

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Language and Literacy Experiences Webinar

August 20, 2014

2:00 pm – 3:30 pm



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# Welcome and Introduction

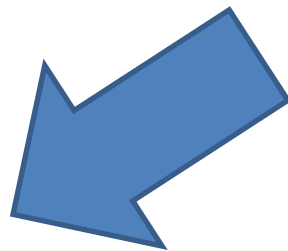


# Logistics

Questions?  
Comments?



**USE THE CHAT BOX**



Press “\*6” to  
mute or  
unmute your  
phone

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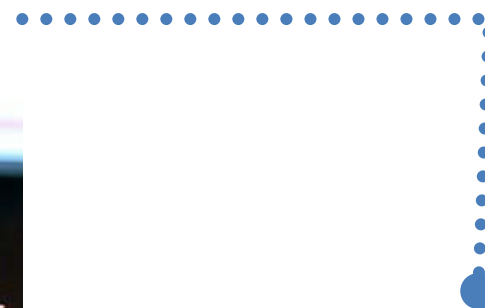
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# Who's There?



Type your name  
and affiliation into  
chat box

  
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# Guest Presenter: Jen Benoit

- **Online Adjunct Professor at Vance Granville Community College**
- **Online course developer and instructor at various colleges**
- **Licensed in NC Elementary Education and Special Education**
- **Two siblings with special needs and son with sensory issues**



# Components of the EDU 280 Landing Pad



Language  
Literacy  
Language & Literacy

  
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# Handouts

## Resources and Activities in My Toolbox



| Topic | Slide # | Toolbox Resource Used (in Landing Pad) | Toolbox Example             |
|-------|---------|--|-----------------------------|
|       |         |  | Infant Resource Share Forum |

### Early Childhood Language Resources



Just the Facts, Ma'am

Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)  
<http://cecerdll.fpg.unc.edu/>  
 North Carolina Foundations for Early Learning and Development (Language Development and Communication)  
[http://nchildcare.nc.gov/pdf\\_forms/NC\\_foundations.pdf](http://nchildcare.nc.gov/pdf_forms/NC_foundations.pdf)  
 The Language of Babies, Toddlers, and Preschoolers: Connecting Research to Practice  
<http://www.ounceofprevention.org/research/pdfs/LanguageofBabies.pdf>  
 Teaching English Language Learners: What the Research Does and Does Not Say  
<http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

It is important to be developing and collecting resources that you can refer to when working with children. Take the opportunity to add to your Literacy with ideas from others about their book suggestions. You can also download any of the articles/PDF files you read in this course into your **Literacy File on your Desktop** (you'll need to create one). That way, you can refer to them as you would a text.

Infant Resources  
 Last page of the Promoting Early Literacy with Infants and Toddlers Article, Amazon (<http://www.amazon.com/>) for the following:  
 Book that would be appropriate to share with younger infants (0-6 months) and book that would be appropriate to share with older infants (6-12 months).  
 Book that would be appropriate to share with a dual language infant who has been spoken to in his/her at home.  
 Provide the titles and a link to the Amazon page at which you found it and explain why each book is appropriate for this age level.

Share the video once and take notes on the methods the adult uses to read to the infant. Have you used or would like to use with an infant? Why? Watch the video a second time and choose a specific segment. Then name the segment and share what Speech and Language Skills the infant in that segment demonstrates based on the Speech and Language Milestones handout found in the assignment section for this week.

Share one of the articles to read (not a resource article). After reading it, explain what you learned in 3-5 sentences giving what you think are the most important points.

Read the posts in the class and then respond to the first post of a classmate who has not received a reply. Respond to the person's idea by doing the following:  
 Provide Amazon links and comment on the book suggestions made (explain why you do not agree with the recommendations).  
 Comment on their Video Share and Article Share, explaining two things you learned in the video you watched.  
 Ask a question about his/her post that will get the other person thinking about the topic. You may ask a question to clarify or you may ask a question to challenge their thinking.

Respond to post #2. Then, reply to someone who has responded to you with a "Thank you" give an explanation of how his or her message was helpful and answer the question.

Remember to check your spelling and use professional language.

#### ONLINE COURSE DESIGN AND INSTRUCTION RESOURCES

Below, are some excellent articles and resources to help build your collection of ideas and best practices when developing and teaching online courses.



**Best Practices in Online Course Design**  
<http://www.tlcc.ucl.edu/teachingStrategies.html>

This includes developing and teaching the online courses and discusses establishing a presence, presenting information, and ways to facilitate discussion. This is a great resource that covers many facets of online courses.

**Best Practices in Online Course Design and Delivery**  
<http://www.sou.edu/distancelearning/SOU%20DEC%20Best%20Practices.pdf>

This includes how to lay out an online course and gives instructional methods, techniques, and examples of online tools and resources you could use including Social Media.

**Ten Best Practices for Teaching Online**  
<http://www.madisoncollege.edu/files/users/ADeau/Ten%20Best%20Practices%20for%20Teaching%20Online.pdf>

This includes just what it says, but is short and to the point. There are several hints that help develop forum discussions as well.

**Annotated List of Resources for Online Discussion (from Brown University)**  
<http://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/learning-technology/resources-online-discussions>

**Annotated List of Resources for Designing Online Assignments and Activities (from Brown University)**  
<http://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/learning-technology/resources-online-assignments>


**Best Practices in Online Teaching Strategies – a very thorough list**  
<http://www.uwec.edu/AcadAff/resources/edtech/upload/Best-Practices-in-Online-Teaching-Strategies-Membership.pdf>

**Mastering Online Discussion Board Facilitation - Edutopia**  
<https://www.edutopia.org/pdfs/stw/edutopia-onlinelearning-mastering-online-discussion-board-facilitation.pdf>

If you haven't discovered the wealth of Edutopia, here it is! There are many links to resources in other areas for online instruction.

for Young English Language Learners  
[/challenging-common-myths-about-young-english-language-learners](#)  
 Early Bilingualism  
[g/site/DocServer/29-2\\_Yoshida.pdf?docID=6821](#)  
 Million Word Gap by Age 3  
[icaneducator/spring2003/TheEarlyCatastrophe.pdf](#)  
[tp://main.zerotothree.org/site/DocServer/29-1\\_Genesee.pdf](#)  
 Dual Language Learning Difficulties  
[lications.org/content/26/8/274.full](#)  
 Dual Language Resource for Early Childhood Caregivers  
[ions/pdf/LearningtoTalkandListen.pdf](#)  
 Inclusive: Practical Strategies for All Classrooms  
[/hslc/ta-system/teaching/eecd/domains%20of%20child%20development/%20and%20communication/meetingthelanguage.pdf](#)  
 What Promotes School Readiness  
[culty/curenton/Curenton%202006.pdf](#)  
 Dual Language To Build Young Children's Vocabularies  
[.org/article/11917/](#)  
 Links: Embedding Explicit Vocabulary Instruction for Young Children  
[ntent/15/1/18.full.pdf+html](#)  
 Speech? (English and Spanish)  
[c/speech/development/language\\_speech.htm](#)  
 Development [http://www.readingrockets.org/article/383/](#)

