



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/studentservices/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	<p>Review course assignments, requirements, and syllabus</p> <p>Overview of research in early literacy</p> <p>Introduction to the BIG 5 for all:</p> <ul style="list-style-type: none"> • background knowledge • oral language and vocabulary • book knowledge and print concepts • alphabet knowledge and early writing • phonological awareness <p>Review: Cultural Awareness and Cultural Responsive Teaching</p>	<p>Reflection of early literacy (ages 0-5) including prior experiences, SES, funds of knowledge</p> <p>Discussion of the Big 5: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pla-big-5-for-all-introduction-eng.pdf</p>	<p>Get a library card for this course</p> <p>https://www.readingrockets.org/reading-101/how-children-learn-read/models-reading</p> <p>Yuan & Jiang (2019)</p>	ECSE 1.2
Week2	<p>What should children learn during the first five years of life?</p> <p>NPR: The 30 Million Word Gap 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>Multiculturalism and Translanguaging</p>	<p>Discussion of the articles on the 30 million word gap (Hart & Risley, 1995; Sperry, Sperry, & Miller, 2019)- cultural differences, parenting styles, language and vocabulary use.</p> <p>VIDEO: Multiculturalism and Translanguaging in the Classroom: https://www.youtube.com/watch?v=USRW-NXJVfc&t=456s</p>	<p>Sperry, Sperry, & Miller (2019)</p> <p>Hart & Risley, 2003</p> <p>The Early Catastrophe https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing_for_School_07222022_v6.pdf</p> <p>Talbot (2015) https://www.newyorker.com/magazine/2015/01/12/talking-cure</p>	
Week 3	<p>What is evidence-based practices?</p> <p>DEC Recommended Practices</p> <p>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>Models of Reading</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>Council on Communications and Media, 2016</p> <p>CA Dyslexia Guidelines: Ch. 11</p>	

<p>Week 4</p>	<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>Justice, Logan, İşitan, & Saçkes (2016)</p> <p>Nemeth & Erdosi (2012)</p> <p>Rosenkoetter & Barton (2002)</p>	<p>ECSE 1.3</p>
<p>Week 5</p>	<p>Components of proficient reading</p> <p>Overview of research in early literacy: Reading, writing, speaking & listening</p> <p>Literacy Rich Environment</p> <p>California Preschool Foundations: Language and Literacy</p>	<p>ACTIVITY 1: Selecting Developmentally Appropriate Books</p> <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>Video: Getting Kids Involved: Creating Learning Opportunities for Learning https://www.youtube.com/watch?v=NnLvBC0EtV0</p> <p>Video: Build in Opportunities to Talk, Model Conversations, Use Complex Language and Vocabulary http://resourcesforearlylearning.org/educators/module/20/7/21/</p> <p>California Preschool Foundations: Language and literacy</p> <p>Justice (2004)</p> <p>Roskos, Christie, & Richgels (2003)</p> <p>Stone, Rivera, & Weiss (2019)</p>	<p>ECSE 4.12</p>
<p>Week 6</p>	<p>TK and K literacy curricula Common Core State Standards (Kindergarten)</p>	<p>ACTIVITY: In small groups, using the Preschool Foundations and Common Core State Standards, map out the development of literacy</p>	<p>DUE: Home Literacy Activity</p> <p>Review: California Preschool</p>	<p>ECSE 1.2 ECSE 1.4 ECSE 3.2 ECSE 3.3</p>

