SAN DIEGO STATE UNIVERSITY

CHILD AND FAMILY DEVELOPMENT 380
Early Language and Literacy Development in a Linguistically Diverse Society
Spring 2024
Class Number 6407

Course Information

Day, Time, and Location: Tuesdays, 4:00-5:40 PM in Music Building Rm: 207
Instructor: Dr. Griselda Palma
Office: Online via zoom.us
Office Hours: Business hours and by appointment.
Email: gpalma@sdsu.edu

The best way to contact your instructor is via email. I generally respond to emails within 24 to 48 hours.

* We will meet on Tuesdays from 4:00-5:45 PM, (**except where noted in the syllabus**) to provide time for the **service learning component** of this course. This will allow you the opportunity to work with your child for two hours per week. This also allows me time to visit service learning sites and provide hands-on assistance and mentoring as needed.

Prerequisites

Completion of all lower division preparation for the major courses with a grade of C (2.0) or better; Child and Family Development 375A and 375B; and Child and Family Development 378A or 378B or 378D. **Print a Degree Audit Report showing all prerequisites and bring it by the 2nd class meeting. Make sure to highlight relevant classes.**

Note: The above prerequisites apply only to students majoring in Child, Family Development. These prerequisites DO NOT apply to students who are in the Special Education-Early Childhood Credential Program or students who are from the ITEP program.

Course Description

This course will cover language and literacy development in early childhood, with a focus

on an emergent, intentional approach to curriculum and the social-emotional components of early literacy. Guidelines from the California Department of Education will be used to reflect developmentally appropriate and culturally responsive practices that have been shown to result in improved language, literacy, and school readiness outcomes. Special attention will be paid **to meeting the needs of Dual Language Learners and implementing individualized instruction that builds on a child's prior knowledge and strengths.** This course will also place emphasis on the importance of familiarizing oneself with a child's family and community resources. **Interventions for early literacy seen through the lens of Special Education will also be highlighted in this course. In addition, the service learning component of the class will focus on bridging theory and practice, as students work with a child throughout the semester, providing the opportunity to implement and reflect on concepts and strategies learned throughout the class.**

Required Text: Vukelich, C., Christie, J. F., Enz, B. , & Roskos, K.A. (2016). *Helping young children learn language and literacy*: *Birth through kindergarten*. Allyn & Bacon. 5th Edition.

***Text is available at the top of the Canvas Module Link through **Equitable Access supplied by the Aztec Bookstore.**

The following resources are provided by the California Department of Education and will be used throughout the semester. These resources are posted in **Canvas** in the folder labeled **CDE Resources**. Please download them to your computer, as we will be using them extensively throughout the semester.

- o California Preschool Learning Foundations Volume 1
- o California Infant/Toddler Learning and Development Foundations
- o Desired Results Developmental Profile 2015 (DRDP)
- o Preschool English Learners Guide
- o California Preschool Curriculum Framework Volume 1
- o California Infant/Toddler Curriculum Framework

For those of you working in K-3 settings, I have also posted the English Language Arts Standards of the Common Core on Canvas. For those who may be working in a Dual Language setting where Spanish is part of the curriculum, I have posted the Spanish Language Arts of the Common Core on Canvas as well. I will be working with you individually to adjust assignments/reading materials to reflect your classroom setting and your areas of interest.

I will also be posting supplemental articles on Canvas throughout the semester. ***Please see the course schedule for any additional readings.***

Additional Requirements

Fingerprints

The SDSU catalog indicates that all CFD students are required to be live-scan fingerprinted as a condition of their participation in CFD courses and internships. The fingerprint process and documents are those required by Community Care Licensing (CCL) in the State of California, the organization that oversees early care and education in the state. Information about this requirement can be found on the following cdss.ca.gov link:

https://www.cdss.ca.gov/inforesources/community-care/caregiver-background-check/fingerprinting Since CFD 380 is designed as a lab class, in which Service Learning hours are required, your fingerprints must be cleared by the due date (TBD) in order to be able to work with a child out in the field.

Immunizations

This course has an early field experience/service learning component in which you are encouraged to work at a community based early care and education program. Although every program has different requirements, you will most likely need to provide the following to your lab placement site: ❒ Valid negative TB test result (date may vary by program) ❒ Evidence of MMR and TDap vaccines.

Program Orientation

Some centers/agencies may also require that students attend an orientation prior to being placed in a classroom. More information about this will be provided in class.