Extensions, asking questions, engaging children in conversations, thick and thin)  
[/hslc/ta-system/teaching/center/practice/ISS](#)  
 Interactive Language  
[?watch?v=zKvliCKnenE&list=PL1DE8C47047F16821&index=18](#)  
 Thematic Learning [https://www.teachingchannel.org/videos/dual-language-programs](#)  
 Language and Vocabulary Through Play  
[ch?v=qpv-Vg18Cns](#)  
[p://www.youtube.com/watch?v=yYyGyEX0CLO](#)

- 
- A photograph of a woman with curly hair reading a book to a young child outdoors. The child is wearing an orange sweater and has their hand raised. The background shows trees and a fence.
- Things to consider in online course design
  - Activities and assignments that illustrate these things
  - Additional resources



# Before Building the Course...



**Think About the Various Phases of Course Development  
and Where You Are**

**Phase #1: Defining the Concepts**

**Phase #2: Course Design**

**Phase #3: Course Production**

**Phase #4: Course Trial and Update**



Where we will  
spend most of  
our time today

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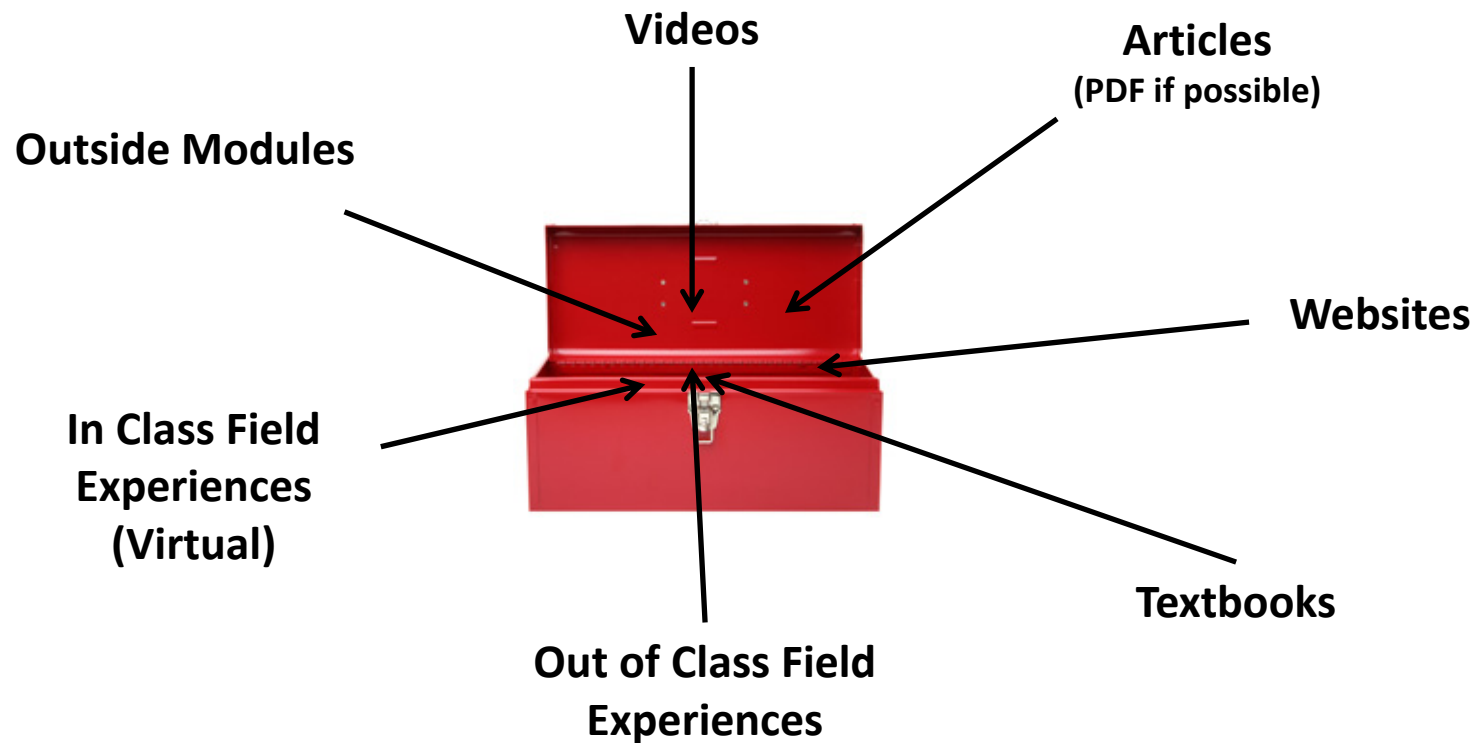


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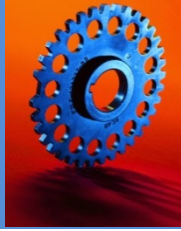
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# First Steps in Building an Online Course

## Develop Your Resource Toolbox



# Phase #1



## Defining the Concepts

*Don't re-invent the wheel – use other resources*

- Consider similar syllabi
- Talk with experts and staff
- Examine texts and resources
- Consider how you want/need to move forward with your current courses

# Consider the Outcome

## What Do You Want the Student to Know?

How to research strategies that help develop **ALL** areas of language and literacy?

How to **read aloud and discuss** literature with young children?

The idea that language and literacy include **speech and writing**?

Application of practices that help develop a **literacy rich classroom inside and out**?



**Developmental milestones** in language and literacy?

The importance of **pre-reading** and **pre-writing** activities in early childhood?

How to support **Dual Language Learners** and children who are Culturally, Linguistically, and Ability Diverse?

How to encourage **language** development and **listening** in young children?

How to support and language and literacy with **family** activities?

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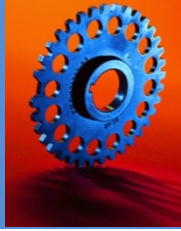
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# Phase #2