		from preschool through kindergarten.	Foundations: Language and literacy Common Core Standards: https://www.cde.ca.gov/re/cc/	ECSE 3.4 ECSE 3.9
Week 7	Assessment and progress monitoring in literacy: UDL and MTSS Determining need for Tier 2 and Tier 3 support Screening, formative, and diagnostic assessments	Universal Screening: The Pediatric Early Analysis of Risk for Literacy Problems (PEARL-D): https://osf.io/hdxgf/ Screening and Assessment for Dyslexia https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/ ACTIVITY 1: Case Study: Group development of assessment plan for a 4-year-old in TK who is struggling in EL skill acquisition. Early Childhood and Dyslexia: https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/early-childhood-and-dyslexia/ ; ACTIVITY 2: Persona	Coyne & Harn (2006) Gaab, & Petscher (2022) Kaminski & Powell-Smith (2017) Lonigan, Allan, & Lerner (2011) Wackerle-Hollman et al. (2021) CA Dyslexia Guidelines: Ch. 9 (Screening and Assessment for Dyslexia) and Appendix A (Assessment Tools)	
Week 8	Back to the Big 5 Research in early literacy for English learners Overview of research in early literacy: Reading, writing, speaking & listening Early Literacy: The continuum from phonological awareness to phonics and word recognition <ul style="list-style-type: none"> • Phonological awareness • Phonemic awareness • Letter/sound correspondence • Phonics, spelling, and word recognition • Morphological awareness 	Review: Infant and Toddler Foundations; Home Literacy Activity ACTIVITY 1: Embedding phonological awareness in classroom activities ACTIVITY 2: Poem and teaching strategies VIDEO: Teaching Phonemic Awareness Phonological Awareness: https://www.youtube.com/watch?v=McqF-2F6Rg4&list=PLhwy3q7CvmVF84k6LU0tJNFHZytrgpMNz ACTIVITY 4: UC/CSU Collaborative for Neurodiversity and Learning	Gillanders & Castro (2011) Wackerle-Hollman, Duran, & Miranda (2020) Yopp & Yopp (2009)	ECSE 3.2 ECSE 3.3 ECSE 3.4 ECSE 6.7

		(Multilingual/ English Learners and Dyslexia) https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/multilingual-english-learners-and-dyslexia/		
Week 9	The Big 5, continued: Oral language and Vocabulary Early Literacy: Alphabet Awareness and Print Awareness Vocabulary Development Decoding and encoding* Structure of Storybooks Concept Development	ACTIVITY 1: Alphabet Knowledge Activities ACTIVITY 2: Print Awareness Strategies ACTIVITY 3: Teaching Vocabulary VIDEO: Alphabetic Principle VIDEO: Teaching Routine for Academic Vocabulary	DUE: Observation of Literacy Rich Environment Bingham, Venuto, Carey, & Moore (2018) Wasik & Hindeman (2023) Read Recommendation 5 pp. 46-52 and Recommendation 6 pp. 39-45 in <i>Preparing Young Children for School</i>	
Week 10	High-quality children's literature in interactive & dialogic storybook reading: models, research & practice Using Models of Shared Reading to Develop Children's Language and Literacy Skills PEER, CROWD, and CAR Strategies	VIDEO: Dialogic Reading VIDEO: Using CROWD prompts VIDEO: Demonstration of using CROWD prompts ACTIVITY 1: Meeting Criteria for Dialogic Reading ACTIVITY 2: Developing Prompts ACTIVITY 3: How were PEER, CROWD and CAR strategies used?	DUE: Early Literacy Small Group Instruction Boyle, McNaughton, & Chapin (2019) Justice, Logan, Kaderavek, & Dynia (2015) Towson, Gallagher & Bingham (2016) Read Recommendation 7 pp. 53-60 in <i>Preparing Young Children for School</i>	
Week 11	Reading storybooks to young children using fiction & nonfiction storybook reading for a variety of purposes Using storybook reading & emergent literacy within content areas <ul style="list-style-type: none"> • Science • Mathematics • Social emotional 	ACTIVITY: Teaching vocabulary: explicit and incidental ACTIVITY: Embedding Literacy Within Content Areas	Review California Preschool Learning Foundations Breit-Smith, Busch, Dinnesen, & Guo (2017)* Chandler et al. (2008)*	

