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## MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | LANGUAGE DEVELOPMENT & EMERGENT LITERACY ECED 2331 | COURSE INFORMATION

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### **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.

*Prerequisite: ECED 1001 or ECED 1142 and ECED 1002 or ECED 1104 or PSY 2004*

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

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1	Language development in young children including children with disabilities, developmental delays, language and/or cultural differences.	NAEYC Standard One, Promoting Child Development and Learning, 1b.; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1b)
2	Curriculum, teaching strategies, and activities that promote language and literacy acquisition for English and non-English speaking children as well as for children with disabilities and developmental delays.	OSEP Intervention and Instruction, Literacy & STEM and Technology; DEC Instruction, INS4 and Environments, E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a and Standard 4 Using Developmentally Effective Approaches, 4b; (PS&C for ECE, Child Development and Learning in Context, 1c, 1d, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b); CKC’s Building a Meaningful Planned Program of Learning and Development, 3A3

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	<b>COURSE OBJECTIVE</b>	<b>ALIGNMENT WITH STANDARDS</b>
3	<b>A variety of literacy experiences including read aloud, poetry, puppetry, flannel board, assistive technology, etc. for individuals and groups including children with disabilities, developmental delays, language and/or cultural differences.</b>	OSEP Intervention and Instruction, Literacy & STEM, and Technology; DEC Instruction, INS4, Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction, and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Five, Using Content Knowledge to Build Meaningful Curriculums, 5a, Standard Four, Using Developmentally Effective Approaches, 4a.and 4b); (PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c,and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b); CKC’s Building a Meaningful Planned Program of Learning and Development, 3A3.
4	<b>The stages of writing development and supporting writing development for all children including children with disabilities, developmental delays, language and/or cultural differences.</b>	OSEP, Literacy and Stem; Intervention and Instruction, DEC, Instruction, INS4, EI/ESCE Using Responsive, Reciprocal, Interactions, Interventions and Instruction; NAEYC Standard One, Promoting Child Development and Early Learning, 1a and Standard Four, Using Developmentally Effective Approaches, 4b;(PS&C for ECE Standard One, Child Development and Learning in Context, 1a, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b); CKC’s Promoting Child Development and Early Learning 1.A.1.
5	<b>The elements of picture books that indicate quality including books depicting children with disabilities, language and/or cultural differences.</b>	NAEYC Standard Five, Using Content Knowledge to Build Meaningful Curriculums, 5a; (PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a)
6	<b>The components of a literacy-rich environment that will support all children including children with disabilities, developmental delays, language and/or cultural differences.</b>	OSEP Intervention and Instruction, Literacy & STEM, and Technology; DEC Environments E4, Instruction, INS 4;
7	<b>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 Literacy and STEM and Supporting Social & Emotional Development; DEC Interaction INT2 and Instruction, INS4; NAEYC Standard One, Promoting Child Development and Early Learning, 1B, and Using Content Knowledge to Build Meaningful Curriculums, 5A; (PS&C for ECE Standard One, Child Development and Learning in Context,1c, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b).
8	<b>Literacy concepts including Concepts of Print, Print Awareness and the relationship of sound to print, phonemes, phonological awareness and alphabetic principle</b>	OSEP Literacy & STEM; EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1B, and Using Content Knowledge to Build Meaningful Curriculums, 5A; (PS&C for ECE, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c)
9	<b>The importance of families as partners in extending literacy into the homes of all children including children with disabilities, developmental delays, language and/or cultural differences.</b>	OSEP Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds; DEC, Family F1 and F6; EI/ECSE Partnering with Families (1); NAEYC Standard Two, Building Family and Community Relations, 2A, 2B; (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b); CKC’s Building Family and Community Relations, 5A1, 5A2.

**Student Outcomes: Upon completion of this course, students will be able to:**

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
1	Discuss language development in young children including children with disabilities, developmental delays, language and/or cultural differences.	NAEYC Standard One, Promoting Child Development and Early Learning, 1b.; (PS&C for ECE, Standard One, Child Development and Learning in Context 1a, and 1b)
2	Create curriculum and plan teaching strategies and activities that promote language and literacy acquisition for English and non-English speaking children as well as for children with disabilities and developmental delays.	OSEP Intervention and Instruction, Literacy & STEM and Technology; DEC Instruction INS4 and Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, Using Developmentally Effective Approaches, 4b and Standard Five, Using Content Knowledge to Build Meaningful Curriculum; (PS&C for ECE , Standard One, Child Development and Learning in Context 1c and 1d, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b); CKC's Building a Meaningful Planned Program of Learning and Development, 3A3.
3	Present effective 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.	OSEP Intervention and Instruction, Literacy & STEM, Technology; DEC Instruction, INS4 and Environments, E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, Using Developmentally Effective Approaches, 4a. 4b; Standard Five, Using Content Knowledge to Build Meaningful Curriculums, 5a , (PS&C for ECE, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b); CKC.s, Building a Meaningful Planned Program of Learning and Development., 3.A.3;
4	Choose and review a variety of genres of quality books including books depicting children with disabilities, language and/or cultural differences.	NAEYC Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5c).
5	Students will 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.	OSEP, Literacy and Stem; Intervention and Instruction, DEC, Instruction, INS4, EI/ESCE Using Responsive, Reciprocal, Interactions, Interventions and Instruction; NAEYC Standard One, Promoting Child Development and Early Learning, 1a and Standard Four, Using Developmentally Effective Approaches, 4b; (PS&C for ECE, Standard One, Standard One, Child Development and Learning in Context, 1a); CKC's Promoting Child Development and Early Learning 1.A.1.
6	Demonstrate the use puppets, flannel boards, technology and assistive technology as components of a literacy-rich environment.	OSEP Intervention and Instruction, Literacy & STEM, and Technology; DEC Environments E4, Instruction; INS 4; (PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5c).
7	Analyze the role of play in language and literacy development for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Literacy and STEM and Supporting Social & Emotional Development; DEC Interaction INT2 and Instruction INS4, (PS&C for ECE, Child Development and Learning in Context, 1c).
8	Apply their knowledge of the Concepts of Print	OSEP Literacy & STEM; EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1B, and Standard Five, Using Content Knowledge to Build Meaningful Curriculums, 5A; (PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a).

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
9	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.	OSEP Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds; DEC, Family, F1, F6; EI/ECSE Partnering with Families (1); NAEYC, Standard Two, Building Family and Community Relations 2A, 2B; (PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections, 2b, and 2c); CKC's, Building Family and Community Relationships, 5A1, 5A2.

### Course Content:

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	COURSE CONTENT	ALIGNMENT WITH STANDARDS
1	Typical and atypical Language Development including the development of children with disabilities, developmental delays, language and/or cultural differences.	NAEYC, Standard One, Promoting Child Development and Early Learning, 1B; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, and 1b).
2	Emerging Literacy in all children including children with disabilities, developmental delays, language and/or cultural differences	OSEP Intervention and Instruction, Literacy & STEM and Technology; DEC Instruction, INS4 and Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, Using Developmentally Effective Approaches, 4b and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE, Standard One, Child Development and Learning in Context 1c, and 1d, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b); CKC's Building a Meaningful Planned Program of Learning and Development, 3A
3	Language Arts Curriculum including accommodations and adaptations for children with disabilities, developmental delays, language and/or cultural differences	OSEP Intervention and Instruction, Literacy & STEM and Technology; DEC Instruction, INS4 and Environments E4; EI/ ECSE Using Responsive, Reciprocal Interactions, Interventions, and Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b and Standard Five, Using Content Knowledge to Build Meaningful Curriculum 5a; (PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b); CKC's, Building a Meaningful Planned Program of Learning and Development, 3A3.
4	Literature including books that depict children with disabilities and language and/or cultural differences.	NAEYC Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a).
5	Stages of writing including disabilities associated with writing such as dysgraphia.	OSEP, Literacy and Stem; Intervention and Instruction, DEC, Instruction, INS4, EI/ESCE Using Responsive, Reciprocal, Interactions, Interventions and Instruction; NAEYC Standard One, Promoting Child Development and Early Learning, 1a and Standard Four, Using Developmentally Effective Approaches, 4b; (PS&C for ECE Standard One, Child Development and Learning in Context, 1a, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b); CKC's Promoting Child Development and Early Learning 1.A.1.