Student Learning Outcomes

Learning Objectives	**Assignment**
1. Demonstrate an understanding of early literacy policy initiatives. **NAEYC Standards 1, 2, 4, 5**	In class activities/quizzes, "Quick-Write" reflections
2. Demonstrate an understanding of developmentally appropriate language and literacy curriculum for children 0-8. **NAEYC Standards 1, 4**	Assessment of Language and Literacy Environment, In class activities/quizzes, "Quick-Write" reflections, Service Learning Project
3. Design developmentally appropriate language and literacy curriculum for children 0-8. **NAEYC Standards 1, 3, 4**	In class activities/quizzes, Service Learning Project
4. Identify strategies for facilitating young children's speaking, listening, reading, and writing. **NAEYC Standards 1, 3, 4**	Assessment of Language and Literacy Environment, In class activities/quizzes, Service Learning Project
5. Demonstrate an understanding of the **specialized needs of dual language learners and children with intellectual challenges and have IEPs or IFSPs.** **NAEYC Standards 1,2,3,4**	Assessment of Language and Literacy Environment, In class activities/quizzes, Service Learning Project

6. Assist families in facilitating language and literacy development. **NAEYC Standards 1,2,3,4**	Assessment of Language and Literacy Environment, In class activities/quizzes, Service Learning Project

7. Demonstrate an understanding of writing in APA (American Psychological Association) style. **NAEYC Standard 5**	In class activities/quizzes, *Introduction* and *Thank You* letters, Service Learning Project
8. Use tools provided by the California Department of Education to improve language and literacy outcomes for children. **NAEYC Standards, 1, 2, 3, 4, 5**	In class activities/quizzes, Service Learning Project

Teaching Methods

This course will employ multiple methods to assist students in accomplishing the student learning outcomes listed above. These methods include inquiry-based investigations; participation in individual, small group and large group strategy-based literacy activities, and student-led and instructor-led presentations. The service learning component of the class will provide students with the opportunity to have hands-on experience implementing the theories and practices learned during class time.

Instructor's Expectations

I expect students to:

1. Read the assigned readings in the required textbook. Please read the assigned chapters and articles posted before coming to class (see course calendar).
2. Participate in class discussions.
3. Write at a college level in APA style.
4. Attend class on a regular basis. Please arrive on time and stay for the entire class.
5. Be attentive and respectful in class. Please refrain from chatting, texting, browsing through social media, completing homework for other classes, etc.
6. Check Email and Canvas Announcements regularly for course communication.
7. Honor due dates.

Making-up assignments will not be accepted, except in the event of extraordinary circumstances beyond the control of the student. Oversleeping, working extra hours, parking problems, etc. are not acceptable excuses for missing class or for not completing an assignment. Severe illness, death in the family, etc. are acceptable reasons for missing class or turning in an assignment late. In such situations, written documentation must be provided. It is your responsibility to notify me **right away** (via email) if an assignment is going to be late due to circumstances beyond your control. Please do not wait until the next class meeting to inform me.

Late and Missing Assignments

Assignments are due on the date and time specified in the syllabus and on Canvas. Late assignment policy: **1 point** will be deducted for **each day** (weekends included) the assignment is late. I understand that many unexpected events can occur when working in educational settings, and if you are unable to submit an assignment on time, please communicate this to me **IMMEDIATELY**. If this becomes a pattern, I will ask you to meet with me during office hours for an individual appointment.

Expectations for Service Learning Project

I understand that many unexpected events can occur when working in school settings. If you are unable to work with your child during the week (for example, if the child is out due to illness, there is an unexpected staff development day or field trip), please let me know the day that your child was absent.

If you are ill and/or having to test for COVID exposure, please immediately notify the child's teacher and myself that you cannot be at the school due to illness or possible COVID exposure.

All students will be required to comply with all volunteer requirements of the agency/organization/school where they are doing their service learning project. **If you work/volunteer at the SDSU Children's Center, please abide by the Center's protocol for volunteering and following basic work ethics.**

Expectations will also be reviewed in class and students will be required to sign and turn in the CFD 380 Student Contract, indicating that they have reviewed and understand all expectations for the service-learning component of the course.

PLEASE NOTE: The Analysis of Student Learning & Teacher Work Sample Assignment required for this course can be used for the Reflective Learning Portfolio (CFD 578) course to demonstrate competency towards meeting Goal three:

Goal 3: Students uses his/her understanding of and relationships with children and families to design, implement, and evaluate experiences that promote positive learning and development for all children (NAEYC 4, NCATE, 3, NCFR area 10).

Course Requirements

Assignment	Points
Weekly entrance ticket, quiz/activities based on reading (10 @ 2 points each)	20
Student-Educator Profile	2
Reflection # 1 - Language Learning Experiences	4
DRDP tutorial summary	2

Reflection # 2 - Selecting an Anti-Bias & Accessible Children's book and how it can be used in a Read Aloud	4

Group-led Presentation on a Supplemental Article and/or an Assigned Chapter 10 pts

Introduction Letter to Teacher and/or Parent	2
Assessment of Language and Literacy Environment	4
(Initial) Analysis of Student Learning & Teacher Work Sample Assignment (1) Step 1: Relationship Building, Observation, and Goal Development	4
Analysis of Student Learning & Teacher Work Sample Assignment (2) Step 2: Individualized Lesson Plans (4 Lesson Plans total) (4 Lesson Plans X 6 points each = 24 pts. total)	24
Thank You Letter to Teacher and/or Parent	2
Timesheet of Volunteering (completed and signed by teacher and/or parent)	2
(Final) Analysis of Student Learning & Teacher Work Sample (3) Step 3: Final Analysis of Student Learning & Teacher Work Sample & Reflection on Service Learning and Project Presentation	20
Total Points	**100**

Grading Policies
Grades will be based upon completion of the required assignments. Grades for all assignments will be posted in the Grade Center on Canvas throughout the semester. Grading standards are as follows:

Total Pts	100 - 94	93 - 90	89 - 87	86 - 84	83 - 80	79 - 77	76 - 74	73 - 70	69 - 63	62 - Below
Final Grade	A	A-	B+	B	B-	C+	C	C-	D	F

<u>Assignments</u>

Entrance Tickets/In-Class Activities (2 pts)
There will be 10 Entrance Tickets to respond to at the beginning of the class and/or in-class activities throughout the semester that will be based on the textbook assigned readings. **There will be no make-up of Entrance Tickets or in-class activities.**

DRDP Tutorials (2 pts)
These short, on-line tutorials are intended to help you become familiar with the Desired Results Developmental Profile (DRDP) that is used by the State of California to assess children's development. **Students will complete four tutorials** for the age group that they will be working with (infants/toddlers or preschoolers). Students working with children in K-3 settings will complete the preschool tutorial. Links to these tutorials will be posted on Canvas. A brief description & summary of tutorials watched will be required.

Reflection #1: Language Learning Experiences (4 pts)
Reflect on your experience learning a second language, whether that language was English or a (LOTE) Language other than English. You can write a two-page *testimonio*, a letter to a former teacher, or create a poem based on an incident related to learning a second language that affected your self-esteem. You can also select an illustration from a children's book, a painting, a photograph that has sparked a memory you had as a child or an adult, that had to do with language acquisition. If you opt for a visual reflection (photograph/ painting/ an illustration from a children's book) include a two-page reflection that describes your experience. A brief presentation of your Language Learning Experience will be shared during class time. **TPE1.2 A**

Reflection #2: Selecting an Anti-Bias & Accessible Children's book and how it can be used in a Read Aloud (4 pts)
Select a children's book with an anti-bias focus and/or a book that can be made accessible to children with IEPs or IFSPs either digitally or by hand. You will share this book with the instructor by recording yourself reading the book and uploading that video onto Canvas. If you cannot find an Anti-Bias and/or an Accessible Book to be used in a Read Aloud, you can create & customize a story that can be made more relevant to the child that you are working with. You are also responsible for writing a 1.5 to 2-page paper that discusses how your book can be used in the inclusive early childhood classroom, as well as how it connects to the topic of Anti-Bias Education. Your discussion should tease out strategies and adaptations to be used with children with intellectual disabilities or are struggling with English language acquisition. For the paper, make sure to reference the material on Anti-Bias Education from session 9.

Group-led Presentation of Assigned Chapters from *Helping Young Children Learn Language & Literacy* (10 pts) To delve deeper into the content of the assigned readings from our textbook, a 20-minute Group-led Presentation will be conducted on a Bi-weekly basis. These Group Presentations will highlight specific areas of assigned Chapter Readings.

