



Division of Special Education and Counseling
California State University, Los Angeles

Fall 2024

EDSP 4180: Evidence-Based Practices in Early Literacy for Young Children with Disabilities (3 units)
Section X

Instructor:
Office:
Telephone:
Email:

Class Location:
Class Day/Time:
Office Hours:

For COVID-19 related information and questions, please check Cal State LA's [Health Watch](#) sites regularly for updates.

Catalog Description:

Prerequisite(s): EDSP 4010 and EDSP 4141. Examination of research and evidence-based practices supporting a sound foundation for literacy and other curriculum content areas for young children with disabilities and those at risk for reading problems.

Email Policy:

Notes: *(optional)*

Note:

As required by California's Commission on Teacher Credentialing, candidates in Education Specialist Credential Programs must participate in a minimum of 600 hours of supervised clinical practice across the arc of the program, with the equivalent of 6 formal observations by faculty every semester (or 24 formal evaluations across our 2-year programs). This course provides candidates with 15 clinical practice hours and 1 formal observations.

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics

described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA Charter College of Education faculty.

B. Statement of Reasonable Accommodation

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

Other student supports on the Cal State L.A. Campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentervices/calfresh>
- **Graduate Writing Support Program:**
<http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms:

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in the Charter

College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

D. Technology

Courses in the Charter College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the Charter College of Education.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others.

Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400) or email Vicki Kim at vkim6@calstatela.edu.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Demonstrate the knowledge of the theoretical, philosophical, and empirical foundations of early childhood curricula, and the ways in which various curricula address and support emergent literacy development and learning in other curriculum content areas in young children and children with disabilities.
- **SLO 2:** Examine and describe the underpinnings of language and literacy development in young children and children with disabilities, and be able to identify the early skill components of reading and writing.
- **SLO 3:** Apply knowledge of factors that affect meaning making into early literacy lessons appropriate for young children with and without disabilities
- **SLO 4:** Review and analyze curricular adaptations, accommodations, instructional strategies, assistive technology, and augmentative and alternative communication used to support early literacy development in young children with specific disabilities.
- **SLO 5:** Demonstrate the use of intensive, explicit, and intentional strategies to develop and build the foundational components of literacy in young children with disabilities.
- **SLO 6:** Describe the evidence base for the role of families in the development of language and emergent literacy foundations.

Course Schedule

Date	Learning Topics	Activities	Assignments/ Readings Due	TPEs
Week 1	Review course assignments, requirements, and syllabus Overview of research in early literacy Introduction to the BIG 5 for all: <ul style="list-style-type: none"> • background knowledge • oral language and vocabulary • book knowledge and print concepts • alphabet knowledge and early writing • phonological awareness Models of Reading	Reflection of early literacy (ages 0-5) including prior experiences, SES, funds of knowledge Discussion of the Big 5: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pla-big-5-for-all-introduction-eng.pdf	Get a library card for this course https://www.readingrockets.org/reading-101/how-children-learn-read/models-reading	ECSE 1.2
Week2	What should children learn during the first five years of life? NPR: The 30 Million Word Gap	Discussion of the articles on the 30 million word gap (Hart & Risley, 1995; Sperry, Sperry, & Miller, 2019)- cultural	Sperry, Sperry, & Miller (2019) Hart & Risley, 2003 The Early Catastrophe	

	<p>https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap</p> <p>Preparing Young Children for School</p>	<p>differences, parenting styles, language and vocabulary use.</p>	<p>https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf</p>	
Week 3	<p>What is evidence-based practices? DEC Recommended Practices Examining research studies for purpose, population, characteristics, validity, reliability, results & implications</p> <p>The What Works Clearinghouse Process https://ies.ed.gov/ncee/wwc/</p>	<p>ACTIVITY 1: Explore the WWC site. Examine the literacy curricula and the evidence behind these curricula.</p> <p>ACTIVITY 2: Strategies for Supporting Young Children with Dyslexia: Compile a list of evidence based practices that are used to support young children at risk for dyslexia</p>	<p>DUE: IRIS Module – Evidence Based Practices</p> <p>IRIS Module: Evidence Based Practices https://iris.peabody.vanderbilt.edu/module/ebp_01/</p> <p>Wackerle-Hollman, Duran, & Miranda (2020)</p> <p>CA Dyslexia Guidelines: Ch. 11</p>	
Week 4	<p>Infant and Toddler Foundations California Preschool Learning Foundations Kindergarten Common Core Standards Introduction to California Dyslexia Guidelines: overview of resources (with focus on Chapters 9, 11, 12, and Appendices A and B)</p> <p>The first three years: Historical & contemporary approaches Foundations of literacy in the first 3 years of life Supporting the foundations of literacy in early intervention Supporting the role of the family in the development of literacy during the first three years</p>	<p>ACTIVITY1: California Infant and Toddler Learning and Development Foundation- Language Development</p> <p>Discussion of research article: Rosenkoetter & Barton, 2002</p> <p>ACTIVITY2: Early Home Literacy</p>	<p>California Infant/Toddler Foundations California Preschool Learning Foundations</p> <p>Council on Communications and Media, 2016 Rosenkoetter & Barton, 2002 Nemeth & Erdosi, 2012</p>	ECSE 1.3
Week 5	<p>Literacy Rich Environment Research in early literacy for English learners Concept Development</p>	<p>ACTIVITY 1: Selecting Developmentally Appropriate Books</p>	<p>Video: Getting Kids Involved: Creating Learning Opportunities for Learning https://www.youtube.c</p>	ECSE 4.12

		<p>VIDEO: Books, Nooks, & Literacy Hooks</p> <p>DISCUSSION: How does students' home language help them participate or hinder their participation?</p> <p>ACTIVITY 2: Setting Up a Literacy-Rich Environment</p> <p>ACTIVITY 3: Evaluating a Literacy-Rich Environment (Literacy-rich Checklist)</p> <p>ACTIVITY 4: UC/CSU Collaborative for Neurodiversity and Learning (Multilingual Learners) https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/</p>	<p>om/watch?v=NnLvBC0EtV0</p> <p>Gillanders & Castro, 2011</p>	
Week 6	<p>Reading storybooks to young children using fiction & nonfiction storybook reading for a variety of purposes</p> <p>Using storybook reading & emergent literacy within content areas</p> <ul style="list-style-type: none"> • Science • Mathematics • Social emotional • History & social studies • Visual & performing arts • Physical education & motor development <p>High-quality children's literature in interactive & dialogic storybook reading: models, research & practice</p>	<p>Review: Infant and Toddler Foundations; Home Literacy Activity</p> <p>ACTIVITY: Embedding Literacy in the five content areas (science, mathematics, history and social sciences, arts, and physical education and health)</p>	<p>DUE: Home Literacy Activity</p> <p>Review California Preschool Learning Foundations</p> <p>Bingham, Venuto, Carey, & Moore, 2018 Breit-Smith, Busch, Dinnesen, & Guo, 2017* Chandler et al., 2008*</p> <p>*Should have at least two children's book readily available every week during class time going forward</p>	<p>ECSE 3.2 ECSE 3.3 ECSE 3.4</p> <p>ECSE 6.7</p>
Week 7	<p>Overview of research in early literacy: Reading, writing, speaking & listening</p>	<p>ACTIVITY 1: Embedding phonological awareness in classroom activities</p>	<p>DUE: Observation of Literacy Rich Environment</p>	

	<p>Early Literacy: The continuum from phonological awareness to phonics and word recognition</p> <ul style="list-style-type: none"> • Phonological awareness • Phonemic awareness • Letter/sound correspondence • Phonics, spelling, and word recognition • Morphological awareness 	<p>ACTIVITY 2: Poem and teaching strategies</p> <p>ACTIVITY 3: Small group early literacy vocabulary game</p> <p>VIDEO: Teaching Phonemic Awareness</p>	<p>Ezell & Justice Chapter 1-5 Yopp & Yopp, 2009</p> <p>Phonological Awareness: https://www.youtube.com/watch?v=McqF-2F6Rg4&list=PLhwy3q7CvmVF84k6LU0tJNFHZytrgpMNz</p>	
Week 8	<p>Early Literacy: Alphabet Awareness and Print Awareness</p> <p>Vocabulary Development</p> <p>Decoding and encoding</p> <p>Structure of Storybooks</p>	<p>ACTIVITY: Teaching vocabulary: explicit and incidental</p>	<p>Ezell & Justice Chapter 6-8 Bingham, Venuto, Carey, & Moore, 2018 (review)</p> <p>Vadasy, Sanders, & Cartwright (2022)</p>	
Week 9	<p>Using Dialogic Reading to Develop Children's Language and Literacy Skills</p>	<p>VIDEO: Using CROWD prompts</p> <p>ACTIVITY 1: Developing Prompts</p> <p>VIDEO: Demonstration of using CROWD prompts</p> <p>ACTIVITY 2: How were PEER, CROWD and CART strategies used?</p>	<p>Boyle, McNaughton, & Chapin, 2019</p> <p>Towson, Gallagher & Bingham, 2016</p> <p>Justice, Logan, Kaderavek, & Dynia, 2015</p> <p>Kaminski & Powell-Smith, 2017</p> <p>DUE: Vocabulary Analysis</p>	
Week 10	<p>Assessment and progress monitoring in literacy: UDL and MTSS</p> <p>Determining need for Tier 2 and Tier 3 support</p> <p>Screening, formative, and diagnostic assessments</p>	<p>Universal Screening: The Pediatric Early Analysis of Risk for Literacy Problems (PEARL-D): https://osf.io/hdxqf/</p> <p>ACTIVITY 1: Case Study: Group development of assessment plan for a 4-year-old in TK who is struggling in EL skill acquisition.</p>	<p>CA Dyslexia Guidelines: Ch. 9</p> <p>Coyne & Harn, 2006</p> <p>Lonigan, Allan, & Lerner, 2011</p>	

		<p>ACTIVITY 2: Compile a list of areas and difficulty indicators that are used in screening for dyslexia</p> <p>Screening and Assessment for Dyslexia https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/</p>		
Week 11	<p>Problems and obstacles that children with specific disabilities (autism, intellectual disabilities, etc) may experience in learning to read and write</p> <ul style="list-style-type: none"> • Early attachment issues and literacy • Visual impairments • Multiple disabilities • Autism • DHH • Intellectual disability • ADHD • SLI • Dyslexia and at-risk for dyslexia profiles 	<p>VIDEO: Storyboxes for children with visual impairment</p> <p>ACTIVITY: Creating a Storybox</p>	<p>Johnston, O’Keeffe, & Stokes, 2018 Kamei-Hannan, Chang, & Fryling, 2020</p> <p>CA Dyslexia Guidelines: Ch. 4</p> <p>GUEST Speaker</p>	ECSE 3.9
Week 12	<p>Book Adaptation for Young Children with Disabilities</p> <p>Levels of adaptations from least to most intrusive</p> <p>Using assistive technology and apps to promote emergent literacy</p>	<p>Discussion: Examples of book and literacy adaptations http://prekese.dadeschools.net/adpt_lit.html</p> <p>VIDEO: Reading with a BIGMack</p> <p>ACTIVITY: BIGMack</p>	<p>DUE: Self Assessment-Storybook Reading</p> <p>Dunst, Trivette, & Hamby, 2012 Stone-MacDonald, 2015</p>	ECSE 3.9
Week 13	<p>Early Writing- Development from birth through kindergarten</p> <p>Assistive Technology, Apps, and Resources for Literacy Development</p> <ul style="list-style-type: none"> • Assistive technology instruction: AT as a tool planning, spelling, research to support writing and presentations. 	<p>ACTIVITY 1: Demonstration and practice of assistive technology applications</p> <p>VIDEO 1: Interactive Writing in Kindergarten: Writing about Reading</p>	<p>Dennis & Votteler, 2013. Puranik & Lonigan, 2012</p> <p>CA Dyslexia Guidelines: Ch. 12 (Assistive Technology) and</p>	

	<ul style="list-style-type: none"> engaging students in the comprehension and creation of diverse print, oral, digital, and multimedia texts 	https://www.youtube.com/watch?v=-gvXUIDeQJk&t=16s VIDEO 2: Small Group Interactive Writing in Kindergarten https://www.youtube.com/watch?v=H7hWLjBvCOI&t=3s	Appendix B (Assistive technology resources) Create 2-3 questions for the chapter	
Week 14	Involving family in children's literacy Home Literacy Environment Supporting families in providing early literacy experiences: Designing a family literacy program for families of young children with disabilities Collaborating with school professionals who provide intensive literacy instruction	ACTIVITY 1: Tools of Literacy Activity for Families ACTIVITY 2: Conversation with Families ACTIVITY 3: variation: discuss preschool, TK and Kinder expectations for literacy and ways to support children at risk for dyslexia DISCUSSION: Family literacy partnerships	Ezell & Justice Chapter 9 Justice, Logan, İşitan, & Saçkes, 2016 CA Dyslexia Guidelines: Ch. 13	
Week 15	TK and K literacy curricula Common Core State Standards (Kindergarten)	ACTIVITY: In small groups, using the Preschool Foundations and Common Core State Standards, map out the development of literacy from preschool through kindergarten.	DUE: FINAL Storybook Lessons & Book Adaptation	ECSE 1.2 ECSE 1.4 ECSE 3.2 ECSE 3.3 ECSE 3.4 ECSE 3.9
Finals Week	Final Presentations		DUE: *FINAL PRESENTATIONS	

Required Texts and Articles

Required Text(s):

Ezell, H.K., & Justice, L.M. (2005). Shared storybook reading: Building young children's language and early literacy skills. Baltimore: Paul H. Brookes.

Recommended Resources:

California Preschool Learning Foundations Vol. 1, Language and Literacy
 California Preschool Curriculum Frameworks, Volume 1-3.
<http://www.cde.ca.gov/sp/cd/re/psframework.asp>

California Department of Education (2009) *Preschool English Learners: Principles and Practices to Promote Language Literacy and Learning*.
Common Core Standards: <https://www.cde.ca.gov/re/cc/>

Required Reading Articles

Boyle, S. A., McNaughton, D., & Chapin, S. E. (2019). Effects of shared reading on the early language and literacy skills of children with autism spectrum disorders: A systematic review. *Focus on Autism and Other Developmental Disabilities*, 34(4), 205-214.

Bingham, G. E., Venuto, N., Carey, M., & Moore, C. (2018). Making it REAL: Using informational picture books in preschool classrooms. *Early Childhood Education Journal*, 46(5), 467-475.

Breit-Smith, A., Busch, J. D., Dinnesen, M. S., & Guo, Y. (2017). Interactive book reading with expository science texts in preschool special education classrooms. *TEACHING Exceptional Children*, 49(3), 185-193.

Chandler, L. K., Young, R. M., Nylander, D., Shields, L., Ash, J., Bauman, B., ... & Lay, A. (2008). Promoting early literacy skills within daily activities and routines in preschool classrooms. *Young Exceptional Children*, 11(2), 2-16.

Council on Communications and Media. (2016). Media and young minds. *Pediatrics*, 138(5), e20162591.

Coyne, M.D., & Harn, B.A. (2006). Promoting beginning reading success through meaningful assessment of early literacy skills. *Psychology in the Schools*, (43) 33–43. <https://doi.org/10.1002/pits.20127>

Dennis, L. R., Lynch, S. A., & Stockall, N. (2012). Planning literacy environments for diverse preschoolers. *Young Exceptional Children*, 15(3), 3-19.

Dunst, C. J., Trivette, C. M., & Hamby, D. W. (2012). Assistive technology and the communication and literacy development of young children with disabilities. *Center for Early Literacy Learning*, 5(7), 1-13.

Gillanders, C., & Castro, D. C. (2011). Storybook reading for young dual language learners. *YC Young Children*, 66(1), 91.

Johnston, S. S., O’Keeffe, B. V., & Stokes, K. (2018). Early Literacy Support for Students With Physical Disabilities and Complex Communication Needs. *TEACHING Exceptional Children*, 51(2), 91-99.

Justice, L. M., Logan, J. A., Işitan, S., & Saçkes, M. (2016). The home-literacy environment of young children with disabilities. *Early Childhood Research Quarterly*, 37, 131-139.

Justice, L. M., Logan, J. A., Kaderavek, J. N., & Dynia, J. M. (2015). Print-focused read-alouds in early childhood special education programs. *Exceptional Children*, 81(3), 292-311.

Kamei-Hannan, C., Chang, Y. C., & Fryling, M. (2020). Using a multisensory storytelling approach to improve language and comprehension: A pilot study. *British Journal of Visual Impairment*, 0264619620945344.

- Kaminski, R. A., & Powell-Smith, K. A. (2017). Early literacy intervention for preschoolers who need tier 3 support. *Topics in Early Childhood Special Education, 36*(4), 205-217.
- Lonigan, C.J., Allan, N.P., & Lerner, M.D. (2011). Assessment of preschool early literacy skills: Linking children's educational needs with empirically supported instructional activities. *Psychology in the Schools, 48*(5), 488-501. <https://doi.org/10.1002/pits.20569>
- Meadan, H., Ostrosky, M. M., Santos, R. M., & Snodgrass, M. R. (2013). How can I help? Prompting procedures to support children's learning. *Young Exceptional Children, 16*(4), 31-39.
- Nemeth, K. N., & Erdoes, V. (2012). Developmentally Appropriate Practice for Infants and Toddlers. *Young Children, 49*.
- Puranik, C. S., & Lonigan, C. J. (2012). Early writing deficits in preschoolers with oral language difficulties. *Journal of Learning Disabilities, 45*(2), 179-190.
- Rosenkoetter, S., & Barton, L. R. (2002). Bridges to literacy: Early routines that promote later school success. *Zero to Three, 22*(4), 33-38.
- *Roskos, K. A., Christie, J. F., & Richgels, D. J. (2003). *The Essentials of Early Literacy I Early Literacy Instruction*. Young Children.
- Sperry, D. E., Sperry, L. L., & Miller, P. J. (2019). Reexamining the verbal environments of children from different socioeconomic backgrounds. *Child development, 90*(4), 1303-1318.
- Stone-MacDonald, A. (2015). Using iPad applications to increase literacy Skills for children preK to grade 3 with disabilities. *Young exceptional children, 18*(3), 3-18.
- *Stone, J. P., Rivera, C. J., & Weiss, S. L. (2018). Literacy-Rich Environments for Young Students With Significant Developmental Disabilities. *Young exceptional children, 21*(4), 191-203.
- Towson, J. A., Gallagher, P. A., & Bingham, G. E. (2016). Dialogic reading: Language and preliteracy outcomes for young children with disabilities. *Journal of Early Intervention, 38*(4), 230-246.
- Dennis, L. R., & Votteler, N. K. (2013). Preschool teachers and children's emergent writing: Supporting diverse learners. *Early Childhood Education Journal, 41*(6), 439-446.
- Vadasy, P. F., Sanders, E. A., & Cartwright, K. B. (2022). Cognitive flexibility in beginning decoding and encoding. *Journal of Education for Students Placed at Risk (JESPAR)*.
<https://doi.org/10.1080/10824669.2022.2098132>
- Wackerle-Hollman, A. K., Durán, L. K., & Miranda, A. (2020). Early Literacy Skill Growth in Spanish-Speaking Children With and At Risk for Disabilities in Early Childhood. *Topics in Early Childhood Special Education, 40*(1), 24-38.
- Yopp, H. K., & Yopp, R. H. (2009). Phonological awareness is child's play. *Young Children, 64*(1), 12-21.

Web Resources

Center for Early Literacy Learning (CELL): <http://www.earlyliteracylearning.org>

Reading Rockets Launching Young Readers <http://www.readingrockets.org/>

International Literacy Association <http://www.reading.org/>

What Works Clearinghouse <http://www.whatworks.ed.gov/>

Doing What Works <http://dwwlibrary.wested.org/library/preschool-language-literacy>

Supporting Early Literacy in Natural Environments <http://www.wlearning.com/resources/preschool/>
This site has free materials to download as well as information on how to purchase Language is the Key.

Colorin Colorado <http://www.colorincolorado.org/> This site focuses on reading for families and teachers of English learners.

National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/>
Search for "literacy" to find relevant articles and resources. Or go to <http://www.naeyc.org/tyc/> for the journal Teaching Young Children.

Links from the Center on Early Literacy Learning (CELL) <http://www.earlyliteracylearning.org/links.php>:
Scroll down for sites on early literacy learning.

Center for Literacy and Disabilities Studies
www.med.unc.edu/ahs/clds/

National Literacy Trust (Great Britain) http://www.literacytrust.org.uk/early_years

Reading is Fundamental www.rif.org

Grading

Assignments	Due	Points
Attendance and participation		15 points
IRIS Module: Evidence-Based Practices Module		5 points
Home Literacy Activity		10 points
Midterm -Observation of Literacy Rich Environment		10 points
Storybook Vocabulary Analysis		15 points
Self-Assessment Storybook Reading		10 points
Final - Storybook Lesson Plans, Adaptations & Presentation		35 points
Total		100 points

Division Grading Scale

Points	Percentage	Grade
94-100	94% -100%	A

90-93	90% - 93.99%	A-
87-89	87% - 89.99%	B+
84-86	84% - 86.99%	B
80-83	80% - 83.99%	B-
77-79	77% - 79.99%	C+
74-76	74% - 76.99%	C
70-73	70% - 73.99%	C-
67-69	67% - 69.99%	D+
64-66	64% - 66.99%	D
61-63	61% - 63.99%	D-
0-60	0% - 60.99%	F

* Incompletes will be granted only in accordance with university policy.

Late assignment policy: All late assignments will result in an automatic 1 point deduction per day. Assignments that are a week late will not be accepted.

Assignment Descriptions and Rubrics

- Attendance, Participation, Homework, and In-class activities (15 points).** Students are expected to prepare for, attend, and participate in all class meetings in order to learn and apply the concepts and information presented. Adequate preparation is necessary for participation in class discussions and activities. Preparation for class will enhance your ability to discuss, relate, contribute and apply information. Preparation includes having completed all the assigned readings and written work. Class sessions will include interactive discussions and group activities. Attendance is therefore vital to full participation in this course. Active participation in each class session will contribute to your course grade. **It is your responsibility to makeup all missed work. Zero out of 30 points will be assigned if there is any unexcused absence or frequent tardiness. Two excused absences are allowed.**
- IRIS Module: Evidence-Based Practices- Part I (5 points).** Read the Perspectives and Resources from IRIS module and type up answers to questions in the Assessment section. IRIS Module: https://iris.peabody.vanderbilt.edu/module/ebp_01/ **Due on Wednesday (week 3) by 11:59 p.m. All late assignments will result in an automatic 1 point deduction per day. Assignments that are a week late will not be accepted.**
- Home Literacy Activity (10 points).** The purpose of the home literacy activity is to create a short video of a home-routine that focuses on early literacy skills. The video should be no more than 5minutes long describing and demonstrating an activity that caregivers can do with their children (ages 0-3) at home to promote early literacy. The video should be parent-friendly to understand and to follow. Avoid the use of jargons and highly technical terms. **Due on Wednesday (week 6) by 11:59 p.m. All late assignments will result in an automatic 1 point deduction per day. Assignments that are week late will not be accepted.**
- Midterm -Observation of Literacy Rich Environment (10 points).** Students will observe an early childhood classroom for a minimum of 1 hour. Students will need to complete the literacy rich environment check list as discussed in class lecture. Students will write a brief (2-3 pages) paper describing the strengths and weaknesses of the classroom based on this observation, describe various elements of the classroom promoting early literacy (circle time, environment, center/small

group activities, etc.). Students must provide evidence of observation and literacy rich environments by providing 5 photos of literacy rich activities (NO STUDENT FACES). Students must provide name of school, teacher, date/time observed. Rating scale & photos used must be attached to the written paper. **Due on Wednesday (week 7) by 11:59 p.m. All late assignments will result in an automatic 1 point deduction per day. Assignments that are a week late will not be accepted.**

5. **Story Book Vocabulary Analysis (15 points).** Using the provided form available on Canvas and with professor approved storybook, students will conduct a vocabulary break down, selecting key vocabulary words from the text and providing rationale, identify tier 1, 2 and 3 words, and select key words to teach. **Due on Wednesday (week 10) by 11:59 p.m. All late assignments will result in an automatic 1 point deduction per day. Assignments that are a week late will not be accepted.**
6. **Self-Assessment Story Book Reading (10 points).** Using professor approved selected storybook, students are required to demonstrate understanding of evidence-based practices of shared reading strategies, teaching of vocabulary and tier words and expansion/modification of text. Students are required to videotape themselves reading a story to a child ages 1-5. Then, using the provided form available on Canvas (also see attached) complete a self-critique of their read aloud strategies. Students must submit video and self-assessment to Canvas. **Due on Wednesday (week 12) by 11:59 p.m. All late assignments will result in an automatic 1 point deduction per day. Assignments that are week late will not be accepted.**
7. **Final - Storybook Lesson Plans, Adaptations & Presentation (35 points).** Using the professor approved storybook, students will be required to formulate 3 separate lesson plans to accommodate student scenarios (provided by professor on Canvas) using evidence based practices, modifications, adaptations, etc. Students will use lesson plan template provided on Canvas. Students will be required to create these lesson plans using materials, props, etc. Students will give a PowerPoint and interactive presentation on their lessons and storybook. Students are required to provide class with copies of all 3 lessons for the storybook. **Lesson plans are due on Wednesday (week 15) by 11:59 p.m. All late assignments will result in an automatic 1 point deduction per day. Assignments that a week later will not be accepted.**

Home Literacy Activity (10 points)

The purpose of the home literacy activity is for you to create a short video of a home-routine that focuses on early literacy skills. The video should be no more than 5 minutes long describing and demonstrating an activity that caregivers can do with their children (ages 0-3) at home to promote early literacy.