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COURSE CONTENT		ALIGNMENT WITH STANDARDS
<b>6</b>	<b>Expressive &amp; Receptive Language of typically and atypically developing children.</b>	NAEYC Standard One, Promoting Child Development and Early Learning1b; (PS&C for ECE Standard One, Child Development and Learning in Context, 1a, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum ,5b).
<b>7</b>	<b>Conversations &amp; Dramatization with all children irrespective of disabilities, developmental delays, language and/or cultural differences</b>	OSEP Literacy and STEM, Supporting Social & Emotional Development; DEC Interaction INT2 and INS4 Instruction; (PS&C for ECE, Standard One, Child Development and Learning in Context 1c, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b).
<b>8</b>	<b>Literacy concepts including concepts of print, print awareness, connecting sound to print; phonemes, phonological awareness and alphabetic principle</b>	OSEP Literacy & STEM; EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1B, and Using Content Knowledge to Build Meaningful Curriculums, 5A; (PS&C for ECE Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a).
<b>9</b>	<b>Print-rich Environment to support all children including children with disabilities, developmental delays, language and/or cultural differences</b>	OSEP Intervention and Instruction, Literacy & STEM, and Technology; DEC Environments E4, Instruction; INS 4; (PS&C for ECE Standard One, Child Development and Learning in Context, 1d).
<b>10</b>	<b>Home Literacy Connection to include, engage, and communicate with families of children from diverse backgrounds.</b>	OSEP Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds; F1, F6; EI/ECSE Partnering with Families (1); NAEYC Standard Two, Building Family and Community Relationships 2A, 2B; (PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections 2a, 2b,and 2c); CKC’s Building Family and Community Relationships 5A1, 5A2.
<b>11</b>	<b>Literacy Experiences (including read aloud, poetry, puppetry, flannel board, and assistive technologies etc.).</b>	OSEP Intervention and Instruction, Literacy & STEM, and Technology; DEC Instruction INS4 ,Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, Using Developmentally Effective Approaches, 4a and 4b, and Standard Five, Using Content Knowledge to Build Meaningful Curriculums, 5a; (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b,and 4c, and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a and 5b); CKC’s Building a meaningful planned program of learning and development. 3.A.3.

### STANDARDS

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

## **KEY EXPERIENCES**

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. 4 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. 5 Review children’s books including books reflecting children with disabilities, developmental delays, language and cultural differences.
5. C.O. 2, 3, 7 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. 6 Evaluate classroom literacy environments for strengths and challenges including those for children disabilities, developmental delays, language and cultural differences.
6. C.O. 7, 9 Apply 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.
8. C.O. 8 Demonstrate a read aloud with attention to Concepts of Print.
9. C.O. 3 Apply knowledge of DAP and the CT ELDS to explore activities using literacy materials such as puppets, flannel boards, and technology.
10. C.O. 2 Analyze the various levels of Bloom’s Taxonomy and practice developing questions at each level to extend and enrich conversations.
11. C.O. 1, 8 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-spced.org/connect-modules/learners/module-6/>
- CELL – The Center for Early Literacy Learning <http://www.earlyliteracylearning.org>

## 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=DJVzOrNJOBA>

## 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://ldaamerica.org/types-of-learning-disabilities/dysgraphia/Developmental%20Stages%20of%20Writing) <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-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.)

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Introductions What is language? What is literacy? Discuss your memories, thoughts, and feelings concerning baby games and classic language play.	CO 1		
2	Review of the language and literacy standards in the CT ELDS	C.O. 1	<i>*Sort a list of language and literacy activities into Expressive or Receptive categories</i>	SO 1
3	Infant toddler oral language development <i>*View video of infants' and toddlers' emergent oral language production including children with disabilities, developmental delays, language and cultural differences.</i>	C.O. 1		
4	Preschool Years and Growth Systems Affecting Early Language Ability View the Wug Test	C.O. 1		
5	The role of Play in language and literacy development	C.O. 2, 3	Reflect upon and analyze the role of play when planning for the language and literacy development of young children	S.O. 7
6	Understanding Differences and Achieving Language and Literacy Goals Through Programming	C.O. 1, 2	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	S.O. 2
7	Concepts including Concepts of print, print awareness, and alphabetic principle	C.O. 8		
8	Children and Books	C.O. 5	<i>*Review and evaluate a variety of genres of children's books including books reflecting children with disabilities, developmental delays, language and cultural differences.</i>	S.O. 4
9	Group times Conversations	C.O. 2, 3		
10	Read Aloud Presentations			S.O.3
11	Poetry and Flannel stories Puppetry and beginning drama experiences	C.O. 3, 7.	Create a learning experience to promote understanding of the Concepts of Print	S.O. 8

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
12	<i>*Presentations of a story using either puppets or flannel board materials.</i>	S.O. 3		S.O. 6
13	Developing a Literacy Environment	C.O. 6	<i>*Evaluate a classroom literacy environment for strengths and challenges.</i>	S.O. 6
14	Early mark-making and the Stages of Writing Development	C.O. 4	<i>*Evaluate children's writing samples and identify the stages of writing based on those samples.</i>	S.O. 5
15	The Parent Centered Partnership	C.O. 9	Develop activities for parents to extend literacy experiences into their home.	S.O.9
16	Final		<i>*Compare and contrast several descriptions of curriculum from the perspective of the child, the family, and the teacher.</i>	

*\*Key Experience.*