	<ul style="list-style-type: none"> • History & social studies • Visual & performing arts • Physical education & motor development 		*Please have a children's books readily available every week during class time going forward	
Week 12	<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)</p> <p>Kamei-Hannan, Chang, & Fryling (2020)</p> <p>CA Dyslexia Guidelines: Ch. 4 Characteristics of Dyslexia by Age Group</p>	ECSE 3.9
Week 13	<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: Storybook Reading: Self-Assessment and Peer Review</p> <p>Dunst, Trivette, & Hamby (2012)</p> <p>Meadan, Ostrosky, Santos, & Snodgrass (2013)</p> <p>Stone-MacDonald (2015)</p>	ECSE 3.9
Week 14	<p>Early Writing- Development from birth through kindergarten</p> <p>Revisit Alphabet Knowledge; Connection of Alphabet Knowledge and Early Writing</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. • engaging students in the comprehension and creation of 	<p>ACTIVITY 1: Demonstration and practice of assistive technology applications</p> <p>VIDEO 1: Interactive Writing in Kindergarten: Writing about Reading https://www.youtube.com/watch?v=-gvXUIDeQJk&t=16s</p> <p>VIDEO 2: Small Group Interactive Writing in Kindergarten https://www.youtube.com/watch?v=H7hWLjBvCOI&t=3s</p>	<p>Dennis & Votteler (2013)</p> <p>Marsh et al. (2021)</p> <p>Puranik & Lonigan (2012)</p> <p>CA Dyslexia Guidelines: Ch. 12 (Assistive Technology) and Appendix B (Assistive technology resources)</p> <p>Byington & Kim</p>	

	diverse print, oral, digital, and multimedia texts		https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing Harris et al. (2022) Assistive Technology for Writing: https://www.readingrockets.org/topics/assistive-technology/articles/assistive-technology-writing?utm_source=chatgpt.com	
Week 15	<p>Involving family in children's literacy Home Literacy Environment</p> <p>Supporting families in providing early literacy experiences: Designing a family literacy program for families of young children with disabilities</p> <p>Collaborating with school professionals who provide intensive literacy instruction</p>	<p>ACTIVITY 1: Tools of Literacy Activity for Families</p> <p>ACTIVITY 2: Conversation with Families</p> <p>ACTIVITY 3: variation: discuss preschool, TK and Kinder expectations for literacy and ways to support children at risk for dyslexia</p> <p>DISCUSSION: Family literacy partnerships</p>	<p>DUE: Children's Writing and Analysis Assignment</p> <p>Breeze & Halbach (2023)</p> <p>Justice, Logan, Işitan, & Saçkes (2016)</p> <p>CA Dyslexia Guidelines: Ch. 13 Information for Parents and Guardians</p> <p>DUE: FINAL Storybook Lessons & Book Adaptation</p>	
Finals Week	Final Presentations		<p>DUE: *FINAL PRESENTATIONS</p>	

Required Texts and Articles

Required Text(s): N/A

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/>

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

Preparing Young Children for School:

https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf

Required Reading Articles

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.

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.

Breeze, R., & Halbach, A. (2023). Families, language, and equal opportunities: Identifying good practices in family literacy projects. *Early Childhood Education Journal*, published online, March. <https://doi.org/10.1007/s10643-023-01469-9>

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., & Votteler, N. K. (2013). Preschool teachers and children's emergent writing: Supporting diverse learners. *Early Childhood Education Journal*, 41(6), 439-446.

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.

Gaab, N., & Petscher, Y. (2022). Screening for early literacy milestones and reading disabilities: The why, when, whom, how, and where. *Perspectives on Language and Literacy*, 48(1), 11-18.

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

Harris, P., Camaitoga, U., Brock, C. H., Diamond, A., McInnes, E., & Neill, B. (2022). Co-creating multilingual books with children to foster their literacies. *The Reading Teacher*, 75(5), 555-565.

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. (2004) Creating language-rich preschool classroom environments. *TEACHING Exceptional Children*, 37(2), 36-44.

Justice, L. M., Logan, J. A., İřitan, 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>
- Marsh, K. L., Schladant, M., Sudduth, C., Shearer, R., Dowling, M., & Natale, R. (2021). Improving engagement: Integrating assistive technology in early literacy. *Teaching exceptional children*, 54(2), 146-153.
- 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., & Erdosi, 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.
- Rowe, D. W., Shimizu, A. Y., & Davis, Z. G. (2022). Essential practices for engaging young children as writers: Lessons from expert early writing teachers. *The Reading Teacher*, 75(4), 485-494.
- 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.
- 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.
- Wackerle-Hollman, A., Spencer, T. D., Artman-Meeker, K., Kelley, E. S., Durán, L., & Foster, M. E. (2021). Multi-tiered system of supports in early childhood: Identifying gaps, considerations for application, and solutions. *Early Childhood Research Quarterly*, 56, 201-212.
- Wasik, B. A., & Hindman, A. H. (2023). Story Talk: Using Strategies from an Evidence-Based Program to Improve Young Children's Vocabulary. *The Reading Teacher*, 76(4), 429-438.
- Yopp, H. K., & Yopp, R. H. (2009). Phonological awareness is child's play. *Young Children*, 64(1), 12-21.

Yuan, T., & Jiang, H. (2019). Culturally responsive teaching for children from low-income, immigrant families. *Young Exceptional Children*, 22(3), 150-161.

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/>
 National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/>
 Center on Early Literacy Learning (CELL) <http://www.earlyliteracylearning.org/links.php>:
 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
Self-Assessment Storybook Reading		20 points
Final - Storybook Lesson Plan, Adaptations, & Presentation		30 points
Total		100 points

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. Assignments that are a week late will not be accepted.

Assignment Descriptions and Rubrics

To promote an inclusive learning environment, all students must embed closed captions in videos submitted for course assignments or content projects. Please refer to the online guides for instructions on creating and adding captions to your video content, [Panopto Guide](#) and [Making Content Accessible For Your Classmates](#).

1. **Attendance, Participation, Homework, and In-class activities (30 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. **To receive the full 1 point for each week's participation, you must receive full credit for all discussions and reflections for that week AND participate in class.**
2. **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 4) by 11:59 p.m.**
3. **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 5 minutes 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. Videos may be shown in class. 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.
4. **Midterm -Observation of Literacy Rich Environment (10 points).** Students will observe an early childhood classroom for a minimum of 1 hour. Then students will complete the *literacy rich environment checklist* as discussed in class and write a 2-3 page paper. Your paper will describe 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 five 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.
5. **Storybook Reading: Self Assessment and Peer Review (15 points).** Using professor approved selected storybook, students will 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 10) by 11:59 p.m.** All late assignments will result in an automatic 1 point deduction.
6. **Final - Storybook Lesson Plan, Adaptations, & Presentation (30 points).** Using the same professor approved storybook, students will develop a lesson plan 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 create these lesson plans using actual materials, props, etc. Then in the last class, you will bring your book and materials and give an interactive PowerPoint on your lesson and storybook. Lesson plans are due **Wednesday (week 15) by 11:59 p.m.** All late assignments will result in an automatic 1 point deduction per day.

Extra Credit (5 points)

C. Lamar Mayer Learning Center

Volunteer at the Learning Center for a minimum of 3 times during the semester. You will be assisting teachers in their classrooms on Saturdays. Please email Dr. Anna Osipova (anna.osipova3@calstatela.edu) and cc Dr. Chang (ychang27@calstatela.edu) if you're interested in volunteering. To receive the extra credit, you must submit a letter verification by week 15 of the semester from Dr. Osipova that you have volunteered at least 3 times during the semester.

Mental and Behavioral Health Conference

The conference will be held on Friday, March 14th. You should show that you registered and attended the conference and write a one-page reflection after the conference of what you've learned at the conference.

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?		

Midterm -Observation of Literacy Rich Environment (10 points)

1. Observe early childhood classroom for a minimum of 1 hour. You will need to provide the following:
 - a. Name of school and room number
 - b. Teacher(s) name
 - c. 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 (5 points).
3. Complete literacy checklist during observation and attach to paper (Form on Canvas) (3 points).
4. Must Include a minimum of 5 photos (2 points).

Early Literacy Small Group Instruction

Design and implement a 15–20 minute instructional lesson that targets both decoding and encoding skills for a specific early childhood age group (toddlers, preschoolers, or kindergarteners). You will then engage in a peer review session to analyze and reflect on instructional practices.

Part I: Record yourself teaching a small group of children. This lesson should include:

- Decoding skills (e.g., phoneme recognition, letter-sound correspondence, blending sounds).
- Encoding skills (e.g., sound-to-letter spelling, inventive writing, phonetic spelling).

Part II: Bring your video recording to class and be prepared to share with a partner in class. You should provide a short description of your student group’s background (age, developmental needs, supports) and the lesson objectives. You should be able to explain to your partner any individualized support you have included in your lesson.

Part III (IN CLASS): After you have completed the review, you will complete a **peer review**:

- What did you learn about teaching early literacy through this observation?
- How might you adapt, improve, or extend this lesson in the future?
- What feedback can you offer to help your peer refine their instructional practice?

Peer Review Checklist

		Yes/No	Comments:
Decoding Instruction:	What specific decoding skills were targeted? (e.g., phoneme isolation, blending, or letter-sound correspondence)?		
	Were strategies modeled and explicitly taught?		
	Were multiple modalities used (visuals, auditory cues, movement)?		
	How did students respond to these decoding tasks?		
Encoding Instruction:	What opportunities were provided for students to engage in spelling or sound-symbol tasks		
	Were supports available (e.g., sound cards, tracing, verbal prompts)?		
	How did the teacher support or scaffold encoding?		
Supports:	Were any Tier 2 or 3 supports embedded (individual or small group modifications)		
	Were differentiated strategies (e.g., peer support, manipulatives, visual aids) used?		
	Was there any informal progress monitoring or student response tracking?		

	Did students actively participate (verbally, physically, or with support)		
	What evidence of student progress or challenges did you observe?		
	Were there moments of success, or meaningful engagement?		
Suggestions for Growth:	Areas of strength in the lesson:		
	Area(s) for improvement:		

Storybook Reading: Self-Assessment and Peer Review (15 points)

Videotape yourself reading a story to small group of children. Watch it at home, then fill out the following form. Be prepared to share your video with a classmate for a peer review.

Name: _____

Name of book: _____

Number of pages: _____

Length of book reading: _____

Number of children read to: _____

Part I: Instructional Literacy Focus

	Yes/No/ Somewhat	Comments:
1. Book includes decodable words, high-frequency words, or repeated morphemes.		
2. Target morpheme(s) clearly introduced and modeled in child-friendly language.		
3. Literacy lesson includes opportunities for decoding, word-building, or writing.		
4. Lesson followed a structured sequence (Intro > Model > Practice > Apply).		
5. Incorporated home language(s) to support vocabulary understanding.		
6. Text or discussion connected to students' cultural knowledge or real-life experiences.		

Part II: Language-Rich and Inclusive Interaction

	Yes/No	Comments or examples
1. Asked open-ended and follow-up questions.		
2. Repeated, expanded, or extended children's responses using richer vocabulary.		
3. Encouraged extended conversations (multiple turn-taking).		
4. Encouraged children to use their home language(s) or mix languages (translanguaging)		
5. Invited personal or cultural connections to the story.		

6. Validated and built on children's language use, including dialects or informal speech.		
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Part III: Reflection Questions

1. What went well during your storybook reading, and what might you adjust next time?

2. How did you support morphological awareness and language growth?

3. In what ways did you engage children in a range of formal and/or informal collaborative discussions, including multiple conversation turns?

4. In what ways did you incorporate students' language(s) and cultural knowledge?

5. Any other observations about student engagement and language use?

Children's Writing and Analysis Assignment

1. **Read:** Read the article, "How Do I Write...? Scaffolding Preschoolers' Early Writing Skills":
<https://www.readingrockets.org/topics/preschool-and-child-care/articles/how-do-i-write-scaffolding-preschoolers-early-writing>

2. **Collect Writing Examples:** Take photos of your students' writing samples. Make sure to upload the photos of these writing samples.

3. **Describe Support Materials:** Along with the writing samples, describe any adaptive tools or materials the child uses to support their writing (e.g., grips, slant boards, speech-to text tools, visual prompts).

4. **Keyboard readiness check (if appropriate).** Review the class lecture slides about prerequisite skills. Be ready to discuss what skills the child has demonstrated (e.g., letter recognition, spelling, cause-and-effect understanding, fine motor skills, attention span), and what applications/ keyboard have you tried with the child, if appropriate.

5. **Analyze and reflect on the writing sample:** Using the collected writing samples, assess the child's highest level of writing development. Refer to the table in the article to identify your student's stage of writing and potential goals for your student. Then reflect and provide strategies you can use to help each child move forward in his/her writing.

6. **Peer Review:** Please be prepared to review these writing samples and technology examples with your classmates for peer review.

Peer Review Checklist

	Yes/ No	Examples/ Feedback
Writing sample attached		
Support tools described (grips, visuals, prompts)		
Writing stage correctly identified based on the provided evidence.		
Writing goals and strategies provided was developmentally appropriate.		
Keyboard or technology readiness was addressed, including pre-requisite skills that were assessed.		
Areas of Strength:		
Areas they could expand or clarify:		

Final - Storybook Lesson Plans, Adaptations & Presentation (30 points)

You will design and present a developmentally appropriate, culturally responsive, and inclusive storybook lesson for diverse learners. You must embed early writing activities and reflect equity and representation, ensuring that all students can engage meaningfully with the lesson.

1. **Book Selection.** Choose a diverse children's book (multicultural, bilingual, inclusive of family structures or lived experiences) that is developmentally appropriate for preschool or transitional kindergarten/ kindergarten.
2. **Storybook Lesson Plan.** Complete a detailed lesson plan that includes:
 - a. **Book and Background Information:** Title, author, number of pages, summary
 - b. **Developmental and Instructional Planning:** Identify 2-3 California Preschool/ TK Learning Foundations.
 - c. **Materials/ Props:** Include visuals, manipulatives, and/or assistive technology
 - d. **Literacy and Writing Goals**
 - i. Include at least three early literacy goals (e.g., print awareness, letter formation, oral language, phonological awareness)
 - ii. Include at least one early writing objective (e.g., name writing, sentence dictation, drawing with labels, tracing letters, or writing initial sounds)
 - e. **Cross-Content Goals:** Social-emotional, math, science, etc.
 - f. **Vocabulary and Language:**
 - i. List 3-4 vocabulary words and describe how.
 - ii. Describe how you will explicitly teach each word and include home language/ context connections where applicable.
 - g. **Teacher Comments and Questions:** Prepare 3 comments and 3 discussion questions.
 - i. Include alternative response options for non-verbal students (e.g., visuals, gestures, AAC)
 - ii. Prompts that invite cultural or personal connections (e.g., "Does your family do something like this?")
 - h. **Student Interaction and Adaptations**
 - i. List expected behaviors (e.g., turn-taking, using visuals, repeating words, contributing/ adding to ideas)
 - ii. Provide individualized adaptations (e.g., language supports, physical supports, simplified instructions)
 - i. **Follow-Up Activity (Early Writing Focus):** Design a multisensory, experiential extension activity that supports early writing and reinforces cultural connections.
3. **Pager (5 pages)- Instructional Rationale.** Write a paper that explains how and why you adapted your lesson, using at least two peer-reviewed papers (can include articles from class). Required components:
 - a. Rationale for your choices on evidence-based literacy and writing practices.
 - b. Explanation of how your plan supports early literacy. Be specific about the literacy skill(s).
 - c. Reflection on how you addressed cultural and linguistic diversity, in particular, how you have used children's prior knowledge and leveraged their linguistic repertoire in your lesson.
 - d. Use APA form and professional writing.
4. **Presentation (10 minutes).** Deliver an interaction presentation that includes:
 - a. A brief overview of the book and cultural relevance
 - b. Literacy and early writing goals
 - c. Demonstration of materials and adaptations
 - d. A modeled portion of the read-aloud (include how you'll scaffold writing and language)
 - e. Explanation of how you'll engage all students and celebrate their cultural identities.