Please keep the following in mind as you create the video. Make sure that you use language that is family-friendly.

- Description of your activity using parent friendly language (3 points)
- How the activity will promote early literacy (Identify the early literacy goal) (4 points)
- Materials that will be needed in the activity (1 point)
- Alternatives of materials that can be used in the activity (1 point)

Your videos will be shared with one of your classmates for peer review.

When you are the peer reviewer, please complete the following:

Teacher:		
Activity:		
	YES or NO	Notes
Did the teacher explain the purpose the activity?		
Were the steps for the activity easy to follow?		
Was the activity explained in a family-friendly way?		
Describe one thing about the video that you liked?		

Storybook Vocabulary Analysis (15 points)

- Choose the book for your storybook reading assignment. Bring it to class for approval. Remember there are lots of good books in the Literacy Resource Lab (KH C2094A; 323-343-5901)
In choosing books, consider:
 - Appeal and appropriateness
 - Book should match the purpose of the read-aloud
 - Appropriate print size for purpose
 - Length to match attention/not too much print
 - Good choices for focus on skill development
 - Contains functional vocabulary for young children with special needs
 - Do a vocabulary breakdown of the book (see Canvas).
- Choose the three vocabulary words you will teach or pre-teach from the book.
- Consider three levels or tiers of words:
 - Tier 1: Basic words (e.g. girl, run, smile)
 - Tier 2: High frequency for mature language users (e.g. curious, approached, drowsy)
 - Tier 3: Very low frequency, often content-specific (e.g. ukelele, foppish...others?)
- Keep in mind that children with language delay may not have enough Tier 1 words. Choose words that children are:
 - Unlikely to know
 - Likely to hear again
 - Likely to use if given the opportunity
 - Consider importance and utility, instructional potential, and conceptual understanding.
- Fill out the following form for the assignment (Form on Canvas)

Midterm -Observation of Literacy Rich Environment (10 points)

- Observe early childhood classroom for a minimum of 1 hour. You will need to provide the following:
 - Name of school and room number
 - Teacher(s) name
 - Date and time you observed

- d. Must collect minimum of 5 photos of literacy rich activities
2. Write 2-3 page paper, double spaced, Times New Roman 12pt font documenting your observations on strengths and weakness observed in regards to a literacy rich environment.
3. Complete literacy check list during observation and attach to paper (Form on Canvas)
4. Must Include photos.

Self-Assessment: Storybook Reading (10 points)

Make an audiotape or videotape of yourself reading a story to children. Listen to it at home, then fill out the following form.

Name: _____
 Name of book: _____ Number of pages: _____
 Length of book reading: _____
 Number of children read to: _____

Did you:	YES	NO	Comments or examples
Comment on the object of the children's attention?			
Pause frequently to allow children to initiate a comment?			
Ask questions?			
Ask open-ended questions? (who, what, when, where, why, which)			
Repeat or expand on what the child or children said?			
Label or describe a concept that the child does not yet understand?			
Expand/extend the child's language to include more sophisticated language or concepts?			
Teach anything new? If so, what?			
Did the children participate in the storybook reading? How?			
How do you think you could improve your storybook reading strategies?			

Is there anything you would do differently next time?
Do you have any other comments on your own storybook reading?

Final - Storybook Lesson Plans, Adaptations & Presentation (25 points)

1. Select children's book – get it approved by the professor
2. Using the provided lesson plan template (on Canvas), create 3 separate lesson plans for 3 scenarios of student populations (scenarios available on canvas). Will need to include the following:
 - a. Book title and summary
 - b. Foundations targeted
 - c. Materials needed
 - d. Literacy goals of reading
 - e. Other areas targeted across disciplines
 - f. Key vocabulary being taught
 - g. Adaptations listed
 - h. Comments/actions to use during reading
 - i. Questions being asked during reading (including alternative response modes for students with limited verbal)
 - j. Expansion activities
3. Write 5-6 page paper describing how & why you adapted the lessons using evidence based practices for teaching literacy and shared reading. You must cite a minimum of 2 research articles (can use ones read in class).
4. 15 minute presentation demonstrating lesson plans, materials, adaptations, etc of storybook.
 - a. This should include hands on materials and adaptations