# Course Design

  
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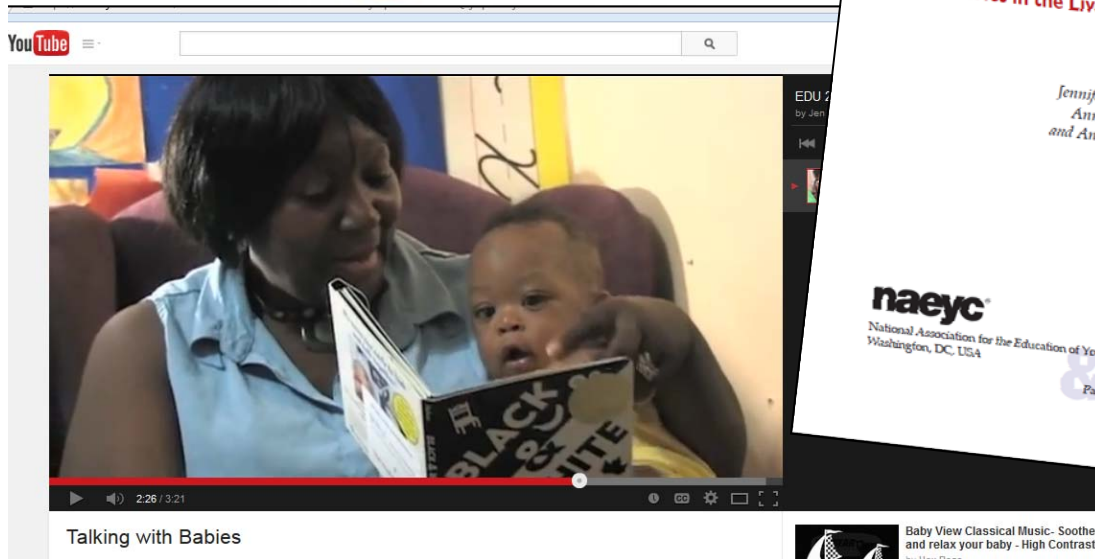
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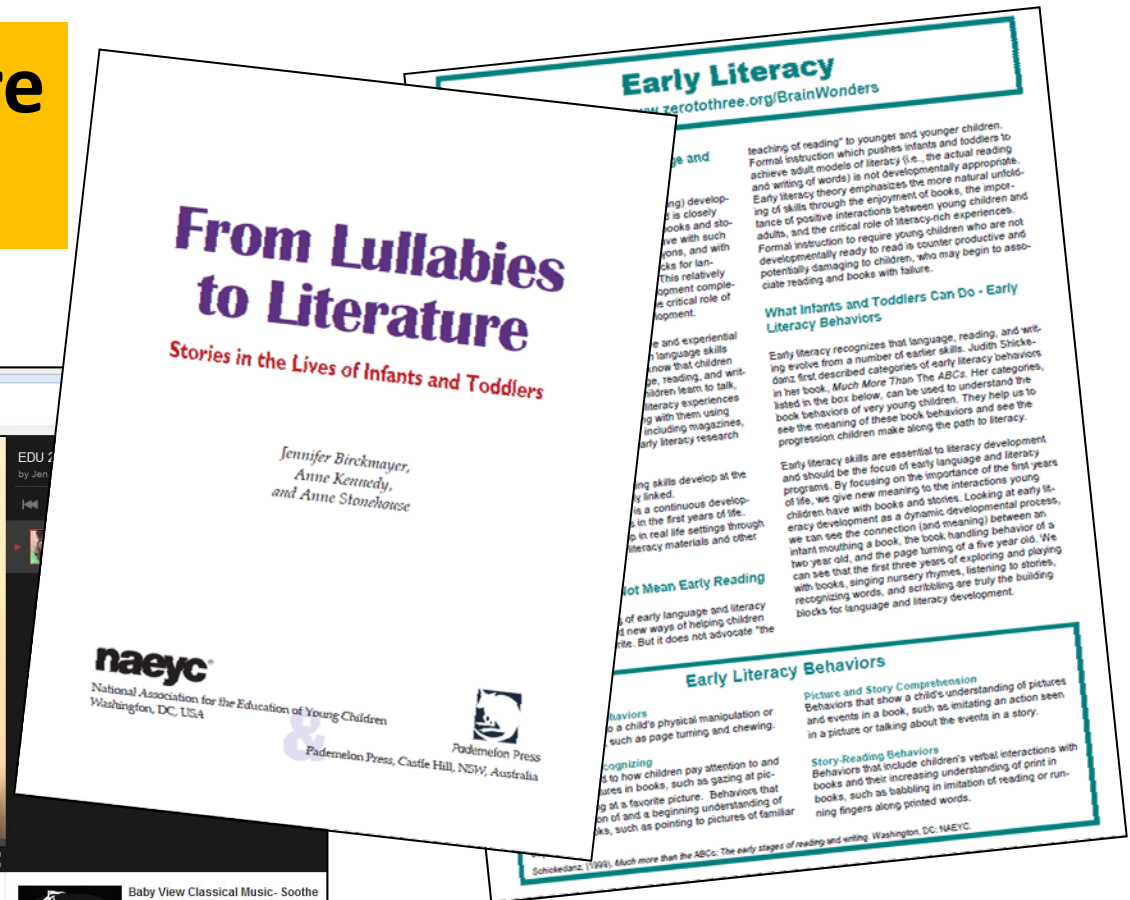
# Infancy and Language Development In Class Field Experience

## Infant Resource Share Forum

amazon.com<sup>®</sup>



YouTube video player showing a woman reading to a baby. The video title is "Talking with Babies". The video duration is 2:26 / 3:21. The video content shows a woman sitting and reading a book to a baby who is looking at the book.



Book cover and pages for "From Lullabies to Literature: Stories in the Lives of Infants and Toddlers" by Jennifer Birkmayer, Anne Kennedy, and Anne Stonehouse. The book is published by naeyc (National Association for the Education of Young Children) and Podemelon Press. The cover also features the naeyc logo and the text "National Association for the Education of Young Children, Washington, DC, USA". The pages show the title "Early Literacy" and the URL "http://zerotothree.org/BrainWonders". The text on the pages discusses the importance of early literacy and the role of caregivers in promoting language development.

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# Construction Tip: Forums



## When Creating Forum Assignments...

**Create open-ended questions** that learners can explore and apply concepts

**Ask students to model good Socratic-type probing and follow-up questions.** Why do you think that? What is your reasoning?.

**Consider giving students pictures, videos,** or other audio-visual material to which they can respond.

Resources Used: [Ten Best Practices for Teaching Online](#); [Best Practices for Online Course Design](#)

**Provide choices and options for students.** Providing choices and options makes it possible to link the learning more directly with their work experiences and needs.

**Provide guidelines and instruction on responding to other students.** For example, suggest a two-part response: (1) what you liked or agreed with or what resonated with you, and (2) a follow-up question such as what you are wondering about or curious about, etc.

**Start the discussion with your own question,** or assign a student to start with one.

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# Classroom Literacy Out of Class Field Experience

## Observation #2 – Classroom Literacy Assessment and Observation

Assessing an early childhood classroom for implementation of literacy environment and experiences is an important skill that educators should be able to use on their own classroom as well as others' classrooms. During this observation, you will be observing a preschool or kindergarten classroom during center time. You will also be observing the class during a read aloud/circle time.

Here are the resources you will be using during this observation time found in the Assignment section for this week.

- **Background Information on School and Classroom** – complete information about the school
- **Classroom Literacy Checklist** – use during classroom and center time. – Give final grade
- **Class Observation Checklist**– use during classroom and center time. Note items of concern and of strength within language and literacy in the classroom.
- **Checklist for Assessing the Visual Environment in AntiBias Education** checklist on pg 161-2 – Use during classroom and center time
- **Storytime Early Literacy Observation Checklist** – use during circle/group read aloud time.

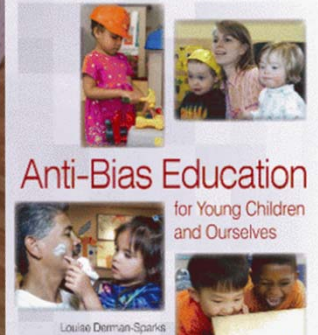
Choose a preschool or kindergarten. It should not be your own place of work.

You are going to be visiting the school and observing the classroom for at least two hours. You will be observing center time as well as circle time/read aloud time. Do the following to complete the observation:

- Call the school and explain you are doing this with Vance Granville and need to observe a preschool/kindergarten classroom during the school day. Be sure to tell them that you would like to observe for at least two hours and see center time as well as circle/group read aloud. You need the director's/principal's permission.
- Explain that you will sit out of the way and be taking notes for a paper about literacy and language in classrooms. You will not share any teacher/student/family names in your paper and the center can be anonymous if they prefer.
- Agree upon the time to come. You should come earlier than agreed to be situated in an area to observe. Introduce yourself to the office staff, director, and teachers. Ask them if there is anything you should know before observing in their classroom. Be sure to be quiet and respectful during the observation.
- During the observation, you will be looking at the classroom and the centers closely, so you may need to move around the room. Clear this with the teacher prior to doing so.
- You may not see evidence of everything on the checklists. Often these checklists are to be noted throughout an entire day of observation. Be honest and careful about what is noted.



