

Queens College CUNY
Department of Elementary and Early Childhood Education
Fall, 2022

EECE 340: THE EARLY DEVELOPMENT OF LANGUAGE AND LITERACY

INSTRUCTOR INFORMATION:

Ted Kesler

Office: 054H PowdermakerPhone: 718-997-5183e-mail: tkesler@qc.cuny.eduOffice Hours: 2:00-4:00 PM Wednesdays, or by appointmentClass Times and Location: Wednesdays, 9:10-12; 016 Powdermaker Hall**COURSE DESCRIPTION:**

EECE 340. The Early Development of Language and Literacy. 3 hr.; 3 cr. Prereq.: EECE 201 and upper sophomore standing. Required for the NYS initial Certificate Program in Childhood Education 1-6. Students in other initial certificate programs may also enroll in this course. The course is designed to provide an understanding of language and literacy development in young children. Students examine the interaction between language development and cognition, the reciprocal relationship between spoken and written forms of language for the young child, and the design of developmentally appropriate materials and experiences from birth to grade 2 students, including students from diverse social groups and those with disabilities. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language and literacy development in young children.

Conceptual Framework: Queens College Principles for Educator Preparation (QC-7)

Queens College is located in the diverse urban community of Flushing, in the New York City Borough of Queens. This course is aligned with the Core Values of the Education Unit of promoting Equity, Excellence, and Ethics in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and educational professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

The Association for Childhood Education International (ACEI) has set standards for elementary teacher education. The goals of this course align with many of those standards as outlined below:

DEVELOPMENT, LEARNING, AND MOTIVATION

1.0 Development, Learning, and Motivation: In this course you will learn to know, understand, and use the major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual student's development, acquisition of knowledge, and motivation.

CURRICULUM**2.1 Reading, Writing, and Oral Language**

In this course, you will understand and use concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

INSTRUCTION

3.1 Integrating and applying knowledge for instruction: In this course you will learn to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

3.2 Adaptation to diverse students: In this course you will learn to understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving: In this course you will learn to understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

3.4 Active engagement in learning: In this course you will learn to use your knowledge and understanding of individual and group motivation and behavior among students at the Grades preK-2 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration: In this course you will learn to use your knowledge and understanding of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 Assessment for instruction: In this course you will learn to know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation: In this course you will learn to be aware of and reflect on your practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies: In this you will learn the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

COURSE GOALS:

STUDENTS WILL:

1. Explore the developmental aspects of early language acquisition: why this matters for children's literacy development and how to support it. (ACEI 2.1)
2. Explore the developmental aspects of early reading and writing practices. (ACEI 2.1)
3. Learn key purposes and principles of practice for phonemic awareness, phonics, vocabulary, fluency, reading comprehension, and writing. (ACEI 2.1)
4. Examine assessments for early childhood literacy and how those assessments guide instruction. (ACEI 4.0)
5. Plan, implement, and reflect on an interactive read-aloud experience with young children. (ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 5.1)
6. Examine the purposes and principles of practice of a balanced literacy program that promotes integration of language arts into all content areas. (ACEI 1.0, 3.1)
7. Design materials and activities which exemplify effective teaching methods for students with diverse language learning capacities and experiences by taking into account families' and students' funds of knowledge as foundations for literacy curricula. (ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2)
8. Gain awareness of notable literature for young children (ACEI 2.1, 3.1)

TEXTBOOKS AND SUPPLIES

Required Texts

1. Lindfors, J. W. (2008). *Children's Language: Connecting Reading, Writing, and Talk*. Teachers College Press. NOTE: I will provide the assigned chapters as pdfs.
2. Schickedanz, J. A., & Collins, M. F. (2013). *So Much More than the ABCs: The Early Phases of Reading and Writing*. NAEYC.

Materials and Supplies

I will specify any materials and supplies that you need at least one class before you will need them, and also post what you need on the Blackboard site.

Note: Each class will include reading assigned professional articles (See Course Bibliography). Some classes you will be assigned one of several articles to read. The articles directly connect to each class's topics, and are integral parts of our class discussions. You are responsible for downloading and printing out these articles from the Blackboard site. As part of your participation, bring the articles that you need with you to each class.

