

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School Mary Lou Fulton Teachers College Department/School Division of Teacher Preparation

Prefix: ECD Number: 321 Title: Foundations in Language, Literacy, and Culture in Early Childhood Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Literacy

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- X Signed course proposal cover form
- X [Criteria checklist](#) for General Studies designation being requested
- X Course catalog description
- X Sample syllabus for the course
- X Copy of table of contents from the textbook and list of required readings/books

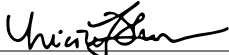
Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Katie Bernstein E-mail kbernstein@asu.edu Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nicole Thompson Date: 9/13/21

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	<p>Found under Course Assignments in syllabus with designated writing assignment point values bolded and highlighted in pink (Details below in chart)</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Found under Course Assignments in syllabus within assignment descriptions (highlighted green) and in attached rubrics. (Details below in chart)</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>The two substantial writing assignment descriptions and one substantial writing+speaking assignment can be found in the syllabus under Course Assignments and highlighted in orange. They are labeled as C3, and details can be found in the description for each assignment. (Details below in chart)</p>

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-3**".

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Found under Course Assignments in syllabus. Highlights are in blue . (Details below in chart)
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ECD	321	Foundations in Language, Literacy, and Culture in Early Childhood	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from check sheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	168/225 points (75%) are awarded for writing assignments that build literacy skills as well as teach future educators how to support early literacy development (in tandem with language and culture development)	Found under Course Assignments with designated writing assignment point values bolded and highlighted in pink . All written assignments (and the one writing/speaking assignment) are individual projects.

C2	The writing assignments go beyond simple reflections by having students gather, analyze, interpret, synthesize, and apply information through critical inquiry	Found under Course Assignments in syllabus within assignment descriptions (highlighted green) and in attached rubrics. Each writing assignment requires gathering and synthesizing research and presenting it critically. The lesson plan assignment also requires applying the research to an authentic product.
C3	Three writing assignments, the Assessing Components of Emerging Literacy assignment, the Building a Culturally Responsive Library assignment, and the Final Critical Book Analysis each provide depth of inquiry and analysis and substantial quality in writing (as well as oral presentation/speaking, in the case of the Library assignment) as per the criteria above.	<p>The two substantial writing assignment descriptions and one substantial writing+speaking assignment can be found in the syllabus under Course Assignments and highlighted in orange. They are labeled with C3, and details can be found in the description for each assignment.</p> <p>The three substantial assignments are the Assessing Components of Emerging Literacy assignment, the Building a Culturally Responsive Library assignment, and the Final Critical Book Analysis.</p>
C4	Both substantial writing assignments provide scaffolded feedback opportunities both in-class and through multiple draft submissions to ensure timely and effective feedback. In addition, usage of the ASU Writing Center are required for the first assignment and highly recommended for the final assignment to ensure our future teachers are aware of the resource and necessity in effective writing skills.	<p>The writing assignments are paced throughout the course to allow time for feedback and growth in writing skills. In particular:</p> <ul style="list-style-type: none"> • The Assessing Components of Emerging Literacy assignment has instructor feedback built in between parts. • The Building a Culturally Responsive Library assignment includes peer feedback and instructor modeling. • The Final Critical Book Analysis is built on skills students have practiced across the semester in the small, critical reading analysis assignments, through instructor feedback as well as whole-class mini-lessons. <p>Highlights are in blue.</p>

Catalog Description
ECD 321

The course introduces students to oral language and literacy development during the preschool years, with attention to supporting young children's developing sociocultural identities.

ECD 321

Foundations in Language, Literacy, and Culture in Early Childhood

Schedule line #

3 Credit Hours

Instructor Information:

Dates of classes: [Click here to enter a date.](#) - [Click here to enter a date.](#)

Instructor Name: Katie Bernstein

Email: [Click here to enter text.](#)

Work Phone: [Click here to enter text.](#)

Office Hours: [Click here to enter text.](#)

Office Location: [Click here to enter text.](#)

Course Information:

Catalog Description

The course introduces students to oral language and literacy development during the preschool years, with attention to supporting young children's developing sociocultural identities.

Course Overview

In this writing intensive course, students examine language development in first and second languages, elements of emerging literacy development in the preschool years (like phonological awareness and alphabet knowledge) and how to assess and support those elements, and how language and literacy can be used to foster young children's developing cultural identities and their ability to navigate their increasingly complex social worlds. Students are expected to complete a significant amount of writing across the semester (approx. 50 pages), to receive feedback on both content and writing, and to actively work to improve their writing.

