

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: CHLD 300 Department: Early Childhood Education

Course Title: Language and Reading Instruction in Early Childhood Semester: Spring Year: 1999

Objectives/Competencies

| Course Objective | Competencies |
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| 1. To understand young children's expressive and receptive language development. | <ol style="list-style-type: none">1. Enumerates the uses of language and the concepts that comprise the nature of language.2. Describes and discusses the factors and processes that affect young children's expressive and receptive language development.3. Identifies appropriate expectations regarding children's language abilities.4. Recognizes signs that a child may be experiencing difficulties in communication.5. Demonstrates ability to make oneself understood in verbal and written communication. |
| 2. To understand the philosophy and application of a literature program for young children. | <ol style="list-style-type: none">1. Cites the benefits of literature for young children.2. Lists the types of literature and examples of each.3. Describes/demonstrates the principles/processes of reading aloud to children. |

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| <p>3. To understand a language arts program and how to provide learning experiences that encourage children's development and use of language skills.</p> | <ol style="list-style-type: none"> 4. Employs the criteria for book selection and collection. 5. Plans extension activities based on children's books. 6. Designs and produces manipulative and literacy materials based on children's books. 7. Compiles discussion questions on factual, analytical and open-ended levels. 8. Shares author, illustrator and publisher information/roles with children. 9. Describes procedures for using poetry, oral storytelling, bibliotherapy, and puppets in the classroom. <ol style="list-style-type: none"> 1. Structures curriculum experiences that help children make the transition from non-verbal to verbal expression. 2. Presents suitable story-sharing experiences. 3. Weaves language into all activities and experiences of group interaction. 4. Designs and produces visual and auditory materials and experiences to promote language skills. 5. Plans and implements language experiences that provide for child-initiated ideas and for active child participation. 6. Provides an appropriate adult language model. 7. Recognizes the relationship between oral and written language. |
| <p>4. To understand the components of a literacy program.</p> | <ol style="list-style-type: none"> 1. Designs lesson plans that reflect inclusion of active literacy processes. |

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| <p>5. To understand reading and writing processes and strategies for fostering young children's reading and writing skills.</p> | <ol style="list-style-type: none"> 2. Cites the values of maintaining a print-rich environment that portrays a variety of cultural and situational contexts. 3. Demonstrates the use of language experience approach, use of key words, morning message strategy, taking dictation and other literacy strategies. 4. Enumerates the process of a shared reading program. 5. Designs and produces materials to promote literacy and skill development with regard to word recognition, auditory discrimination, and comprehension. 6. Identifies uses of print in classroom interest centers. 7. Describes methods for promoting children's interaction with print in varied and meaningful contexts. 8. Identifies ways in which children can recognize that reading/writing have value and can bring pleasure. 9. Provides opportunities for children to see them selves as competent readers and writers. 10. Explains the value of documenting children's work. <ol style="list-style-type: none"> 1. Recognizes reading as a process in which readers construct meaning through interactions with text. 2. Uses strategies that provide meaningful opportunities for children to develop reading skills: e.g., associated print with spoken language, using rhyming and phonemic awareness to decode words. 3. Describes methods for helping children develop and apply writing skills. 4. Validates children's prior experiences, background |

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| <p>6. To understand the rationale of integrated curriculum experiences which develop children's reasoning, thinking, speaking, reading and writing as well as related skills and attitudes.</p> | <p>knowledge, and social-emotional characteristics by varying the approaches and expectations.</p> <ol style="list-style-type: none"> 5. Builds upon children's diverse linguistic and cultural backgrounds to facilitate their language development. 6. Fosters children's sense of competency in the roles of author, illustrator and reader. <ol style="list-style-type: none"> 1. Plans developmentally appropriate curriculum relevant to the interests and needs of children. 2. Implements integrated curriculum that is theme-based, activity centered and which fosters skill and attitude development. 3. Emphasizes people and significant aspects of the children's environment. 4. Insures validity of curriculum in that the concepts, skills and attitudes may be applied to real life. 5. Provides multi-sensory activities and experiences as part of the integrated curriculum plan. 6. Presents/explains work in a curriculum conference format to the interested public. |