Course Bibliography

- *Adomat, D. S. (2012). Becoming characters: Deepening young children's literary understanding through drama. *Journal of Children's Literature*, 38 (1), 44-51.
- Baghban, M. (2007). Scribbles, labels, and stories: The role of drawing in the development of writing. *Young Children*, pp. 20-26.
- Barrentine, S. J. (1996). Engaging with reading through interactive read-alouds. *The Reading Teacher*, 50 (1), 36-43.
- *Button, K., & Johnson, M. J. (1997). The role of shared reading in developing effective early literacy strategies. *Reading Horizons*, 37 (4), 262-273.
- Button, K., Johnson, M. J. & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49, 446-454.
- *Clyde, J. A. (2003). Stepping inside the story world: The subtext strategy: A tool for connecting and comprehending. *The Reading Teacher*, 57 (2), 150-160.
- *Griffith, P. L. & Olson, M. W. (1992). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45, 516-522.
- *Kesler, T. (2010). Shared reading to build vocabulary and comprehension. *The Reading Teacher*, 64 (4), 272-277.
- *Leigh, S. R. (2010). Violent red, ogre green, and delicious white: Expanding meaning potential

through media. *Language Arts*, 87 (4), 252-262.

*Maderazo, C., Martens, P., Croce, K., et al. (2010). Beyond picture walks: Revaluing picturebooks as written and pictorial texts. *Language Arts*, 87 (6), 437-446.

Managhan, E. (2020). Effective Practices to balance literacy instruction in early childhood. *Learning to Teach*, 9(3), 20-27.

*Morrison, V., & Wlodarczyk, L. (2009). Revisiting read-aloud: Instructional strategies that encourage students' engagement with texts. *The Reading Teacher*, 63 (2), 110-118.

NAEYC (no date). *Promoting Preschoolers' Emergent Writing*.
<https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing#:~:text=Emergent%20writing%20is%20young%20children's,%3B%20Den%20%26%20Votteler%202013>.

*O'Neil, K. E. (2011). Reading pictures: Developing visual literacy for greater comprehension. *The Reading Teacher*, 65 (3), 214-223.

Pinnell, Gay Su & Fountas, Irene C. (2011). *Literacy Beginnings: A Prekindergarten Handbook*. Portsmouth, NH: Heinemann. Section 5, Chapter 9.

Note: A copy of this chapter is posted on Blackboard.

Rosenkoetter, S. & Barton, L. R. (2002). Bridges to literacy: Early routines that promote later school success. *Zero to Three*, 22 (5), 33-38.

Stahl, S. (1992). Saying the "p" word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher*, 45 (8), 618-625.

Veiga, C. (August 13, 2019). This Flushing pre-K teacher uses WeChat and dumpling-making to connect with his students and their families. *Chalkbeat*.
 Available at: <https://www.chalkbeat.org/posts/ny/2019/08/13/this-flushing-pre-k-teacher-uses-wechat-and-dumpling-making-to-connect-with-his-students-and-their-families/>.

*Yopp, H. K. & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54 (2), 130-143.

Wednesdays, 9:10 to 12, 016 PH:

Session/ Date	Topic (Tentative)	Readings	Assignment / Materials
1 8/31	Introduction and Overview What is literacy for young children? Locating Children's Literature A book exploration		

<p>2 9/7</p>	<p>Literacy begins at home Language Development in Young Children: Overview, Activities Book Talks <u>Workshop Activities:</u> Children’s Literature Workshop 1</p>	<p>Rosenkoetter & Barton (2001) Lindfors, Ch. 1 (pp. 1-16) https://www.readingrocks.org/reading-topics/early-literacy-development</p>	<p>Bring in an old-favorite picture book, a “classic” for young children to share Reader Response 1</p>
<p>3 9/14</p>	<p>A Literacy-Rich Early Childhood Environment Shared Reading Supporting ELLs <u>Workshop Activities:</u> Book Talks 1 Children’s Literature Workshop 2</p>	<p>Veiga (2019) Classroom Pictures Videos *Button & Johnson (1997) *Kesler (2010) Pinnell & Fountas (2011), Ch. 9</p>	<p>Bring in a Big Book for shared reading Reader Response 2</p>
<p>4 9/21</p>	<p>Phonemic Awareness: Overview, Purposes, Activities Interactive Writing <u>Workshop Activities:</u> Group Presentation 1: Phonemic Awareness Book Talks 2 Children’s Literature Workshop 3</p>	<p>Schickendanz & Collins, Ch. 5, pp. 97-111 Button, Johnson, & Furgerson (1996) https://www.readingrocks.org/reading-topics/phonological-and-phonemic-awareness</p>	<p>Bring in a wordless picture book to share Reader Response 3</p>
<p>5 9/28</p>	<p>Phonemic Awareness: Assessment Children’s Books: Windows, Mirrors, and Sliding Doors (culturally responsive picture books) Concepts About Print <u>Workshop Activities:</u> Book Talks 3 Children’s Literature Workshop 4</p>	<p>*Griffith & Olson (1992) *Yopp & Yopp (2000)</p>	<p>Bring in a children’s picture book that is playful with language Reader Response 4</p>
<p>6 10/12</p>	<p>Phonics: Overview, Purposes, Activities <u>Workshop Activities:</u> Group Presentation 2: Phonics Book Talks 4 Children’s Literature Workshop 5</p>	<p>Schickendanz & Collins, Ch. 5, pp. 91-97 and 111-114 https://www.readingrocks.org/reading-topics/phonics-and-decoding</p>	<p>Bring in a high-quality ABC book for young children Reader Response 5</p>
<p>7 10/19</p>	<p>Phonics, cont.: Assessments Reading aloud to young children Mid-term evaluations <u>Workshop Activities:</u></p>	<p>Stahl (1992) Schickendanz & Collins, Ch. 3</p>	<p>Bring in an engaging poetry book for young children Reader Response 6</p>