[Source](#)



## Classroom Literacy Assessment and Observation

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# Development of Listening Skills In Class Field Experience


## Learning Through Listening Assignment


Jen Benoit Videos Playlists Channels Discus


**EDU 280 Week 5 Listening Observation V**  
by Jen Benoit • 3 videos • 264 views • 5 minutes, 35 seconds

Add a description

▶ Play all ◀ Share ⚙ Playlist settings

1  **Teach Children Music - Skipping a Beat & Developing Gross Motor Skills**  
Video #1

2  **Bean Bag Walk: Developing Receptive Language**  
Video #2

3  **I'm Thinking of Something: Developing Listening Skills**  
Video #3

*Especially for practitioners working with preschoolers!*

### Listen To Me

*Talking and Listening*

"Private speech" is the kind of talking aloud children (and adults) do when they talk to themselves. An adult using private speech might ask himself or herself aloud, "Where did I leave my keys?" Private speech is an important part of language and learning development for preschoolers. It helps them practice speech in kinds of language and reinforces ideas that they are trying to remember.

**What is the practice?**

You can encourage the preschoolers in your classroom to use private speech by expressing interest ("It sounds like the toys are having a really exciting conversation! Can you tell me what they're talking about?") and by suggesting its uses ("Sometimes when I'm really mad I count to ten out loud until I'm calmer. Let's try that now.").

**What does the practice look like?**

Just like adults, preschoolers can use private speech to calm down when they are upset or to remember the steps of a task that is still unfamiliar. You may hear a preschool child talking to himself while playing alone in a classroom center, making up a story or dialogue for a stuffed animal or other toys. If he is eager to have you or another child in the class join his play, you can ask him to share what the toys are talking about. You may hear a preschooler in your class muttering angrily to himself when he is frustrated, or reciting the "rules" of a particular task when he is trying to do something new. You can encourage this by suggesting the "use words" ("It's okay to be mad and say you're mad; that's why we use our words") and think through what he's trying to do ("I can see you want to build that tower by yourself. Where should you put the next block?").

**How do you do the practice?**

There are many everyday ways you can encourage private speech depending on the context and for what the children in your preschool class are using it. Private speech is particularly useful for many children in understanding and controlling their emotions and helping them calm down.

- Modeling private speech is one way to encourage preschool children. If you forget where you put something, for example, you might say something like, "Let's see, we came in from the playground and then I walked over to the sink to wash my hands..." This demonstrates for the children your thought process and the way that you verbalize it to help yourself remember.
- Offer suggestions of what you might tell yourself when you are having trouble with something. For example, if a child is frustrated trying to get his coat buttoned, you can help him "talk it through": "Sometimes when I'm trying to do something hard I start feeling mad, but then I try to slow down, take some deep breaths, and tell myself what I need to do first. What could you do to get the button in the hole more easily?"
- Praise the children when you see them using private speech: "I was so easy to get all those pieces back in the box, but I heard you say 'First the red ones, then the blue ones.' That was a great way to help remind yourself how to do it!"
- Encourage the playful use of private speech by asking what the boys are "thinking" or "saying" when you see children in the class playing alone: "That looks like a really fun game those boys are playing. Can you tell me what this one is thinking?" This helps the preschoolers experiment with different kinds of speech, building their vocabulary and fluency.

**How do you know the practice worked?**

- Do the children in your preschool class use private speech while playing alone?
- Can the preschoolers use private speech to help calm themselves?
- Do the preschoolers try to remember the steps to a task by "talking it through"?

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# Development of Listening Skills Outside Module

The screenshot shows the HEAD START website interface. At the top left is the HEAD START logo with the text "An Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)". To the right are links for "Subscribe", "Login", "Contact Us", and the phone number "1-866-763-6481". A search bar is located below these links. A navigation menu includes "About Head Start", "Grants & Oversight", "Policy & Regulation", "T/TA Resources", "Collaboration & Partnerships", and "Data & Reports". Below the menu is the "National Center on Quality Teaching and Learning" logo. A left sidebar lists various categories like "T/TA System", "Early Head Start", "Cultural and Linguistic Responsiveness", "Program Management and Fiscal Operations", "Quality Teaching and Learning", "Disabilities", "Early Childhood Development", "Head Start on Picturing America", "Health", "Parent, Family, and Community Engagement", and "Professional Development". The main content area features a breadcrumb trail: "ECLKC Home » Quality Teaching and Learning » National Center on Quality Teaching and Learning » Effective Practice » 15 Minute In-Services Suite » Fostering Children's Thinking Skills". Below this is a green navigation bar with "Effective Practice", "Transition to Kindergarten", and "Teacher Development". The video title is "Fostering Children's *Thinking Skills*". The video player shows a thumbnail with the text "ENGAGING INTERACTIONS: FOSTERING CHILDREN'S THINKING SKILLS" and the NCQTL logo. Below the video player are two download links: "Download the video [MP4, 18MB]" and "Download the transcript [PDF, 47KB]".

**Best Practices:  
Fostering  
Thinking Skills  
Assignment**  
(from 15 Minute In-Service Suites)

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# Print and Writing Articles and Video

## Learning to Write Forum


Home Videos Playlists Channels Discussion About



EDU 280 W  
by Jen Benoit • 1 video


Add a description

Play all

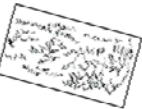
1  Written Expression

### Stages of Children's Writing

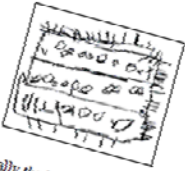
**Scribbling:** Emergent writing begins with the first explorations using a marking tool for a purpose other than drawing. Random marks or scribbles often occur on a page with drawings. Children may say, "This says Tommy!" (child's name). Toddlers use the terms drawing and writing to describe their marks; however, three- and four-year olds generally understand the difference between the two.




**Mock Handwriting or Wavy Scribble:** Children produce lines of wavy scribbles as they imitate adult cursive writing. Their writing often appears on a page with drawings. Mock writing might occur during dramatic play as children want to create a great deal of print in a short period of time, such when pretending to "write" a grocery list or a doctor's prescription. Children often return to this stage, even after they are capable of writing conventional letters.




**Mock Letters:** Children attempt to form alphabetic representations, which also often appear in their drawings. Writing sometimes can be more vertical than horizontal. Children make letter-like shapes that resemble conventional letters. Research has shown that children's scribbles and emergent writing take on the characteristics of the printed language in their culture. Scribble writing in Arabic and Hebrew, for example, looks very different from scribbles in English. (Hairste, Woodward, & Burke, 1984).



**Conventional Letters:** Children's first experiments with real letters are usually the letters from their name or a family member's name. They are not always conscious of making conventional letters. As children's mock letters become more and more conventional, real letters of the alphabet begin to appear. The first letters written are typically the letters in the child's name. Children often create "strings" of letters across a page and "read" them as sentences or a series of sentences. These may appear on drawings as the child's signature or description of the drawing. Children create a mental image of a particular letter they wish to write. Adults can help by providing an environment that is rich in print and by pointing out print in the outside world, such as road signs, store signs, or labels.



**Invented Spelling:** Many times words do not resemble either the look or the sound of the actual work attempted. Once children are fairly comfortable writing conventional letters, they begin to cluster letters together to make word forms. These words do not look or sound like "real" words. Children in this stage often ask, "What did I write?" Adults can support children in this stage by pointing out



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# Goals Through Program Planning

## Articles and Videos

3

### Developmental Progressions Early Literacy Skills

Scaffolding is an educational term describing the process where the adult adjusts the level of assistance provided to fit the child's abilities. More support is offered when a task is new, less is provided as the child's competence increases, thereby fostering the child's independence and mastery. The underlying concept of scaffolding is "The Zone of Proximal Development," developed by psychologist and educator Lev Vygotsky. It is the distance between what a child can accomplish independently and what he can accomplish with the help of an adult, the region where learning and development take place. Learning takes place most readily when the adult starts with what the child already knows or can do and builds on it to something new.

Early literacy skills are developed in a series of stages. In our storytimes, we have children who are at different levels of early literacy skill attainment. To create a positive storytime experience for all children, we need to be able to adjust our storytimes to the abilities of the children who are in attendance. An awareness of each skill and the varying levels of progression of development will help in creating activities and adapting them when needed. Here are some ideas of ways we can scaffold activities we do in storytimes. This does NOT mean you have to do the whole progression in one storytime! They can be used over several storytimes. Or, if an activity seems too easy or too hard, you can make adjustments, either for the whole group or for individual children.

It is important to note that while skills are developed in a certain progression, the sequences also overlap, rather than mastering one before moving onto the next.

**Phonological Awareness:** the ability to hear and play with the smaller sounds in words  
Phonological awareness includes the ability to hear sounds (including environmental sounds), produce sounds, discriminate between sounds, hear and identify alliteration (beginning sounds), and rhyme.

- Hears sounds, phonemes
- Imitates sounds and vocalizations
- Distinguishes sentences
- Distinguishes phrases
- Distinguishes words
- Distinguishes compound words
- Distinguishes syllables
- Onset-rime awareness/rhyming awareness
- Distinguishes phonemes

.....

- Hears beginning sounds
- Matches words with same beginning sounds
- Produces words with same beginning sounds
- Identifies beginning sound of a word (toy starts with /t/)
- Hears ending sounds
- Hears sound in middle of word


.....

- Hears rhymes
- Fills in rhyming word to complete a sentence
- May say words that rhyme spontaneously
- Recognizes whether two words rhyme
- Picks out non-rhyming word among three words
- Produces rhyming words when given a word

www.script-nc.org 9/1

## Scaffolding Assignment

Home Videos Playlists Channels Discussion About Q



### EDU 280 Scaffolding

by Jen Benoit • 2 videos • 49 views • 13 minutes

Add a description

Play all Share Playlist settings

1 Teaching Matters: Scaffolding eMe

2 Scaffolding Language Development LBC

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# Construction Tip: Assignments




## When Creating Assignments...

- *Don't re-invent the wheel.* Look for Outside Modules or larger outside pieces that match course objectives (ex. Search Language Early Childhood Modules)
- Use any online text additional supports to find richer assignments if you use a text currently
- Be prepared to develop templates and other resources. It takes time.
- Use Multiple Means of Presentation (More ACTIVE rather than PASSIVE)
  - Pictures, graphs, film/video, charts
  - Audio (voice, music, sounds)
  - Text
  - Color
  - Kinesthetic

# Family Involvement in Language and Literacy Articles and Videos

## Family Literacy Take Home Activity Assignment (including template)




Home Videos **Playlists** Channels Discussion About

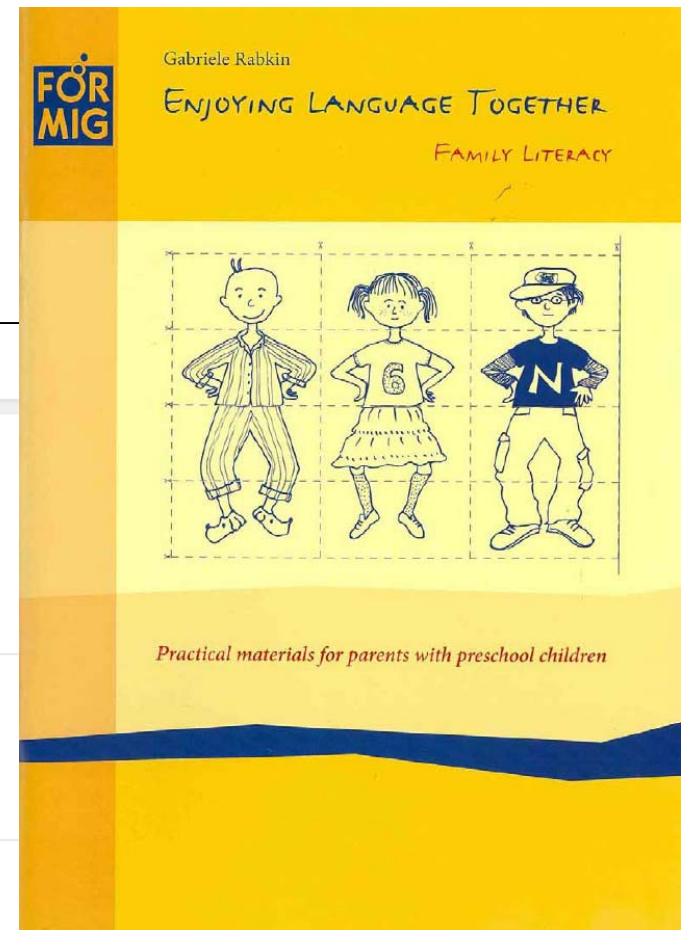


**EDU 280 Family Literacy Assignment Training**  
by Jen Benoit • 3 videos • 62 views • 18 minutes

Add a description

▶ Play all ◀ Share ⚙ Playlist settings

-  Learning Luggage: Promoting a Home-School Connection
-  Involving Families
-  Thompson Family Circles - Early Childhood



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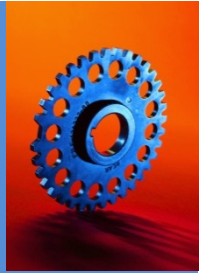


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# Phase #3



# Course Production

  
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# Course Tip: Setting Up Your Course



## Customize the Course Page

Your progress ?

### EDU 280 - Language and Literacy Experiences



*"I believe that classroom environments are most effective when they are literate and purposeful, organized and accessible, and most of all, authentic."  
- Debbie Miller, Teaching with Intention*

#### Course Description

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

August 18-25 - Toggle

### Introduction

Restricted: Not available unless you get a particular score in Enrollment Key Quiz.

#### Forum Assignment:

- Get to Know You Forum
- Word Cloud Website
- Draw, Write, Read Ideas Video

#### Added Language and Literacy Resources for Course:

- Checking for Cultural, Linguistic and Ability Diversity in Children's Books
- Literacy Resources Folder

Please review these resources that will be helpful for the course.

#### Assignment:

- Reading Autobiography - Complete BEFORE the Forum Assignment for this Week
- KWHL Chart - Beginning Assignment
- KWHL Chart

#### Set Up Literacy Toolkit

This entire semester, you will be collecting items in your Literacy Toolkit. You should have over 15 items in your Toolkit by the end of each week of the course. This includes names of articles, URLs of websites, and names of assignments that you have completed in this course. Download and SAVE to your desktop the Literacy Toolkit Template that you will complete during this course. Be sure to add items that you have found particularly helpful. You may also decide to make a folder on your Desktop to save PDF articles you may want to utilize again.

- Literacy Toolkit Template

#### Open a Pinterest Account

If you do not already have a Pinterest account, you will need to open one for this course. Please email the instructor **by the end of Week 1** and you will then receive an invitation to join Pinterest using your VGCC email.

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# Phase #4



# Course Trial and Update

  
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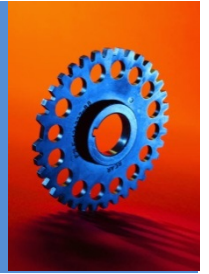
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# Course Tip: During the Course



## Establish a presence in the course

Weekly announcements and consistent, meaningful feedback

Give opportunities for feedback  
middle and end

## Review and Reflect

- Was the student interaction purposeful?
- Was the discussion structured and cohesive?
- Improvements? Strengths?

|   | A    | B     | C   |
|---|------|-------|---|
| 1 | Week | Forum | Assignment  |
| 2 |      | 1     |   |
| 3 |      | 2     | Difficult to find information about quotes. Change this forum OR add more quotes that are more relevant.  |
|   |      | 3     | Did not understand template is to be filled out. Make that clear. Did not understand that both need to be on assignment (personal and US educational events)  |
| 4 |      | 4     | Encourage personal questions and professional/classroom related questions. Have them resubmit if there are inappropriate questions. Cannot get credit otherwise.  |
| 5 |      | 5     | When asking them to find one item that relates to something we have been studying, have them cite the text.   |
| 6 |      | 6     | Have students give quotes from video to support thoughts. Do you think the school is the only factor in their lives that leads to success or failure? Why/Why not?  |
|   |      |       | Eliminate being able to put Word Document to submit and only do online.   |
|   |      |       | Make rubric for Waiting for Superman. Three questions to ask film makers and why. Explain this is a paper and should be in paragraph form. Needs more ways to show they watched the movie...proof from the movie. ALL questions need to note that |

Keep notes during course and review

Resource: [Discussion Board: Online Discussions for Blended Learning](#)

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# Questions?



  
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# Resources for EDU 280: Language and Literacy Experiences



  
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# Read All About It

Strategies specifically designed for monolingual teachers to use in supporting the literacy development of young dual language learners

## Storybook Reading for Young Dual Language Learners

Cristina Gillanders and Dina C. Castro



In a community of practice meeting, teachers discuss their experiences reading aloud to dual language learners.

**Susan:** When I am reading a story, the Latino children in my class just sit there. They look at me, but you can tell that they are not engaged in the story.

**Lisa:** That happens in my class too. The little girls play with their hair, and the boys play with their shoes.

**Beverly:** And when you ask questions about the story, children who speak English take over and you can't get an answer from the Latino children.

**Facilitator:** What do you think is happening here?

**Lisa:** I think they just don't understand what the story is about.

**Facilitator:** How can we help them understand the story so they can participate?

**RESEARCHERS WIDELY RECOMMEND** storybook reading for promoting the early language and literacy of young children. By listening to stories, children learn about written syntax and vocabulary and develop phonological awareness and concepts of print, all of which are closely linked to learning to read and write (National Early Literacy Panel 2008). Teachers usually know a read-aloud experience has been effective because they see the children maintain their interest in the story, relate different aspects of the story to their own experiences, describe the illustrations, and ask questions about the characters and plot.

However, listening to a story read aloud can be a very different experience for children who speak a language other than English. What

happens when the children are read to in a language they are just beginning to learn? What happens when an English-speaking teacher reads a story to a group of children who are learning English as a second language?

As illustrated in the vignette at the beginning of this article, teachers often describe young dual language learners in their class as distracted and unengaged during read-aloud sessions in English. In this article, we describe teaching strategies that English-speaking teachers can use when reading aloud to young dual language learners. These strategies are part of the *Nuestros Niños Early Language and Literacy Program*, a professional development intervention designed to improve the quality of teaching practices in prekindergarten classrooms to support Spanish-speaking dual language learners (Castro et al. 2006). The intervention was developed and evaluated in a study funded by the US Department of Education. Teachers from the North Carolina More at Four Pre-Kindergarten

Cristina Gillanders, PhD, is a researcher at the FPG Child Development Institute at the University of North Carolina-Chapel Hill. She was an investigator in the *Nuestros Niños* study, and has worked with dual language learners as a bilingual preschool teacher, teacher educator, and researcher. [cristina.gillanders@unc.edu](mailto:cristina.gillanders@unc.edu)

Dina C. Castro, PhD, is a senior scientist at the FPG Child Development Institute. She was the principal investigator for the *Nuestros Niños* study. Her research focuses on improving the quality of early education for children from diverse cultural and linguistic backgrounds. [dina.castro@unc.edu](mailto:dina.castro@unc.edu)

Photos courtesy of the authors.

A study guide for this article will be available in mid-January online at [www.naeyc.org/yc](http://www.naeyc.org/yc).

**naeyc**® 2, 3

# Phonological Awareness Is Child's Play!



Hallie Kay Yopp and Ruth Helen Yopp

the onset-rime level of speech can, among other manipulations, blend *mmm*—an together to form the spoken word *man* and separate the *r* from the rime *ipe* to say *rm*—*ipe*.

## Phoneme awareness

Smaller still—in fact, the smallest unit of speech that makes a difference in communication—are phonemes. These are the individual sounds of spoken language. The number of sounds in speech varies greatly among languages, from as few as about 10 phonemes in Múra-Pirahã (spoken in a region of Brazil) to more than 140 phonemes in !Xu (spoken in a region of Africa). English speakers use

## Why is phonological awareness important in reading development?

In English—and many other languages—the written language is predominantly a record of the sounds of the spoken language. With a few exceptions, the English language is written out sound by sound. (Exceptions include but are not limited to symbols such as \$, %, #, and &, which represent ideas rather than the sounds of speech; you can't sound out these symbols!) For example, to write the word *cat*, we listen to the individual sounds in the word (the phonemes) and then use the symbols that represent those sounds:

C-A-T. Sometimes sounds are represented by letter combinations rather than a single letter. The three sounds in *fish* (/f/-/i/-/sh/) are written with four letters: F-I-S-H; the combination of S and H represents the single sound /sh/.

We must be able to notice and have a firm grasp of the sounds of our speech if we are to understand how to use a written

## Phonological Units

What are the phonological units in the word *chimneys*?

| Word             | Chimneys |    |   |      |    |   |
|------------------|----------|----|---|------|----|---|
| Syllables        | chim     |    |   | neys |    |   |
| Onsets and Rimes | Ch       | im | n | ey   | s  |   |
| Phonemes         | Ch       | i  | m | n    | ey | s |

about 44 sounds. Spanish speakers use about 24. Thinking about and manipulating these smallest sounds of speech is the most complex of the phonological awareness skills and is referred to as *phoneme awareness* or *phonemic awareness*.

Typically it is the last and deepest understanding of speech that children acquire (Stahl & Murray 1994). It involves knowing that the spoken word *light* consists of three sounds (/l-igh-t/) and the spoken word *black* consists of four (*b-l-a-c-k*). (See "Phonological Units" for a breakdown showing the syllables, onsets, rimes, and phonemes in the spoken word *chimneys*.)



## Read-Aloud Books That Play with Language

### Books in English

*Altoona Baboon*, by J. Bynum. 1999. San Diego: Harcourt.  
*Altoona Up North*, by J. Bynum. 2001. San Diego: Harcourt.  
*Beavis Bear and the Surprise Sleepover Party*, by B. Weber. 1997. New York: Houghton Mifflin.  
*Chugga Chugga Choo Choo*, by K. Lewis. 1999. New York: Hyperion.  
*Cock-a-doodle-Do!* by B. Most. 1998. San Diego, CA: Harcourt.  
*The Happy Hippopotami*, by B. Martin Jr. 1970. San Diego: Voyager.  
*Here's a Little Poem: A Very First Book of Poetry*, by J. Yolen. 2007. Cambridge, MA: Candlewick.  
*The Hungry Thing*, by J.A. Steptan & A. Seidler. 1987. New York: Scholastic.  
*Jamberry*, by B. Degen. 2000. 25th ann. ed. New York: HarperCollins.  
*Llama llama mad as Mama*, by A. Dewdney. 2007. New York: Viking.  
*Llama Llama Red Pajama*, by A. Dewdney. 2005. New York: Viking.  
*The Piggy in the Puddle*, by C. Pomerantz. 1974. New York: Simon & Schuster.  
*Runny Babbit*, by S. Silverstein. 2005. New York: HarperCollins.

*Tanka Tanka Skunk*, by S. Webb. 2004. New York: Orchard.  
*There's a Wocket in My Pocket*, by Dr. Seuss. 1974. New York: Random House.  
*What Will You Wear, Jenny Jenkins?* by J. Garota & D. Grisman. 2000. New York: HarperCollins.

### Books in Spanish

*Albertina anda arriba: El abecedario*, by N.M.G. Tabor. 1992. Watertown, MA: Charlesbridge.  
*Arrojó mi nito: Latino Lullabies and Gentle Games*, by L. Delacre. 2004. New York: Lee & Low.  
*Aserrín, Aserrín: Las canciones de la abuela (Grandmother's songs)*, by A. Longo. 2004. New York: Scholastic.  
*Desatrabalenguías para trabalengueros*, by H.G. Delgado. 2002. Bogotá, Colombia: Intermedio.  
*¡Hay un molillo en mi bolsillo!* by Dr. Seuss. Tran. Y. Canetti. 2007. New York: Lectorum.  
*La mansión misteriosa*, by C. Gil. 2007. Barcelona: Combel.

*Mother Goose on the Rio Grande*, by F. Alexander. 1997. Lincolnwood, IL: Passport.  
*Las nanas de abuelita: Canciones de cuna, trabalenguas y aduvinanzas de Suramérica*, by N.P. Jaramillo. 1994. New York: Henry Holt.  
*Los niños alfabéticos*, by L. Ayala & M. Isona-Rodriguez. 1995. Watertown, MA: Charlesbridge.  
*Números tragaldabas*, by M. Robledo. 2003. Mexico: Ediciones Destino.  
*Pío Peep! Rimas tradicionales en español. Edición especial*, by A.F. Ada & F.I. Campoy. 2003. New York: HarperCollins.  
*Los pollitos dicen: Juegos, rimas y canciones infantiles de países de habla hispana*, by N.A. Hall & J. Sylverson-Stork. 1999. Boston: Little, Brown.  
*El sapo distraído*, by J. Rondón. 1989. Caracas, Venezuela: Ediciones Ekare.  
*Los sonidos a mi alrededor*, by P. Showers. 1996. Harper Arco Iris.  
*El toro pinto and Other Songs in Spanish*, by A. Rockwell. 1995. New York: Aladdin.  
*Tortillitas para Mama*, by M.C. Grigo, B.L. Bucks, S.S. Gilbert, & L.H. Kimball. 1981. New York: Henry Holt.

## Read All About It

# EFFECTIVE APPROACHES TO MOTIVATE AND ENGAGE RELUCTANT BOYS IN LITERACY

Nicole Senn

*This article explains why boys are often such reluctant readers and writers and provides classroom teachers with strategies to better engage them in literacy.*

**A**s a first-grade teacher, literacy is my favorite thing to teach. Helping my students grow from kindergarteners into fully fledged readers and writers in just one year is an extraordinary process. Even more gratifying than observing my students' rapid literacy development is cultivating within them a love of books and a desire to write.

I am thrilled beyond words when a first grader can tell me with absolute certainty that Mo Willems is his favorite author, that he has just finished writing a story he wants to share with the class, or that

---

Nicole Senn is a first-grade teacher at Sycamore Trails Elementary School, Elgin School District, Illinois, USA; e-mail nicolesenn@u-45.org

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## Center for Early Literacy Learning

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### CELL Tools

CELL has created an extensive library of tools and resources that aide in supporting families. These are easy to use and easy to implement tools.

The below pages require the Adobe Reader®. [Download Here](#)

*You may want to uncheck the Google Tool bar option.*

Contact us with any questions.



#### **Interest-Based Everyday Literacy Checklist**

This fun and simple tool helps parents identify the interests of their child. This tool is also helpful for professionals gathering information from parents regarding their child and family interests.

*For Parents and Home Based Practitioners.*

# CONNECT Module 6: Dialogic Reading



Handout 6.1

## Research Summary on Dialogic Reading

WWC Intervention Report

U.S. DEPARTMENT OF EDUCATION

**ies** INSTITUTE OF EDUCATION SCIENCES

Revision February 9, 2007

### What Works Clearinghouse

Early Childhood Education

**Practice description:** Dialogic Reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questions. Two related practices are Book-Reading and Shared-Book Reading.

**Research:** Four studies of Dialogic Reading met the What Works Clearinghouse (WWC) evidence standards and one study met the five studies included over 300 preschool children and examined intervention effects on children's oral language and phonological processing. The majority of the children studied were from economically disadvantaged families. This report focuses on immediate posttest findings to determine the effectiveness of the intervention; however, follow-up findings provided by the study authors are included in the technical appendices.<sup>1</sup>

**Effectiveness:** Dialogic Reading was found to have positive effects on oral language and no discernible effects on phonological processing.

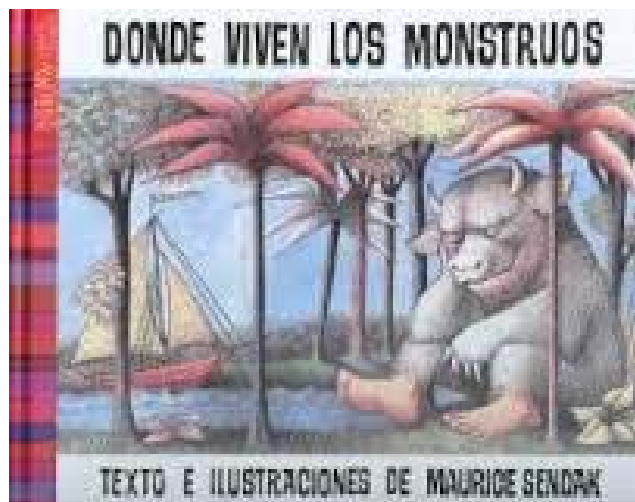
| Rating of effectiveness improvement index <sup>2</sup> | Oral language | Print knowledge | Phonological processing            | Early reading/writing | Cognition | Math |
|--|---------------|-----------------|------------------------------------|-----------------------|-----------|------|
| Positive effects                                       | Yes           | N/A             | No discernible effects             | N/A                   | N/A       | N/A  |
| Average: +10 percentile points                         |               | N/A             | Average: +9 percentile points      | N/A                   | N/A       | N/A  |
| Range: -6 to +48 percentile points                     |               |                 | Range: -7 to +40 percentile points |                       | N/A       | N/A  |

1. To be eligible for this report's review, the Early Childhood Education (ECE) interventions had to be implemented in English in center-based settings with 3 to 5 year olds in preschool. One additional study is not included in the overall effectiveness ratings because the intervention included a component of Dialogic Reading plus Sound Foundations<sup>SM</sup> and Appendix A4 for findings from this and a related document. The effectiveness ratings presented in this report is based on available research. Findings and conclusions may change as new research becomes available.

