

# Lassen Community College Course Outline

## CD 30 Early Steps to Reading Success

3.0 Units

### I. Catalog Description

This course is designed to prepare current or future early childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teachers' knowledge of early literacy development, and their skills in teaching early literacy to young children from birth to age 5. This course has been approved for online delivery.

**Recommended Preparation:** Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only

51 hours lecture, 102 hours out-of-class, total student learning hours 153

Scheduled: Fall

### II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded only

Credit Type: Credit - Degree Applicable

TOP Code: 130500

### III. Course Objectives

#### A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Demonstrate the ability to write an implementation plan based on the seven components of early literacy
2. Define early literacy vocabulary and terms and recognize developmentally appropriate strategies to be used with the seven components of early literacy

#### B. Course Objectives

Upon completion of this course the student will be able to:

1. Define early literacy and describe how experiences during the early years lay the foundation for later success in conventional reading and writing.
2. Use appropriate assessment of children's development and learning in order to plan an environment that meets the needs of children, as well as, the individual child.
3. Describe the teacher's role in promoting early literacy; creating learning environments, planning curriculum, and using a variety of teaching strategies.
4. Promote children's oral language development in developmentally appropriate ways.
5. Design play environments that contribute to literacy enhanced play.

6. Select and share appropriate literature with children that promote literacy and stir their interest in reading.
7. Engage children in writing by using a variety of strategies.
8. Engage children in learning the code by providing a variety of appropriate learning experiences and teaching strategies that promote children's phonological awareness.
9. Define and describe scaffolding as it is used to support learning.
10. Describe developmentally appropriate, challenging but achievable learning goals for children.
11. Describe how to support vocabulary and language development through enriching curriculum studies to build background knowledge.
12. Use props, themes and teacher intervention to enhance literacy learning through play.
13. Describe the connection between literacy learning and curriculum studies to build background knowledge.
14. Define print awareness and use various strategies for engaging children with books, including reading out loud, shared reading and independent reading.
15. Discuss how children's "writing" supports print awareness, alphabet knowledge, and phonic awareness.
16. Describe ways to infuse writing every day throughout the classroom and across the curriculum.
17. Define alphabetic principles and discuss the importance of the teaching code underlying the English language system of reading and writing.
18. Discuss strategies to adapt for individual differences, including second language learning.
19. Use props, themes and teacher intervention to enhance literacy learning through play.

#### **IV. Course Content**

1. Specifics of reading and writing development from birth through age 5 and beyond.
2. How reading and writing can be enhanced through the many cumulative experiences and interactions with adults and more competent peers beginning at birth.
3. How to create effective learning environments, curricula and teaching strategies.
4. Specific new ways to use five gateways to literacy: talking, playing, reading, writing and learning the code. (Alphabet principles, phonemic awareness.
5. How to be intentional about setting both group and individual goals for children's learning and using progress monitoring.
6. Reading
  - a. Continuum of reading development; birth to five
  - b. Developmentally appropriate goals for children's literacy.
  - c. Strategies for reading out loud to children.
  - d. Planning for cultural differences.
7. Writing
  - a. Continuum of writing development
  - b. Developmentally appropriate expectations and activities for children's writing development.

8. Learning the Code
  - a. Phonological awareness
  - b. Developmentally appropriate phonological experiences
  - c. Teaching strategies
  - d. Adapting for individual and cultural differences.

## **V. Assignments**

### **A. Appropriate Readings**

Students will be assigned readings from the text and the internet for each session.

### **B. Writing Assignments**

Students will be required to keep a journal and write a paper on content presented in class. Short written assignments will be given during class time. Written observations.

### **C. Expected Outside Assignments**

1. Read text
2. Reading on the internet
3. Keep a journal
4. Observation

### **D. Specific Assignments that Demonstrate Critical Thinking**

1. Write a three page paper analyzing and evaluating content presented in class to develop a plan for implementation. The plan will be part of the paper.
2. Keep a journal on topics addressed during class time and analyzed their appropriateness to your style of caregiving.

## **VI. Methods of Evaluation**

### **Traditional Classroom Instruction**

The student will be evaluated on the following:

1. Written homework
2. Term or other papers
3. Examinations
4. Paper on implementing concepts
5. Multiple choice examinations

### **Online Delivery**

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

### **Hybrid Delivery**

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: A variety of methods will be used, such as: research papers, journals, and observations. 2) Online delivery: Asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

## **VII. Methods of Delivery**

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

**Traditional Classroom Delivery**  Correspondence Delivery

Hybrid Delivery

Online Delivery

#### **Traditional Classroom Instruction**

1. Lecture
2. Discussion
3. Observation of early childhood development

#### **Online Delivery**

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

#### **Hybrid Delivery**

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

### **VIII. Representative Texts and Supplies**

Morrow & Rutgers, *Literacy Development in the Early Years: Helping Children Read and Write*, 9<sup>th</sup> edition, 2020 Pearson, ISBN-13: 9780134898230

### **IX. Discipline/s Assignment**

Child Development/ECE

### **X. Course Status**

Current Status: Active

Original Approval Date: 12/18/2000

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 02/15/2022