	Book Talks 5 Children's Literature Workshop 6		
8 10/26	Fluency: Overview, Purposes, Activities, Assessment Reading aloud non-fiction to young children <u>Workshop Activities:</u> Group Presentation 3: fluency Book Talks 6 Children's Literature Workshop 7	https://www.readingrocks.org/teaching/reading-basics/fluency Schickendanz & Collins, Ch. 4	Bring in a culturally-responsive picture book for young children ("windows, mirrors, and sliding doors") Reader Response 7
9 11/2	Vocabulary: Overview, Purposes, Activities, Assessment Planning an interactive read-aloud <u>Workshop Activities:</u> Group Presentation 4: vocabulary Book Talks 7 Children's Literature Workshop 8	https://www.readingrocks.org/reading-topics/vocabulary Lindfors, Ch. 5 (pp. 65-76) Barrentine (1996)	Bring in an excellent non-fiction book to young children Reader Response 8
10 11/9	Comprehension: Overview, Purposes, Activities, Assessment Extension Activities for interactive read-aloud <u>Workshop Activities:</u> Group Presentation 5: comprehension Book Talks 8 Children's Literature Workshop 9	https://www.readingrocks.org/reading-topics/reading-comprehension *Adomat (2012) *Clyde (2003) *Morrison & Wlodarczyk (2009)	Bring in an excellent non-fiction book to young children Reader Response 9 Digital Read-Aloud Basket is due
11 11/16	Writing: Overview, Purposes, Activities, Assessment Interactive Read-Aloud Planning Workshop Writing the Interactive Read-Aloud Assignment <u>Workshop Activities:</u> Book Talks 9 Children's Literature Workshop 10	Schickendanz & Collins, Ch. 6 Baghban (2007)	Bring in an outstanding picture book for young children that explores an issue of social justice Reader Response 10
12 11/23	Writing with young children, cont.: writing workshop time Interactive Read-Aloud Planning Workshop <u>Workshop Activities:</u> Group Presentation 6: writing Book Talks 10 Children's Literature Workshop 11	Schickendanz & Collins, Ch. 8 NAEYC (no date). <i>Promoting Preschoolers' Emergent Writing.</i>	Bring in an outstanding picture book for young children for content area learning (science, math, social studies, music, art, etc.) Reader Response 11
13	An exploration of <i>Little Blue and</i>	*Leigh (2010)	Interactive Read-Aloud Assignment

11/30	<i>Little Yellow</i> Final Course Evaluations	*Maderazo et al. (2010) *O’Neil (2011)	is due
14 12/7	“A Book Fair” Putting the parts together for balanced literacy Reflections	Managhan (2020)	Bring in your actual Read-Aloud Basket for our Book Fair!
15 12/14- 15	10-minute one-on-one conferences to negotiate final grade	Sign-up list for conference: https://tinyurl.com/EECE340Conference	You will use your final reflection worksheet from Class #14

ASSIGNMENTS, DUE DATES, AND GRADING PLAN

I am applying **ungrading** in this course. This means:

- (a) I will provide feedback on all your work, but no points, and no grade.
- (b) You will always have the opportunity to revise and resubmit both before AND after the due date. If after the due date, you can revise and resubmit within ONE week of when I send my feedback. In addition, you will write a paragraph to explain how you used my feedback to improve your work and use comments in your document to show what revisions you made.
- (c) You will reflect on your performance and grade yourself both mid-term and end-of-semester. During finals week, we will schedule a one-on-one conference to discuss and negotiate a fair final grade for the course. We will resolve any discrepancy between your self-assessment and my assessment of your work and progress to reach agreement.