Course Objectives

In this course, students will:

- Produce weekly written critical analyses on a range of articles and book chapters
- Write and share their own histories with language and literacy
- Dissect subsystems that make up oral language (phonemic, morphologic, semantic, syntactic, and pragmatic) and provide examples of development in each area during first and second language learning
- Provide reasons for the importance of home language maintenance and provide strategies for supporting emergent bilingual students in preschool
- Describe, assess, and provide written reports on children's early literacy development (phonological awareness, alphabet knowledge, concepts of print, vocabulary, fine motor skills)
- Plan activities that support the elements of early literacy development (phonological awareness, alphabet knowledge, concepts of print, vocabulary, fine motor skills)
- Identify the role of culturally-responsive children's literature in helping children develop a strong sense of self and an understanding of others
- Analyze the children's books present in a preschool classroom, explore texts that might make the collection more culturally responsive, and present findings in written and oral format to peers and mentor teacher

Enrollment Requirements

Prerequisite(s): ENG 101, 105, or 107 with C or better; MLFTC teacher preparation major, concentration, or certificate student; minimum 30 hours

In order to successfully complete assignments in this course, students will also need access (through volunteering, a work setting, your own children, or family/friends) to a 3- to 5-year-old child.

Course Format

Lecture, Practicum, and Research

General Education Designation

Literacy and Critical Inquiry [L]

Required Course Texts, Materials and Resources:

Required Text

Beaty, J. J., & Pratt, L. (2014). *Early Literacy in Preschool and Kindergarten: A Multicultural Perspective* (4th edition). Pearson. (Free! Available online through Pearson).

One of the following (see last assignment):

- Ballenger, C.(2000). *Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom*. Teachers College Press.
- Shalaby, C. (2017). *Troublemakers: Lessons in Freedom from Young Children at School*. The New Press.

Supplemental Text

None

Additional Required Readings provided in Canvas

Book chapters:

- (Parts of) Blevins, W. (2006). *Phonics from A – Z: A practical guide (2nd ed)*. New York, NY: Scholastic.
- Carter, M. & Curtis, D. (2008). Developmental themes, tasks, and goals in anti-bias work. In A. Pelo (Ed.), *Rethinking early childhood education* (pp. 13-15). Milwaukee, WI: Rethinking Schools, Ltd.
- Castro, D., Ayankoya, B., & Kasprzak, C. (2011). *The new voices/nuevas voces guide to cultural & linguistic diversity in early childhood*. Baltimore, MD: Paul Brooks Publishing.
 - -Chapter 4: Supporting language development in young bilingual children (pp. 78-103).
- Kliewer, C. (2008). *Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom*. Baltimore, MD: Paul Brookes Publishing.
 - -Chapter 3: "We Going A Space: Cardboard Boxes, Rockets, and the Child's Literate Construction of Meaning" (pp. 37-52).
- Segura-Mora, A. (2008). What color is beautiful? In A. Pelo (Ed.), *Rethinking early childhood education* (pp. 3-6). Milwaukee, WI: Rethinking Schools, Ltd.
- Souto-Manning, M. (2012). *Multicultural teaching in the early childhood classroom: Approaches, strategies, and tools, preschool-2nd grade*. New York: Teachers College Press.
 - - Chapter 5: "Culture Circles with Multicultural Literature: Addressing Issues of Fairness." (pp. 56-73).

Articles:

- Acevedo, M. (2016). Classroom contexts that support young children's intercultural understanding, *Young Children*, 71(3), 37-43.

- Biermeier, M.A. (2015). Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments, *Young Children*, 70(5), 72-79.
- Christ, C. & Wang, X. C. (2012). Supporting preschoolers' vocabulary learning: using a decision-making model to select appropriate words and methods, *Young Children*, 67(2), 74-80.
- Howard, T.C. (2018). Capitalizing on culture: Engaging young learners in diverse classrooms. *Young Children*, 73(2), 24-33.
- Roskos, K.A., Christie, J.F., Richgels, D.J. (2003). The essentials of early literacy instruction. *Young Children*, 58(2), 1-8.
- Texas Education Agency (n.d.) Print awareness: An introduction. Retrieved from <http://www.readingrockets.org/article/print-awareness-introduction>.
- Wanless, S.B. & Crawford, P.A. (2016). Reading your way to a culturally responsive classroom. *Young Children*, 71(2), 8-15.
- Yopp, H.K. & Yopp, R.H. (2009). Phonological awareness is child's play. *Young Children*, 64(1), 1-9.