2. To show the average and the range of improvement indices for all findings across the studies.


Page 1

# ¡Colorín colorado!



In English

En español

- For Educators
- For Administrators
- For Librarians
- For Families
- Books & Authors
- Glossary
  - [English](#)
  - [Spanish](#)
- ELL Topics from A-Z
- ELLs and Policy
- ELL Research & Reports
- Free Guides & Toolkits
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# Multifaceted Resources for Language & Literacy



## State Early Childhood Dual Language Learning Guidelines and Standards: An Overview of State Approaches

This resource provides an at-a-glance overview of how dual language learning is referenced in the early learning guidelines in the U.S. states and territories. These tables can be useful in determining compliance issues, grant writing, and collaboration efforts.



### Tools and Resources



#### **NEW!** 60 Minutes from Catalogue to Classroom (C2C)

This series of professional development training modules highlights individual journal articles focused on culture, dual language learning, and best practices featured in the Head Start Cultural and Linguistic Responsiveness Resource Catalogues (Volumes 1-3).



#### **NEW!** The Importance of Home Language Series

This series of handouts is designed to provide families and staff with basic information on topics related to children learning two or more languages. The series emphasizes the benefits of being bilingual, the importance of maintaining home language, and becoming fully bilingual.



#### Strategies for Supporting All Dual Language Learners

Young children acquire a second language over time. This resource provides practical examples of how to use research-based strategies that support children at different levels of English language acquisition. [English](#) and [Español](#) (PDF, 2.1MB)

## National Center on Cultural and Linguistic Responsiveness

# Questions?



  
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## Landing Pads

### Resources for Faculty

#### Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 290 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>



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# Enhancements to the Landing Pads

## EDU 280: Language and Literacy

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on language and literacy to support the inclusion of children with disabilities and children who are culturally and linguistically diverse.

### Approved Course Description

Language and Literacy, explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences.



Links to all the related resources

### ACCESS RESOURCES:

- **Evidence-based resources that can be incorporated into Language and Literacy to support the inclusion of children that are culturally, linguistically, and ability diverse.**
- **Resource Handout (Updated August 2014)**
- **Resources and Activities in My Toolbox: Activities and Assignment Ideas for Language and Literacy** coming soon
- **Archived 2013: PPT for Webinar providing Resources to Support Inclusion and Diversity for EDU 280: Language and Literacy Experiences | Watch Recording (streaming video, 51 minutes)**

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# Creating Your Personal Resource List

## MULTIFACETED RESOURCES

### LITERACY

#### All Children Can Read

National Consortium on Deaf-Blindness (NCDB) Literacy Practice Partnership. (n.d.)

The purpose of this website is to provide information and resources to teachers and family members who work with children who have vision and hearing loss or multiple disabilities.

#### Early Emergent Literacy

National Consortium on Deaf-Blindness (NCDB) Literacy Practice Partnership. (n.d.)

This webpage on early emergent literacy contains links to strategies that early educators and family members can use with young children who have combined vision and hearing loss. The page also includes a list of related skills, examples of helpful activities, video clips, and links to articles and additional resources.

#### Emergent Literacy

National Consortium on Deaf-Blindness (NCDB) Literacy Practice Partnership. (n.d.)

This webpage on emergent literacy contains links to strategies that early educators and family members can use with older children who have combined vision and hearing loss. The page also includes a list of related skills, examples of helpful activities, video clips, and links to articles and additional resources.

WEBSITE

WEBSITE

WEBSITE

Step 1:  
Click on  
title of  
resource

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# Creating Your Personal Resource List

## All Children Can Read

**Author(s) or Presenter(s):** National Consortium on Deaf-Blindness (NCDB) Literacy Practice Partnership

**Publication Date:** 1980

The purpose of this website is to provide information and resources to teachers and family members who work with children who have vision and hearing loss or multiple disabilities.

**Available here:** <http://www.nationaldb.org/literacy/>

Add to Citations List

Step 2: Click on “Add to Citations List”

  
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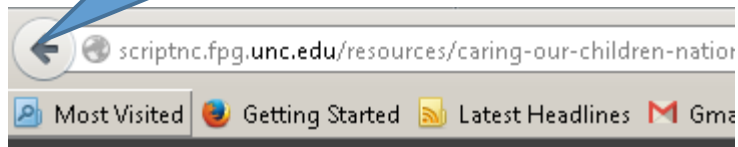


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# Creating Your Personal Resource List

Step 3: You may click on the back button on your browser to find more resources to add to your personal list...



  
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|   | Title                                   | Authors   | Publication Date | Remove                                     |
|---|---|---|------------------|--|
| 1 | <a href="#">All Children Can Read</a>   | National Consortium on Deaf-Blindness (NCDB)<br>Literacy Practice Partnership | 1980             | <a href="#">Remove from Citations List</a> |
| 2 | <a href="#">Early Emergent Literacy</a> | National Consortium on Deaf-Blindness (NCDB)<br>Literacy Practice Partnership | 1980             | <a href="#">Remove from Citations List</a> |

Or you may decide to review what's on your list

# Creating Your Personal Resource List

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## My Citation List

### All Children Can Read

Author(s): National Consortium on Deaf-Blindness (NCDB) Literacy Practice Partnership

Published: 1980

URL: <http://www.nationaldb.org/literacy/>

The purpose of this website is to provide information and resources to teachers and family members who work with children who have vision and hearing loss or multiple disabilities.

### Early Emergent Literacy

Author(s): National Consortium on Deaf-Blindness (NCDB) Literacy Practice Partnership

Published:

This webpage can use with skills, exam

ctors and family members so includes a list of related resources.

And finally, you can print or email the list to yourself.

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# Upcoming Webinars

Co-sponsored by  and 

**September 16, 2:00 – 3:30 pm EST.**

**Creative Activities** (with an extensive emphasis on supporting diverse adult learners to be successful in online courses)

**Guest Presenter: Sharon Little, South Piedmont Community College, NC**

**October 15, 2:00- 3:00 pm EST.**

**Early Childhood Practicum**

**November 18, 2:00- 3:00 pm EST.**

**Educational Technology**

**December 2, 2:00- 3:00 pm EST.**

**Child Guidance**

(Note: Re-scheduled from May 15)



  
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Webinar resources may be found at  
<http://scriptnc.fpg.unc.edu/resource-search>



  
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# Guest Presenter: Jen Benoit

## Contact Information

**[jbenoit2934@vgcc.edu](mailto:jbenoit2934@vgcc.edu)**



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