1. Attendance and Participation

Attendance is essential due to the participatory nature of this course. Come to class on time and be prepared. If a problem arises regarding attendance or assignments, you should contact me as soon as possible. **Missing a class does not mean that you are excused from an assignment;** you should make arrangements with me or with a classmate to obtain any handouts or information. More than two absences, regular lateness, and/or regularly leaving class detracts from your learning and your contributions to our learning community.

Participation:

Use of cell phones or social media during class is not permitted. Please turn off or silence your cell phones during class. You may use a laptop to take notes during class but there are times when I will operate a ‘lids down’ policy—at these times I expect laptops to be put away so that everyone participates in class discussions.

Course readings are always a key component of class discussions. I collect individual and group responses to assigned reading (both for homework and in class), and your responses are included in this grade. Your participation grade also includes diligently using our Blackboard site for communication and as a resource and giving a Book Talk.

Your participation is an important part of YOUR learning and the health of our learning community.

2. **Reading Responses**

Each week, you will have a reading response assignment (on Blackboard) for course readings. **Note:** Several responses will include responding to classroom-based instructional videos and images that will account for 5 hours of field experience.

Due Date: weekly, as noted in curriculum. Submit on Blackboard by midnight the night prior to class sessions. Late responses will not be considered.

3. **Read-Aloud Basket:**

For this assignment you will create a **digital** AND a **real** “Teacher’s Favorite Read Aloud” basket for the grade level that you predominantly observed or have most interest in (Grades PreK-2). Your basket should include 10 books that represent a variety of forms and genres: fiction, nonfiction, poetry, biography, social justice theme(s), culturally responsive, content area books (math, social studies, science, or the arts), a book to entice the reluctant reader, one that addresses people with disabilities, and another about bullying (10 books in total). Choose current books that support “windows, mirrors, and sliding doors.” You are required to:

a. create a fun name for your digital basket.

b. write a blurb (one paragraph) about each book you have selected that explains what category the book is and why you think it would be an excellent book to read-aloud to this age group.

c. On the last day of class (12/7), we will have a “children’s book fair”: You will share your basket whole class, and make it accessible to all as a resource. Print out your blurbs that describe each book. This way, we can learn about more wonderful children’s literature titles!

Due Dates: 11/9; Book Fair: 12/7

4. **Group Teach a Topic:**

In class, we will explore some key literacy topics, such as **phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing**. You will be in a small group of three or four people, and teach your assigned topic to the class for no longer than 30 minutes. Your group will present: (a) **what** is the literacy practice, (b) **why** is it important, (c) ideas for teaching it, (d) have us try at least one activity, (e) how do you **assess** the learning.

Due Date: The date that is indicated for your topic on the class schedule above.

5. **Interactive read-aloud assignment:**

Interactive read-aloud has so many important literacy purposes for young children. In class, we will explore all the ways to engage children in the read-aloud and develop their comprehension.

For this assignment, you will choose a compelling picture book from your read-aloud basket (see Assignment 3 above) for read-aloud with young children. You will carefully plan an interactive read-aloud that will support children’s understanding of key concepts. You will use the interactive read-aloud planning worksheet that we learn in class. Then, you will suggest three possible extension activities that children might do to further develop their comprehension of the book. You will write an insightful reflection about the lesson, including two or more course reading references.

Note: This assignment will account for 5 hours of field experience.

Due Date: 11/30

FIELDWORK REQUIREMENTS

This course has a ten hour field work requirement. Your fieldwork hours are split between two assignments: (1) interactive read-aloud assignment (5 hours) and (2) reader responses (5 hours). A few reader responses include responses to videos and pictures of classroom-based instruction. Completion of both assignments satisfies your field work requirement. If one (or both) assignments are not complete, you will also have incomplete hours for your field work experience, which may affect your continuation in the program.

CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at:

<http://www.qc.cuny.edu/about/administration/Provost/Policies/Documents/CUNYrevisedacademicintegrityfinal6-8-11.pdf>

USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Reasonable Accommodations for Candidates with Disabilities

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).

Book Talk Guidelines

- Choose a book that you have enjoyed reading.
- Practice your book talk ahead of time. Use markers such as Post-its for particular pages that you will be referring to so you can find them easily. **Plan to complete your book talk in about three minutes.**

- Have the book with you.
- Give the title, author, (illustrator), and genre.
- Tell why you chose to read this book.
- Tell what the book is about without giving away the ending.
- If the book tells a story, talk about the elements of story: *characters, setting, movement through time, plot, and change.*
- Share a favorite part. Show illustrations, read aloud a paragraph or two, tell about an exciting event or piece of information.
- Tell why you recommend this book and what kind of readers might enjoy it.

* You may include other components that you feel are important to share about your book.

Adopted from: Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann.