

Language and Literacy Development for Infants through Kindergarteners

In this module, you will learn the fundamentals of language acquisition and language development. We will examine how to foster the learning of language from birth to kindergarten. We will discuss how infants begin to learn their home language. Between the ages of 2 and 5, children go through extensive language development. Emergent learners of language go from saying two-word sentences to full, long phrases. They learn singulars and plurals, they ask questions, and most can use proper verb tense by age 6.

Developmentally, children learn language at different rates. For example, a four year old may have a vocabulary of five thousand words, but another four year old may use a vocabulary of two thousand words. Research indicates that the more words children know, the more likely children are to succeed in kindergarten. This module is two-fold. We will discuss the path that an infant takes to acquire language through kindergarten. Then, we will also address how to optimize language skills in your classroom so that your future kindergartens will have an extensive vocabulary and be successful readers and writers.

Teacher Candidate Objectives:

NAEYC National Association of the Education of Young Children

Standard 1. Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2 Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 3 Observing, Documenting, and Assessing to

Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4 Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Standard 5 Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

IRA/NCTE International Reading Association/National Council of Teachers of English

Kelly, Can you please scan these in from the website www.ncte.org here? Thank you!

Suggested Textbooks

Preschool Literacy Collection of Five Books:

- Morrow, L.A., & Gambrell, L.B. (2004). Using children's literature in preschool: Comprehending and enjoying books. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.
- Roskos, K.A., Tabors, P.O., & Lenhart, L.A. (2004). Oral language and early literacy in preschool: Talking, reading, and writing. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.
- Schnickedanz, J.A., & Casbergue, R.M. (2004). Writing in preschool: Learning to orchestrate meaning and marks. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.
- Strickland, D.S., & Schickedanz, J.A. (2004). Learning about print in preschool: Working with letters, words, and beginning links with phonemic awareness. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.
- Vukelich, C. & Christie, J. (2004). Building a foundation for preschool literacy: Effective instruction for children's reading and writing development. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

Course Requirements

Regular logins, active participation, and completion of all assignments are needed for the successful completion of this course. The course grade will be based on the evaluation of the discussion postings, all weekly assignments, and the completion of the course.

Assignments:

Weekly Discussion Postings	40 points
Specific Discussion Postings:	
Teacher Reflections	20 points
Case Study Assignment	20 points
Assessment Assignment	20 points

Grading Scale:

90-100 **A**

80-89 **B**

70-79 **C**

Below 70 is failing

Discussion Board Postings:

For each reading assignment, please share your thoughts with your classmates. Postings should be one or two paragraphs. In addition to your own postings, you are required to read each of your classmates' postings and make comments as appropriate. Please realize that quality counts more than quantity.

Bibliography

Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Ambruster, B.B., Lehr, F., Osborn, J. (2001). *Put reading first: The research blocks for teaching children to read*. Washington, DC: The U.S. Department of Education.

Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

National Head Start Summer Teacher Education Program (S.T.E.P.) Teacher's Manual. (2002). Washington, DC: U.S. Department of Health and Human Services.

Owens, R. E. (1996). *Language development: An introduction*. Boston, Allyn and Bacon. Fourth Edition.

Rasinski, T. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83, 147-150.

Tabors, P.O. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children*, 53 (6), 20-26.

Webliography

www.reading.org

www.readwritethink.org

7 Week Module

Week 1 Overview of Language and Literacy Development Part I

Weekly Reading Assignment:

Vukelich, C. & Christie, J. (2004). Building a foundation for preschool literacy: Effective instruction for children's reading and writing development. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

The use of language of children during the preschool years is beneficial to their learning. Their environment is essential and plays an important factor in developing the necessary skills to enhance their language. In these early years children are learning many new sounds, as well as learning how these sounds make words and these words make sentences. Language is the use of arbitrary sounds with accepted referents that can be arranged in different sequences to convey different meanings.

Preschool children are learning at their age (3 and 4 year olds) to form sentences using nouns, verbs, and prepositions. Word classes are subdivided and clauses are put together. They can make statements such as , "I would like some candy" or "I want to go to the store." They are able to ask questions such as, "Where is my shoe?" or "Who is that?" They are learning to form words properly by placing them in their proper context.

Phonemic awareness is the ability to hear and understand that spoken words are made up of individual sounds. Developing language of the preschool child involves understanding the structure of the spoken language and hearing individual sounds in a word in the context of the other sounds within that word. Children enjoy using language by using stories, poems, nursery rhymes, and music. These are important aspects of language that allow children to use language effectively and to understand it.

The use of music allows children to listen to sounds of the words in the songs and help them relate the words to the meaning of the song. Nursery rhymes help increase phonemic awareness allowing them to associate sounds to the words. Reading is an important factor of language because it allows children to see and hear words and also increase their thinking skills while listening to stories.

Discussion Posting Assignment:

Discuss the language and literacy strategies in this book. Discuss any changes you might make in your curriculum or your daily planning?

Week 2 Overview of Language and Literacy Development Part II

Weekly Reading Assignment:

Vukelich, C. & Christie, J. (2004). Building a foundation for preschool literacy: Effective instruction for children's reading and writing development. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

Jean Piaget's research has been enormously influential, particularly in educational and psychological theories. After studying children for many years, Swiss biologist, Jean Piaget, proposed that learning occurs in stages. Piaget's four stages of cognitive development are sensorimotor (birth-2 years), preoperational (2-7 years old), concrete operational (7-11 years old), and formal operational (11 years and up).

PreK and Kindergarten children fall into the preoperational stage. Children in this stage are characterized by the following behaviors:

Learns to use language and to represent objects by images and words

Their thinking is egocentric. In other words, children have difficulty seeing another person's point of view. They only think of their own needs and desires.

Children classify objects by a single feature. For example, all four legged animals are dogs regardless of viewing cats or horses.

Piaget's main terms/points:

Assimilation-

The mind focuses on a new event in a way that is consistent with an existing scheme.

Accommodation-

The mind focuses on a new event by either modifying an existing scheme or forming a new one.

Classification-

The ability to group things together on the basis of common features.

Egocentrism-

The inability to see the world as someone else does and adapt to it. Not considered moral selfishness because it is simply an early stage of psychological development.

Operation-

The process of working something out in your head. Young children in the sensorimotor and preoperational stages have to act and try things out in the real world to work things out. Older children and adults can do more in their heads.

Scheme-

The representation in the mind of a set of perceptions, ideas, and/or actions that go together.

Stage-

A period in a child's development in which he or she is capable of understanding some things but not others.

This week we will examine the development stages of literacy and language development. Children, on average at the age of four, can use complete sentences. They

have a 1,540 word vocabulary. They ask endless questions. Four year olds are highly imaginative, dramatic, and can draw simple objects that are recognizable. Children, on average at the age of five, have a vocabulary of 2,072 words. They carry out directions well. They are able to read their own names. They begin to ask the meanings of unknown words. Kindergarteners often can use at least four prepositions or can demonstrate his understanding of their meaning when given commands. Most four to five year old children can name common objects in picture books and in the classroom.

In close inspection of these emergent learners, most children can usually repeat words of four syllables. They have most vowels and diphthongs and the consonants B, M, W, N, and P. Finally, most four and five year old children can use an extensive range of verbal skills while completing tasks in the classroom.

Discussion Posting Assignment:

Summarize the text. Share three to five points that you particularly enjoyed reading with the group.

Week 3 Print Awareness and Phonemic Awareness

Weekly Reading Assignment:

Strickland, D.S., & Schickedanz, J.A. (2004). Learning about print in preschool: Working with letters, words, and beginning links with phonemic awareness. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

Teacher candidates will recognize how emergent readers and writers learn to apply their knowledge of letters and written words. In addition, teacher candidates will recognize how emergent readers and writers learn to apply their knowledge of the sounds of letters and words. You will learn basic phonics skills and understand how their application to decoding unknown words strengthens a child's literacy development. You will examine the structural analysis of words in order to assist children to recognize patterns in language (i.e., cat, fat, mat, rat= changing one letter causes the whole word to change). Young children then begin to internalize spelling patterns and begin to recognize rhyming patterns in words.

Discussion Posting Assignment:

Make a literacy game from one of the choices in the book. Discuss the literacy strategies that your children learned as they completed the literacy center. Did the activity work? Why or why not? What was your favorite part of this book?

Week 4 Writing Development of Preschoolers and Kindergartners

Weekly Reading Assignment:

Schnickedanz, J.A., & Casbergue, R.M. (2004). Writing in preschool: Learning to orchestrate meaning and marks. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

Teacher candidates will learn in this week's lesson to recognize developmental stages of writing, including the use of pictures, labeling, and developmental spelling as young children acquire language skills. Reading and writing processes work best together. Children write and read what they have written. In turn, as children learn new words that they can read, they also learn what makes those letter combinations form a word. Then they begin to recognize patterns in words and begin to make their own letter word combinations on paper.

At first, the symbols are not recognizable to anyone other than the child. Over time, as the child develops, alphabet letters begin to form that are recognizable. Often children will write one letter to represent a whole word. For example, a child may write "I L U." The child is wishing to write "I love you." Later writing development shows that children begin to string letters together, sometimes known letters, sometimes unknown. Children will hear consonants sounds first and write words such as "BRD" to represent "Bird" and "FLWRS" to represent "Flowers." As the child's writing development increases along with vocabulary development, the child begins to remember known words that he is able to read and able to write.

Case Study Assignment:

Review Daniel's daily journal on page 41. Complete a daily journal with one child in your classroom or a small group of children for three to five days. Assess your findings and discuss the student's writing development. Share your findings as this week's discussion posting.

Week 5 Oral Language Development

Weekly Reading Assignment:

Roskos, K.A., Tabors, P.O., & Lenhart, L.A. (2004). Oral language and early literacy in preschool: Talking, reading, and writing. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

Children start developing oral language skills the day they are born. Infants are drawn to their mother's voice because it is familiar. Infants will also begin to turn their heads in the direction of known family and caregiver voices. They soon develop an understanding of the sounds of language. They begin to internalize how words are formed and related to each other. They learn how language conveys meaning slowly and over time. In environments where infants and young children are stimulated positively, their oral language skills develop more rapidly than those environments where there is little stimulation and oral communication. Mothers and caregivers can converse with infants even though infants are not yet able to talk back. At about four months, in the mother or caregiver pauses while in conversation, the infant will grunt, babble, or make a noise as he begins to communicate. It is important for the parent or caregiver to set up these conversations and to start early. After you have said something to the infant, pause, and wait for the infant to respond. Keep eye contact and look expectantly at the infant as you wait for the response. Your infant will pick up on social cues such as taking turns in a conversation, giving eye contact, and noticing the tone of voice, such as when a sentence ends in a question, the voice lifts slightly.

They begin to memorize internally words, the pronunciation of those words, and the meanings of words. They begin to understand that words are used in order to receive something, such as, milk or a clean diaper. This foundation of language development is the precursor to reading and writing development. For example, if a child decodes the word cat, her language foundation in her brain serves to check to see if she read the word correctly. As this process is going on, she is also making meaning and comparing what she is reading about the cat to what she already knows about cats. She is then internalizing that the word cat is spelled c-a-t and she is also cross referencing this in her brain to ensure that she is accurate. This language system takes place for every word that is read or heard by the child.

Good communication skills of the teacher are essential in order to promote a student's oral language skills. Please use correct English and speak clearly giving simple directions to students. Reading aloud to your students is an excellent way to model proper oral language skills. Experiences that you and the children share together and talking about those experiences will also enhance oral language development. Classrooms that allow for talking throughout the day by both students and teachers where the group is actively participating in activities is going to increase children's language development skills.

Teacher Reflections Assignment:

The final chapter in this book presents a day in the life of one teacher. It highlights an appropriate model from this book. Post a reflection about your goals as a

teacher, where are you now, where do you want to go, and what changes do you want to make in your teaching?

Week 6 Children's Literature

Weekly Reading Assignment:

Morrow, L.A., & Gambrell, L.B. (2004). Using children's literature in preschool: Comprehending and enjoying books. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

In this module, please read the first half of this book. You will finish the book in week 8. Please focus on the literacy centers, dramatic play, storytelling, and types of children's literature that are appropriate for young children.

A literacy play center is an area that is in a designated place in the classroom. It includes props and materials necessary to recreate an environment in the child's home or community. For example, centers may include housekeeping, a restaurant, the post office, or the doctor's office.

In a restaurant literacy center, you might see a table, 2 chairs, and flowers on the table. There would be menus for the children to read what they wanted to order from the server. Oral communication skills would be flowing as the children acted out the scene of a meal at a restaurant. The server would then use paper and pencil and take the children's orders to the chef in the kitchen. These experiences enable the children to practice their reading and writing skills through authentic experiences that may occur in their world.

Storytelling is the act of telling a story without reading the words from a book. The person tells the story orally. This is a wonderful skill to improve on as a teacher of young children. It is also beneficial for your children. Quality classrooms include storytelling as part of daily instruction. In this book, you will receive many ideas from children's literature. Retelling books is a great way to assist children in storytelling skills.

Dramatic play is the spontaneous act of expressive classroom activities. Some of the easiest centers to implement would be the "dress-up" center where children can put on costumes or other clothing to be different people or animals. The children then act out their characters based on the clothing that they are wearing. Other dramatic play centers include a puppet center. This is similar except that there are no costumes. The child assumes the role of the puppet when he is wearing the puppet on his hand. A puppet theater is a great way to improve language and literacy development of young children. Children can retell a story using costumes or puppets from children's literature that you have selected. As you read this section of this book, think about ways to bring children's literature into your classroom.

Discussion Posting Assignment:

What is your favorite book to read to your children? What extension activity do you use with the book? How many literacy centers are in your classroom? Which one is your favorite? Discuss a scene that you particularly remember that happened with your children.

Week 7 Using Children's Literature for Assessment

Weekly Reading Assignment:

Morrow, L.A., & Gambrell, L.B. (2004). Using children's literature in preschool: Comprehending and enjoying books. In Morrow, L.M. Ed.), *Preschool Literacy Collection*. Newark, DE: International Reading Association.

Teacher candidates will learn in this week's lesson to recognize a variety of texts and children's literature for emergent learners. You will learn how to make connections for your students between what they are reading and comparing and contrasting with their own personal connections. This book in the preschool literacy collection also discusses appropriate children's literature for preschoolers and young children in school. You will learn assessment techniques to evaluate if your children can identify the theme, the main characters in the story, and some of the events that took place in the story. These strategies set the stage for comprehension development in later elementary years.

Assessment Assignment:

Choose one of three assessments to complete on a child this week. You may choose the assessment on page 52 (Coding Children's Responses During Story Readings), the assessment on page 57 (Analysis of Story Retelling and Rewriting), or the assessment on page 60-61 (Assessing Concepts of Books and Comprehending of Text). Post a reflection based on your findings about your student. Discuss the student's literacy strengths and weaknesses.

Discussion Board Postings

Discussion Board Postings	1	2	3	4
Understanding of material being discussed	Apparent misunderstanding or lack of understanding of material. No concrete examples present.	Limited understanding of material displayed by vague, unclear language	Substantial understanding of material with some examples	Evident and clear understanding of material displayed by clear, concrete language and complex ideas with examples
Completeness of response	Brief posting with little content	Posting contains some content, but thoughts are not fully developed	Moderately stated summary	Well-stated and professionally written summary
Timeliness of response	Posting was late			Posting was on time
Grammar, spelling, and writing style	Frequent errors in mechanics	Periodic errors in mechanics	Occasional errors in mechanics	Evidence of posting that has been proofread carefully. Few, if any, errors exist

Language and Literacy Development for Infants through Kindergartners

Teacher Candidate Objectives

The Early Care and Education Teacher Candidate will...	Related NAEYC Standards	Related International Reading Association and National Council of Teachers of English Standards	Related Module Readings, Assignments, and Assessments
learn the fundamentals of language acquisition and language development.	1a, 1b, 1c	Standard 7, 9, and 12	Session 1 and 2 Discussion Postings
understand and apply research from this language development module to the classroom.	1a, 1b, 1c	Standard 7, 9, and 12	Session 1, 2, 3, 4, 5, 6, and 7 Discussion Postings
apply effective strategies that promote oral language development in young children.	1c, 4a, 4b, 4c, 4d 5a, 5d	Standard 6 and 12	Session 5 Discussion Postings Teacher Reflections Assignment
apply effective strategies that promote print awareness and phonemic awareness in young children.	1c, 4a, 4b, 4c, 4d	Standard 1 and 6	Session 3 Discussion Postings Literacy Game
apply effective strategies that promote writing development in young children.	1c, 4a, 4b, 4c, 4d	Standard 5	Session 4 Discussion Postings Case Study and Writing Assessment

understand Piaget's stages of development and how those stages effect literacy and language development of young children.	1a, 1b, 1c	Standard 7	Session 2 Discussion Postings
apply literacy centers, storytelling, and dramatic play through children's literature to support students' literacy and language development.	4a, 4b, 4c, 4d	Standard 1, 2, 3, and 4	Session 6 Discussion Postings
identify a variety of assessments used to determine the child's progression of literacy and language skills.	3a, 3b, 3c, 3d	Standard 1,2, 3, and 4	Session 7 Discussion Postings
assess a child's reading and writing skills.	3a, 3b, 3c, 3d	Standard 1, 2, 3, and 4	Session 7 Children's Literature Assessment Assignment