Grading Rubric

Criteria	Points
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<p>Adapted Book and Culturally Responsive Materials Book selection and lesson reflects diverse cultures, languages, and family experiences. Props and visual support accessibility.</p>	5
<p>Lesson Plan: Literacy and Writing Goals Clear early literacy and writing objectives. Includes appropriate adaptations and cross-disciplinary goals.</p>	5
<p>Cultural Responsiveness and Student Adaptations Lesson invites children's voices, backgrounds, and identities. Supports for each student are clear and individualized.</p>	5
<p>Paper: Research-Based Rationale (5 pages) Explains adaptations using literacy research, includes at least two citations. Discusses writing instruction and culturally responsive practices.</p>	5
<p>Presentation: Demonstration and Justification (10 minutes) Clear, organized, engaging presentation of lesson, materials, and adaptations. Writing and cultural elements are explicitly modeled.</p>	5
TOTAL POINTS	25

Adaptive Storybook Lesson Plan

Student Name: _____

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:	
California Preschool/ Transition Kindergarten Learning Foundation Addressed (2-3):	
Literacy goals of your storybook reading (Alphabetic awareness, Print awareness, Written language, Comprehension (oral and text), Phonological awareness and/or Oral language):	
<ol style="list-style-type: none"> 1. (Area of early literacy): Students will..... 2. (Area of early literacy): Students will..... 3. (Area of early literacy): Students will..... 	
Goals from other areas (for example, science, math, world knowledge)	
<ol style="list-style-type: none"> 1. Social-emotional (or other content area): Students will... 2. Science (or other content area): Students will... 3. Art: Students will... 	
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:	

Vocabulary taught or illustrated quickly during reading:		
Comments (3-4) you will make while reading: 1: 2: 3:		Page #
Questions (3-4) you will ask while reading: 1: 2: 3:	Type of question:	Page #
What kinds of interactive behaviors do you expect from students during your read aloud?		
Adaptations based on student needs (type of adaptation and description of adaptation): Student 1: Student 2: Student 3:		
Follow-up Activity (Provide details about experiential multisensory and hands-on activities, including early writing):		

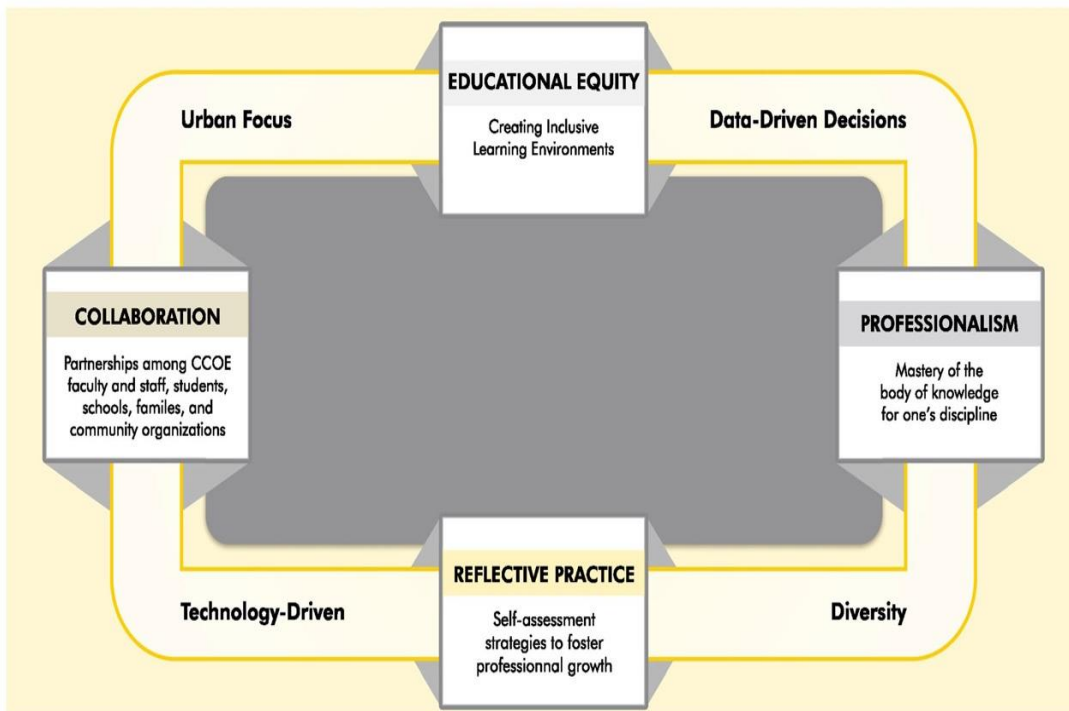
CONCEPTUAL FRAMEWORK

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:

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners.

REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.