Required Materials

- A computer
- A pdf reader (like [Adobe Acrobat Reader](#), which is free)
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)

Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

Student Learning Outcomes

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

Student Learning Outcomes	Program Learning Outcomes Progression Indicator Alignment	InTASC Standard Standard Alignment	ISTE Standards Standard Alignment	SPA Standards*: NAEYC Standard Alignment	Principled Innovation Practices Practice Alignment
1. Demonstrate an understanding of oral first and second language development, including that language is a series of subsystems (phonemic, graphic, syntactic, semantic, pragmatic) which all interact together to create meaning simultaneously for all learners.	DDM2.I.a DDM2.I.b	1d, 2i 4j 4k 4l	n/a	1a, 1c 5a, 5b	
2. Identify the components of early literacy development, including phonological awareness, alphabet knowledge, print awareness, oral language acquisition, and vocabulary development that contribute to emerging literacy.	DDM2.I.a DDM2.I.b	1d, 3i 4j 4k 4l	n/a	1b 5a, 5b	
3. Assess development in key areas of early literacy using formal and informal assessments.	DDM4.R.a	1a 4j 6g 6k 6l	n/a	3a 3b 5a	I1
4. Plan and implement lessons focusing on components of early literacy and emergent curriculum.	DDM1.R.a DDM1.R.b	1d, 1e, 1f, 2a, 2c, 2j, 2k 3b, 3r 5a 5s 7a 7d 7h 8a 8c 8a 8f 8h	n/a	4b, 4c, 5c	I1
5. Evaluate literacy materials in use in public schools using criteria based on sound literacy pedagogy for diverse learners.	DDM3.R.a, DDM3.R.b	2m 2n 2o 4m 7n 8p 9m 10h 10j	1a, 3a	2a, 4c, 6d	C1, C2, I2, M1

6. Choose and explain how to use high-quality children’s texts to support young children’s emerging understanding of and advocacy for self and others.	DDM3.R.a, DDM3.R.b GLAE2.M.a	2k 2m 2n 2o 4m 7n 10h 10j 2k 3p 3q 5a 7n 7o 8p9m	1a	2a, 4c, 6d	C1, C2, I2, M1
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*Specialized Professional Association (SPA) Standards: [Council for Exceptional Children \(CEC\)](#), [National Association for the Education of Young Children \(NAEYC\)](#), [National Council for the Social Studies \(NCSS\)](#), [National Council of Teachers of Mathematics \(NCTM\)](#), [National Council of Teachers of English](#), [International Literacy Association \(ILA\)](#), [Next Generation Science Standards](#)

Tentative Course Calendar

Week/ Dates	Module and Topics	Readings and/or Media	Assignment(s)
1. 8/19	<p>Language Learning in Context: How do our own experiences shape our understandings of language and literacy?</p> <p>Introduction to the Course and Syllabus. Introduction to Padlet and Canvas Meet your classmates Introducing the Language and Literacy Autobiography Project</p>		<p>1) Critical Reading Analysis Tess Post (do this after class too pls! - just to make sure you can use padlet)) 2) Sign-up - 1st office hours</p>
2. 8/24 & 8/26	<p>Elements of Oral Language Development: How do we support the listening and speaking abilities of young children? including English language learners and children with special learning needs?</p> <p>In class Syllabus scavenger hunt</p>	Chapters 5 in textbook: Speaking and Listening	<p>1) Getting to Know You Slide w/ Photograph 2) Critical Reading Analysis #2</p>
3. 8/31 & 9/2	<p>Elements of Oral Language Development: What is oral language acquisition and what are the components (phonemic, syntactic, pragmatic, graphic, syntactic)?</p> <p>-How do we encourage the development of oral language in all children, including English language learners and children with special learning needs?</p>	Chapter 3 in textbook: Language Emergence in Young Children	<p>1) Critical Reading Analysis #3 2) Language and Literacy Autobiography Project due</p>

4. 9/7 & 9/9	<p>Language Development in a Second Language: What do we know? Some myths, some basics. Working with Culturally and Linguistically Diverse Learners</p> <ul style="list-style-type: none"> - How do young children learn a second language? - What can we do to support them in the process? 	On Canvas (book chapter): Castro, Ayankoya, Kasprzak, Module 4: <i>Supporting Language Development in Young Bilingual Children</i>	1) Critical Reading Analysis #4 2) Read and respond to a peer language bio on padlet
5. 9/14 & 9/16	<p>Elements of Early Literacy: What is phonological awareness? How do we encourage the development of phonological awareness in all children?</p> <ul style="list-style-type: none"> -How do we assess a child's phonological awareness? -Dynamic Assessment: What does THAT mean? 	On Canvas (article): <i>Phonological Awareness is Child's Play</i> p.35-59, Blevins (on Canvas)	1) Critical Reading Analysis #5
6. 9/21 & 9/23	<p>Elements of Early Literacy: What is alphabet knowledge? How do we encourage the development of alphabet knowledge in all children, including English language learners and children with special learning needs?</p> <ul style="list-style-type: none"> -How do we assess a child's alphabet knowledge? 	On Canvas (article): <i>The Essentials of Early Literacy</i> , Roskos, Christie, Richgels P. 20-34, Blevins (on Canvas)	1) Critical Reading Analysis #6 THIS WEEK: 2) Administer Phonological Awareness Assessment
7. 9/28 & 9/30	<p>Elements of Early Literacy: What is print awareness? How do we encourage the development of print awareness in all children, including English language learners and children with special learning needs? What is the role of environmental print in a child's learning?</p> <p>Thu Midterm Evaluation of the Course</p>	On Canvas (super short article): <i>Print Awareness: An Introduction</i> , Texas Education Agency Pages 1 and 3 of the Concepts of Print Assessment sheet	1) Critical Reading Analysis #7 2) Submit SA Part 1 to Canvas (Report on PA assessment) THIS WEEK: 3) Administer Alphabet Knowledge Assessment
8. 10/5 & 10/7	<p>Elements of Early Literacy: How does the development of oral language relate to early writing development? What is invented spelling?</p>	Sections of Chapter 6 in textbook: Art as Natural Language Chapter 7 in textbook: Becoming a writer	1) Critical Reading Analysis #8 2) Submit to Canvas: SA Part 2 (Report on Alphabet Assessment) THIS WEEK

	Midterm Thursday (so much ECD321 this week; not a lot of ECD321 next week)		1) Administer Concepts of Print Assessment
9. No class Tuesday 10/14	Elements of Early Literacy: How can shared book reading support vocabulary development? No class 10/12 – Fall Break No padlet this week SPECIAL PROJECT! Complete Book Reading/Vocabulary Learning Video. Post by the end of the work week (Fri 11:59p).	Textbook Chapter 8: How Reading Emerges Article: Christ, C. & Wang, X. C. (2013). Supporting Preschoolers' Vocabulary Learning: Using a Decision-Making Model to Select Appropriate Words and Methods .	1) No padlet #9 - see special project 2) SA Part 3 (Report on CoP/Book Handling) Submit to Canvas by Friday 11:59p 3) SPECIAL PROJECT! Complete Book Reading/Vocabulary Learning Video. Post by the end of the work week (Fri 11:59p) . 4) Any time this week: Create your journal!
10. 10/19 10/21	Play and Early Literacy: How Does Play Support Early Literacy? How can an expanded definition of literacy support play?	Kliewer, C. (2008). "We Going A Space: Cardboard Boxes, Rockets, and the Child's Literate Construction of Meaning" (pp. 37-52).	1) Critical Reading Analysis #10
11. 10/26 & 10/28	Planning for flexibility: What does "emergent curriculum" mean? How do you balance emergent curriculum and meeting early literacy standards? How do you integrate early literacy into children's play in a rigorous way?	Article: Biermeier, M.A. (2015). Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments BROWSE: Section: Arizona Early Learning Standards p.10-20 (Introduction) p. 66-106 (Language and Literacy)	1) Critical Reading Analysis #11
12. 11/2 & 11/4	Culturally-Responsive Literacy: Why do we need culturally-responsive books in the first place?	1) Book section: "What Color is Beautiful?" (p. 3-6)	1) Critical Reading Analysis #12 2) Final Parts (4 & 5) of SA due Submit to Canvas

13. 11/9 & 11/11	<p>Culturally-Responsive Literacy: Helping children understand differences IS developmentally appropriate & Using books to navigate tricky topics</p> <p>Culturally Responsive Library Project Introduction</p>	<p>1) "Developmental Themes, Tasks, and Goals in Anti-bias Work" (pp. 13-16)</p> <p>2) Book chapter: Souto-Manning: "Culture Circles with Multicultural Literature: Addressing Issues of Fairness" (pp. 56-73)</p>	1) Critical Reading Analysis #13
14. 11/16 & 11/28	<p>Culturally Responsive Pedagogy and Classroom Interaction: The importance of Mirrors AND Windows</p>	Bishop, Rudine Sims. (1990). Mirrors, windows, and sliding glass doors." Perspectives: Choosing and Using Books for the Classroom.	<p>1) Critical Reading Analysis #14</p> <p>2) Begin work on Culturally Responsive Library Project</p>
15. 11/23	<p>Culturally Responsive Pedagogy and Classroom Interaction: The importance of Mirrors AND Windows in building a classroom library</p>	Jones, G. W., & Moomaw, S. (2002). <i>Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms</i> . Chapter 1. Redleaf Press.	<p>1) Critical Reading Analysis #15</p> <p>2) Continue work on Culturally Responsive Library Project</p>
16. 12/1 & 12/3	<p>Culturally Responsive Library Project due</p>		<p>1) Critical Reading Analysis #16</p> <p>2) Culturally Responsive Library Project due</p>
Finals Week	<p>Final Critical Book Analysis (due in lieu of Final Exam)</p>		1) Read and prepare analysis of your choice of final book

