearnersFinalMar17_2016.pdf)

Frank Porter Graham Connect Module #6: <https://www.connectmodules.dec-sped.org/connect-modules/learners/module-6/>

CELL – The Center for Early Literacy Learning <http://www.earlyliteracylearning.org>

A Closer Look at Observation Methods, Tools and Techniques

[https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Book%3A\\_Observation\\_and\\_Assessment\\_in\\_Early\\_Childhood\\_Education\\_\(Peterson\\_and\\_Elam\)/03%3A\\_Using\\_Observation\\_Methods\\_Tools\\_and\\_Techniques\\_to\\_Gather\\_Evidence/3.04%3A\\_A\\_Closer\\_Look\\_at\\_Observation\\_Methods\\_Tools\\_and\\_Techniques](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam)/03%3A_Using_Observation_Methods_Tools_and_Techniques_to_Gather_Evidence/3.04%3A_A_Closer_Look_at_Observation_Methods_Tools_and_Techniques)

Top 11 Communication Skills (For your Life and Career)

<https://novoresume.com/career-blog/communication-skills>

## **Videos:**

Serve & Return Interaction Shapes Brain Circuitry:

[https://www.youtube.com/watch?v=m\\_5u8-QSh6A&feature=youtu.be](https://www.youtube.com/watch?v=m_5u8-QSh6A&feature=youtu.be)

Dad talking with toddler

<https://www.youtube.com/watch?v=0IaNR8YGdow>

The Linguistic Genius of Babies

[https://www.ted.com/talks/patricia\\_kuhl\\_the\\_linguistic\\_genius\\_of\\_babies](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies)

Eastern CT State University: Videos

Supporting English Language Learners in the Preschool Classroom

<https://www.easternct.edu/center-for-early-childhood-education/e-clips/supporting-english-language-learners.html>

Talking Matters: Bilingual Language Development and Disorders <https://www.youtube.com/watch?v=DJVz0rNJOBA>

## **Articles:**

NAEYC/IRA Joint Position Statement on Learning to Read and Write <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF>

Mem Fox Read Aloud Commandments

<https://memfox.com/for-parents/for-parents-ten-read-aloud-commandments/>

Challenging Common Myths about English Language Learners published by The Foundation for Child Development

<https://www.fcd-us.org/assets/2016/04/MythsOfTeachingELLEspinosa.pdf>

Colorin Colorado: Reading 101 for English Language Learners; <https://www.colorincolorado.org>

Public Schools of North Carolina : What to Look for in a High-Quality, Literacy-Rich, Inclusive Pre-Kindergarten and Kindergarten Learning Environment

<https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/What%20to%20Look%20for%20in%20a%20Quality%20Literacy-Rich%20Preschool%20Learning%20Environment.pdf>

Literacy Rich Environments with adaptive materials from Reading Rockets

<https://www.readingrockets.org/article/literacy-rich-environments>

Young Children (1998) What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.621.3677&rep=rep1&type=pdf>

Prieto, Beyond the Journal (2009): One Language, Two Languages, Three Languages . . . More?:

[https://www.smartbeginningsse.org/wp-content/uploads/2016/03/esl\\_infant-toddlers.pdf](https://www.smartbeginningsse.org/wp-content/uploads/2016/03/esl_infant-toddlers.pdf)

Understood.org Understanding Language Disorders: <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/communication-disorders/understanding-language-disorders>

Learning Disabilities Association of America: <https://ldaamerica.org/types-of-learning-disabilities/dysgraphia/>

Developmental Stages of Writing

<https://www.uab.edu/education/studentteaching/images/docs/student/developmentalstagesofwriting.pdf>

Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice :

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dec-position-statement-cultural-linguistic-responsiveness#intro>

Dual Language Learners in Early Childhood Settings: [http://www.kvccdocs.com/KVCC/2016-](http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual_Language_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf)

[Spring/ECE133/Resources/Dual\\_Language\\_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf](http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual_Language_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf)

Language at Home and in the Community: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/language-home-teachers-eng.pdf>

**Audio:**

Transcription from NPR – Old Fashioned Play Builds Serious Skills

<https://www.npr.org/templates/story/story.php?storyId=19212514&sc=emaf?storyId=19212514&sc=emaf>

**Children's books:**

- My Brother Charlie by Holly Robinson Peete
- Rocky the Raccoon and Other Woodland Friends by Roger Priddy
- My Friend Isabelle by Eliza Woloson
- I Hate English by Ellen Levine
- People by Peter Spier
- Smile for Auntie by Diane Paterson
- The Listening Walk by Paul Showers
- What Do You Do With a Tail Like This? By Steve Jenkins
- Pancakes for Breakfast (and other wordless books) by Tomi dePaolo

Toddler video read aloud of Little Pea with CLOZE technique <https://www.youtube.com/watch?v=0wg017Dc9N0>

Video reading of children's books : [www.Storylineonline.net](http://www.Storylineonline.net)

**Additional Resource:**

**Early Language and Literacy Classroom Observation (E.L.L.C.O.)**

**SAMPLE SYLLABUS**  
**ECE E231 – EARLY LANGUAGE AND LITERACY DEVELOPMENT**

**Instructor:** \_\_\_\_\_ **Office:** \_\_\_\_\_  
**Telephone:** \_\_\_\_\_ **Office Hours:** \_\_\_\_\_ or by app't  
**E-mail:** \_\_\_\_\_  
**Text:** \_\_\_\_\_

**Evaluation and grading:**

## Assessments and Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	Introductions What is language? What is literacy? Discuss your memories, thoughts, and feelings concerning baby games and classic language play.	C.O. 1		
2	Review of the language and literacy standards in the CT ELDS	C.O. 3	*Sort a list of language and literacy activities into Expressive or Receptive categories	
3	Infant toddler oral language development *View video of infants' and toddlers' emergent oral language production including children with disabilities, developmental delays, language and cultural differences.	C.O. 1		
4	Preschool Years and Growth Systems Affecting Early Language Ability View the Wug Test	C.O. 1		
13	Developing a Literacy Environment	C.O. 2	*Evaluate a classroom literacy environment for strengths and challenges.	

5	The role of Play in language and literacy development	C.O. 4	Reflect upon and analyze the role of play when planning for the language and literacy development of young children	
6	Understanding Differences and Achieving Language and Literacy Goals Through Programming	C.O. 3	Create a learning experience to promote oral language skills for English and non-English speaking children. It should include accommodations for children with developmental delays and be reflective of a language and literacy standard from the CT ELDS	
7	Concepts including Concepts of print, print awareness, and alphabetic principle	C.O. 5	Create a learning experience to promote understanding of the Concepts of Print	
8	Children and Books	C.O. 6	*Review and evaluate a variety of genres of children's books including books reflecting children with disabilities, developmental delays, language and cultural differences.	
9	Group times Conversations	C O. 2, 3		
11	Poetry and Flannel stories_ Puppetry and beginning drama experiences_	C.O. 7		
12	*Presentations of a story using either puppets or flannel board materials.	<b>C.O.7</b>		
14	Early mark-making and the Stages of Writing Development	<b>C.O. 8</b>	*Evaluate children's writing samples and identify the stages of writing based on those samples.	

10	Parent-centered Partnership	C.O. 9	Develop activities for parents to extend literacy experiences into their home.	
15	Read Aloud Presentation	<b>C.O. 7</b>		
16	Final			

**\* Key Experiences.**