Grading Rubric

Criteria	Points
Adapted children's book with purpose and intent. Appropriate for various developmental levels including props and needed materials for read-aloud.	10
3 well thought out read aloud and literacy activity lesson plans, demonstrating understanding of scenarios' functional levels, skills, and needs for adaptations & modifications.	15
5-6 page paper describing how and why you adapted lessons using evidence based research practices for teaching literacy and shared reading. Includes 2 citations from research articles. APA formatting and correct technical writing.	5
Presentation of literacy activities and adapted book, explaining purpose of adaptations and how to use book & props in read aloud. Presentation of literacy activity, materials and modifications.	5

Failure of showing up to alternative presentation day.	-5
TOTAL POINTS	35

Adaptive Storybook Lesson Plan

Student Name: _____

Developmental Level: Mild Moderate Severe
Read Aloud

Name and author of book:	
Number of pages:	
Summary of the story (include elements of the narrative: characters, setting, conflict, resolution):	
Materials and/or Props Needed for Read Aloud (felt pieces, tangibles, PECS, etc):	
Adaptations Made to Storybook:	
Are there any concepts in the story that need to be taught or demonstrated?	
Vocabulary taught explicitly or pre-taught (at least 3 words):	How will you teach each word?
1:	
2:	
3:	

Literacy goals of your read aloud (Alphabetic awareness, Print awareness, Written language, Comprehension (oral and text), Phonological awareness and/or Oral language)
Are there any concepts in the story that need to be pre-taught or demonstrated?
Vocabulary taught or illustrated quickly during reading:

Comments you will make while reading: 1: 2: 3:	Page #
What kinds of interactive behaviors do you expect from students during your read aloud?	

Literacy Activity

Name & Description of Activity:
Materials Needed:
California Literacy Preschool and/or Infant Toddler Foundations Addressed: 1: 2: 3:
Goals from other content areas (for example, science, math, social studies, social emotional, etc) 1: 2: 3:
What kinds of interactive behaviors do you expect from the students?
Modifications/Adaptations made to instruction:



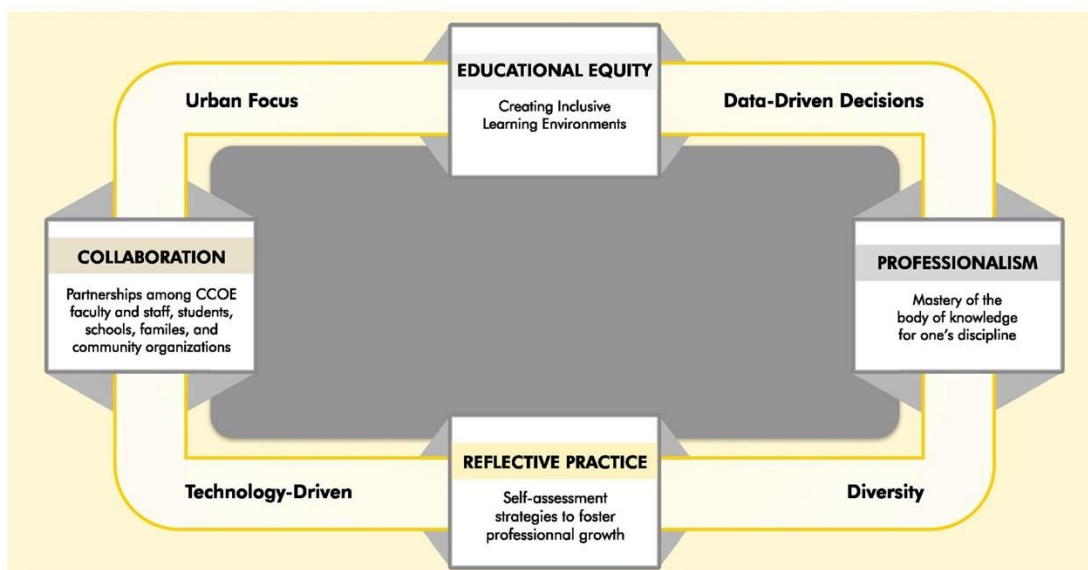
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.