Course Assignments

Assignment and Description	PLO and Standards Indicators	Due Date	Score/Points
<p>Active Participation in Class Participation means being prepared to apply readings to class activities and contributing to the learning of others (whether in 1:1, small group, or whole group interaction)</p>			30 points (1 point/class)
<p>Getting-to-Know-You Slide Contribute your information/photo to class Google slideshow.</p>			2 points
<p>Critical Reading Analyses Over the semester, teacher candidates will produce a 14-16 page collection of text analyses. Each week, teacher candidates will respond to a question or prompt by critically analyzing and synthesizing course readings. Each critical reading analysis will be scholarly in tone and include evidence gathered from research articles assigned in class, an integration of quotations with proper citations, and include independently-gathered relevant research related to the topic. [C2] Weekly instructor feedback will focus on both content and on scholarly writing (e.g., strategies for integrating supporting evidence such as quotations into a response). It is expected that this feedback will be incorporated in the submissions for subsequent weeks, so that by the end of the course, students will possess strong skills in analytic writing. [C4] Each analysis should be approximately 1 double-spaced page written in 7th Edition APA format. (Approx 1 page each, for a total of 14-16 pages across the semester)</p>	<p>At times: DDM1.1.a, DDM1.1.b, DDM1.1.c DDM2.1.a, DDM2.1.b, DDM2.1.c</p>	Mondays (day <u>before</u> class on that topic) at 11:59 pm	<p>60 points 15 responses x 4 points</p>
<p>Language and Literacy Autobiography Teacher candidates will reflect on their own histories with language and literacy at home, to develop a better understanding of their current views. (2 pages)</p>	GLAE3.1.a	Monday of Week 3 - Post to padlet by 11:59 pm (January 25)	10 points
<p>Peer Response to Autobiographies Teacher candidates will read and respond to two peer language autobiographies, in order to better know their peers and to develop an understanding of diverse paths to successful language and literacy development. Each response will be a substantive paragraph in length. (½ - 1 page)</p>	GLAE3.1.a	Monday of Week 4 - Comment on 2 peer posts (Feb 1)	3 points

<p>Midterm Exam Assessment on the content knowledge of language and early literacy, and the application of those concepts. Multiple choice and short answer. In class, closed books.</p>	DDM2.I.a DDM2.I.b	Week 8 in class Thursday, March 4	20 points
<p>Assessing Components of Emerging Literacy* [C3 - Writing] Teacher candidates will complete and analyze three assessments of emerging literacy with a pre-kindergarten (4- or 5-year-old) student.</p> <p>Parts 1-3 require collecting primary assessment data, as well as gathering and synthesizing literature from course readings and additional peer-reviewed articles. Teacher candidates will interpret assessment data, as well as apply the literature review to contextualize and to support their analysis. Teacher candidates will also be expected to use their empirical findings to raise questions about the literature. [C2] The report and citation/references should be in APA format. Because Parts 1-3 follow the same format, teacher candidates are expected to use feedback on each part (content and writing) to inform and improve subsequent parts. [C4] (10-13 pages)</p> <p>Part 0: Background on Student (1 page) Part 1: Report on Phonological Awareness (3-4 pages) Part 2: Report on Alphabet Knowledge (3-4 pages) Part 3: Report on Concepts of Print/Book Handling (3-4 pages)</p>	DDM4.R.a InTASC: 4j 6g 6k 6l ISTE: n/a NAEYC: 3a 3b 5a CEC: 4.2 ECE: 2a 2b 2c	Week 6-8 (Mondays, 11:59p) Part 0: Week 6 Part 1: Week 6 Part 2: Week 7 Part 3: Week 8	35 points [C1] 5 points 10 points 10 points 10 points
<p>Teaching Vocabulary through Shared Book Reading Teacher candidates will record a video demonstrating techniques for teaching new words to young children through dialogic book reading of two books, one narrative; one informational, applying the methods for choosing and teaching vocabulary presented in Christ & Wang (2012). The recording will be accompanied by a 2-page paper outlining how they applied Christ and Wang's decision-making processes for words/techniques, as well as an analysis of how the textual/image affordances of narrative vs informational texts lent themselves to different approaches to teaching vocabulary. [C2] (2 pages)</p>	DDM1.R.a DDM2.R.b	Week 9 (Friday, March 12, 11:59p)	10 points 5 points - video 5 points - paper [C1]

<p>Designing Emergent Curriculum around Student Interests Teacher candidates will track interests of students and plan a literacy-rich unit of inquiry that will support young children’s learning in their area of interest. The unit plan should include: 1 page of student observations that informed the choice of inquiry topic; 1 page of activities that could be used to support students’ learning about their topic of interest; 1 page analysing how the proposed activities meet AZ Early Learning Standards in Language and Literacy, as well as at least 2 other strands (e.g., Math, Science, Social-Emotional); and 1 page describing how children’s learning could be documented and shared with parents, other educators, and the children themselves. (4-5 pages)</p>	DDM1.R.a DDM1.R.b	Week 12 (Monday 11:59)	10 points [C1]
<p>Building a Culturally Responsive Library* [C3 - Writing/Speaking] (5 minute screencast, 15-20 slides presentation, 5-7 pages accompanying writing)</p> <p>Part 1: How Culturally Responsive is your Library? A bookshelf audit Teacher candidates will gather primary data about a sample of books from their internship classroom library (50 books). They will analyze that data to determine which characters/perspectives are represented and which are missing, to what extent (quantitative analysis of proportions/percentages), and in what ways (qualitative analysis of how characters are portrayed; e.g., If characters with disabilities are shown, what disabilities do they have, what activities are they represented as doing, and is their perspective central to the book?). TCS will interpret this data, prepare a slideshow and script, and share their findings in a 5-minute digital presentation (screencast over a slideshow). TCS will also watch and comment on two other presentations. (recording should be approx. 5 minutes, presentation should be 15-20 slides, script for recording should be 2-3 pages) [C2]</p> <p>Part 2: Building a Culturally Responsive Library: A class guide Teacher candidates choose a gap in their audit or any topic from the last few weeks that is meaningful to them and identify 5 high quality children’s books on that topic. The final product will be a contribution to a class book list, with images and descriptions of books, as well as a critical analysis of what makes each book a good “window book” and “mirror book” and for whom. (2-3 pages) [C2]</p> <p>Part 3: Sharing Results and Recommendations Teacher candidates will use the findings in Part 1 and the book list from Part 2 to have a conversation with their mentor teacher about their library and to provide a short list of book</p>	PLOs: DDM3.R.a, DDM3.R.b (Part 1 and 2) GLAE2.M.a (Part 3) InTASC: 7n 10h 10j ISTE: 1a NAEYC: 2a, 4c, 6d CEC: 6.3 7.2 ECE: 2j, 2k	Week 13-16 (Mondays, 11:59p) Bring data in week 13 for peer conversations Prep presentation and script for week 14 for peer feedback and instructor workshop on writing for speaking Final Part 1 presentation due Week 15 Parts 2-3 and peer review of	35 points [C1] 20 points 10 points 5 points

recommendations that could help them fill a gap or gaps. Students will report back on the conversation in a 1-page write up .		presentations due Week 16	
<p>Final Critical Book Analysis (due in lieu of Final Exam) [C3 - Writing] Teacher candidates will choose one of the following books to read, annotate, critically analyze, and interpret in conversation with prior course texts. In the last 2 pages, teacher candidates should also apply the text to produce a critical reading (in the sense of “reading the world”) of their current experiences as teachers and of their past experiences as students. [C2] Teacher candidates should apply the <i>same</i> techniques practiced in the weekly, short critical reading analyses, only in a longer, more in-depth, and more student directed (rather than prompted) format. [C4] (5-7 pages)</p> <ul style="list-style-type: none"> • Ballenger, C.(2000). <i>Teaching Other People’s Children: Literacy and Learning in a Bilingual Classroom</i>. Teachers College Press. • Shalaby, C. (2017). <i>Troublemakers: Lessons in Freedom from Young Children at School</i>. The New Press. 	GLAE5.R.a DDM3.I.a DDM3.I.b	Finals Week	10 points [C1]
			225 (168 writing) [C1]

Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

COURSE/INSTRUCTOR EVALUATION

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

SELF-PLAGIARISM

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Copyright Notice

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ATTENDANCE AND PARTICIPATION

You are expected to attend class and participate each week. Your presence is important. Participating means prepare for class, attending class each week, and actively participating in classroom activities using what you read.

If you are sick, don't come to class. You can join by zoom and watch (or listen in while lying down with a pillow over your face). I'll take it! I'd rather have you there than not have you at all! Just communicate with me ahead of time.

CELL PHONE POLICY

This is a tech-free space. Phones and computers should be away unless you need them because of an accommodation. That said, if you are in charge of other humans (your children, your parents, your grandparents) and need to be reachable during class, no problem! I'll teach you on the first day how to let certain numbers through when your phone is on do-not-disturb mode. That way, your phone can be away with the ringer on and you can still be reached by your child's school, etc.

ELECTRONIC COMMUNICATION

You can reach me through canvas or email, but email is best because I can answer from my phone! Expect to hear back within 24 hours on weekdays, 48 on weekends. You can ALWAYS email again after that. I definitely miss emails sometimes and I will never be annoyed.

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

GRADE APPEALS

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the [Applicability](#) section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action.

<https://www.asu.edu/aad/manuals/acd/acd401.html>

LATE AND MISSING ASSIGNMENTS

Critical reading analyses are to be completed by Monday at 11:59p each week they are assigned. After that submissions get ½ credit. Other late work (other than the reading analyses) will be accepted with a conversation with me. We'll work out the details together.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

[Students](#) who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

STUDENT CONDUCT and PROFESSIONAL BEHAVIOR

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

(THIS SECTION IS ONLY NECESSARY FOR INITIAL CERTIFICATION STUDENTS)

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes that he or she has been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can find information and resources at [Sexual Violence Awareness and Response](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

UNIVERSITY AND COLLEGE SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS) <http://eoss.asu.edu/drc> The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available through the ASU bookstore or online.

<https://www.bkstr.com/arizonastatestore>

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc.

<https://uto.asu.edu/services/campus-it-resources/techstudio>

ACADEMIC COACHING

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit: <https://education.asu.edu/student-life/success-coaching/academic-support>

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

[MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit: <links.asu.edu/mlftcmathmentoring>. Questions about math mentoring can be directed to: mlftcmath@asu.edu.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers>.

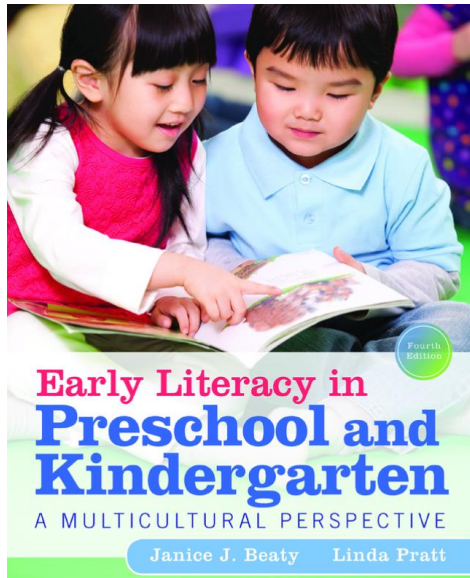
Writing Mentoring: Our dedicated MLFTC writing mentor is here to help you succeed in your academic work. The writing mentor can support you with a number of areas, including: planning and developing ideas, structuring and organizing your work, ensuring that you answer the prompt, and APA citations and referencing. You can schedule an appointment with the writing mentor here: <https://calendly.com/mlftcwritingmentor>. You may also upload your work to our Dropbox service for feedback on your writing before submission: <links.asu.edu/MLFTCWritingDropbox>

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.

Required text 1

Beaty, J. J., & Pratt, L. (2014). *Early Literacy in Preschool and Kindergarten: A Multicultural Perspective* (4th edition). Pearson. (Free! Available online through Pearson).



By: Janice J. Beaty; Linda Pratt

Publisher: Pearson

Print ISBN: 9780133830903, 013383090X

eText ISBN: 9780133563771, 0133563774

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Supported Reading
Guided Reading
Literature Circles
Reading Workshop
Information Technology as Educational Tools
E-books
Response to Intervention
Impact of RTI

Kindergarten Assessment
Assessment Rubrics
Phonological Awareness Rubric
Portfolios
Summary
Learning Activities
Suggested Readings
Children's Books
Helpful Websites
Helpful Multimedia

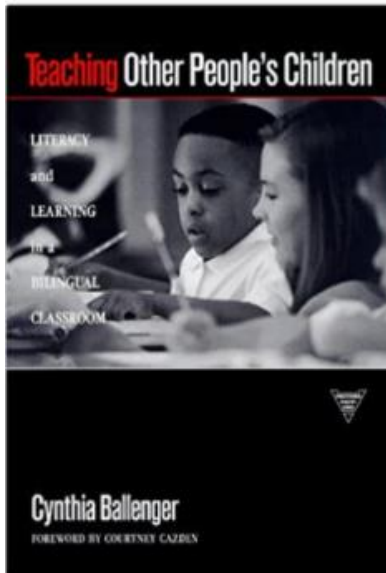
APPENDIX: Multicultural Paperback Books from Scholastic

References

Index of Children's Books

Required Text 2

Ballenger, C.(2000). *Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom*. Teachers College Press.



Chapter 1- Children, their personal and cultural background, their classroom demeanor, and the context in which they were taught.

Chapter 2- Traditions and practices of classroom research as experienced by the teacher.

Chapter 3- The school, the families, and the patterns of family life of the students.

Chapter 4- Difficulties encountered in teaching literacy and managing student behavior.

Chapter 5- Differences between the teacher's assumptions about how adults should control or influence student behavior and the assumptions of the children and their families.

Chapter 6- Varying student and teacher approaches to early literacy activities.

Chapter 7- Storybook reading and the ways students participated imaginatively with stories.

Chapter 8- The value of classroom research, noting how the insights it offers differ from other forms of educational research.

Required Text 3

Shalaby, C. (2017). *Troublemakers: Lessons in Freedom from Young Children at School*. The New Press.

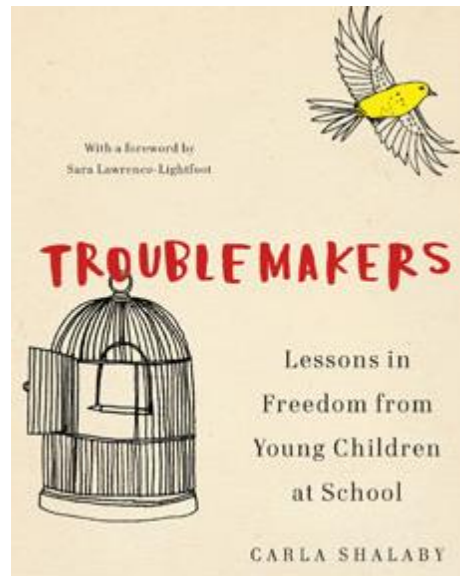


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Conclusion: Trouble-Making in School	151
A Letter to Teachers: On Teaching Love and Learning Freedom	171
A Note to All Readers: On Mushrooms, Mold, and Mice	183
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Additional Required Readings (Provided in Canvas)

Book chapters:

- (Parts of) Blevins, W. (2006). *Phonics from A – Z: A practical guide (2nd ed)*. New York, NY: Scholastic.
- Carter, M. & Curtis, D. (2008). Developmental themes, tasks, and goals in anti-bias work. In A. Pelo (Ed.), *Rethinking early childhood education* (pp. 13-15). Milwaukee, WI: Rethinking Schools, Ltd.
- Castro, D., Ayankoya, B., & Kasprzak, C. (2011). *The new voices/nuevas voces guide to cultural & linguistic diversity in early childhood*. Baltimore, MD: Paul Brooks Publishing.
 - -Chapter 4: Supporting language development in young bilingual children (pp. 78-103).
- Kliewer, C. (2008). *Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom*. Baltimore, MD: Paul Brookes Publishing.
 - -Chapter 3: "We Going A Space: Cardboard Boxes, Rockets, and the Child's Literate Construction of Meaning" (pp. 37-52).
- Segura-Mora, A. (2008). What color is beautiful? In A. Pelo (Ed.), *Rethinking early childhood education* (pp. 3-6). Milwaukee, WI: Rethinking Schools, Ltd.
- Souto-Manning, M. (2012). *Multicultural teaching in the early childhood classroom: Approaches, strategies, and tools, preschool-2nd grade*. New York: Teachers College Press.
 - - Chapter 5: "Culture Circles with Multicultural Literature: Addressing Issues of Fairness." (pp. 56-73).

Articles:

- Acevedo, M. (2016). Classroom contexts that support young children's intercultural understanding, *Young Children*, 71(3), 37-43.
- Biermeier, M.A. (2015). Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments, *Young Children*, 70(5), 72-79.
- Christ, C. & Wang, X. C. (2012). Supporting preschoolers' vocabulary learning: using a decision-making model to select appropriate words and methods, *Young Children*, 67(2), 74-80.
- Howard, T.C. (2018). Capitalizing on culture: Engaging young learners in diverse classrooms. *Young Children*, 73(2), 24-33.
- Roskos, K.A., Christie, J.F., Richgels, D.J. (2003). The essentials of early literacy instruction. *Young Children*, 58(2), 1-8.
- Texas Education Agency (n.d.) Print awareness: An introduction. Retrieved from <http://www.readingrockets.org/article/print-awareness-introduction>.
- Wanless, S.B. & Crawford, P.A. (2016). Reading your way to a culturally responsive classroom. *Young Children*, 71(2), 8-15.
- Yopp, H.K. & Yopp, R.H. (2009). Phonological awareness is child's play. *Young Children*, 64(1), 1-9.