Groups of four to five classmates will sign up to present an 8 to 12 slide-presentation that is connected to the week's readings. Each Presenter will be required to select from the Chapter a section of the chapter that was of high interest to them. Each Presenter in the Group should be ready to describe what their section of the Chapter is primarily about and explain why that section is of interest to them. The quality of the Group's collaborative work putting the slide presentation together, equipped with appropriate photographic images and concise, clear bulleted text will be considered for grading.

Service Learning Project:

Introduction Letter to Teacher (2 pts)
This is an opportunity to introduce yourself to the staff and the parents of the children in your classroom. It should be one page long, include a recent, clear, color photograph of you, and describe your experiences working with children. It should convey enthusiasm and professionalism. PLEASE proofread carefully. Provide one copy to your classroom teacher and upload another copy to Canvas in the Module assignment link . Please make the letter personal to your teacher and his/her classroom.

Assessment of Language/Literacy Environment (4 pts)
Once you have been assigned to your classroom, you will be doing an ***assessment of the language and literacy environment*** using a template that will be posted on Canvas and reviewed during class.

Thank-you Letter to Teacher (2 pts)
This is an opportunity for you to thank your mentor teacher for the opportunity to work in his/her classroom and share any insight, learning, or other information that you feel reflects the time spent with the children, families, and staff. This assignment can be in the form of a letter or a thank you card. Provide one copy to your classroom teacher and upload another copy (photo if using a thank you card) via Canvas.

Initial Analysis of Student Learning & Work Sample (ASLWS) Assignment (4 pts)
During the course of the semester, you will be working one on one with a young child between the ages of 6 months - 8 years of age. A list of centers/schools will be provided for you to contact to set up your service learning placement. You will also be provided with a template of a letter of introduction for you to customize and take to your selected site. If there is a particular program that you would like to work with, please let me know. Since a great deal of this course is built around the requirements of the California Department of Education, it is important that you work in a center/program that uses the **Desired Results Developmental Profile and the Desired Results System**.

I encourage you to use this opportunity to explore your interests – for example, if your goal is to work with children with learning challenges, you can work with a child with an IEP/IFSP; if your goal is to work in a Dual Language classroom setting, you can work with a child who is learning in more than one language (the child's Primary Language and a second language).

You will be spending one to two hours a week with your assigned child and you will be responsible for planning, implementing, and evaluating the effectiveness of language and literacy activities and lessons designed to meet the child's interests and developmental level. It is expected that you use the foundations of early literacy instruction in your lessons including Concepts of Print, One-to-One Word Correspondence, Reading with Expression, and Oracy.

Please note that with long range planning and teaching, your student may not achieve the outcome you had in mind. Nonetheless, you are expected to "teach" your lessons regardless of whether your student is achieving the intended outcomes. Every effort should be made to integrate these lessons with what is already going on in the classroom. The ***Analysis of Student Learning & Teacher Work Sample*** Assignment

is designed to minimize the chances of your student not meeting the intended outcomes. This Analysis (**ASLWS)** will also help to make your long range planning and teaching more responsive.

Time Sheet of Volunteering: For this 2023 Spring Semester, you will be required to volunteer **a minimum of 12 hours**. Please keep track of the dates and hours that you invest in the class where you are volunteering. A Time Sheet template will be provided prior to the week you begin to volunteer. Towards the end of the course, this Timesheet, signed by you and the classroom teacher, will be due.

California Department of Education Resources: You will use initiatives and guidance provided by the California Department of Education to plan lessons that will meet the CA Learning Foundations related to language and literacy and Dual Language development. **These resources include the Preschool Learning Foundations, the Infant/Toddler Learning and Development Foundations, the Desired Results System (including the Desired Results Developmental Profile, or DRDP), the Preschool and Infant Toddler Curriculum Frameworks, and the Preschool English Learner Guide.** You will be working closely with the classroom teacher to integrate your lessons and activities with the theme or project being explored by the entire class. If you are working in a K-3 classroom, you will be utilizing the Common Core English Language Arts standards and/or Spanish Language Arts standards if the class has a Dual Language Immersion Program.

NOTE: The ***Analysis of Student Learning & Teacher Work Sample*** Assignment includes the following three steps:

Step 1: Relationship Building, Observation, and Goal Development ***(4 points)***

Before you begin planning your lessons, do a thorough analysis of your child's prior knowledge, skills, attitudes, and interests related to both early language and literacy and the project or investigation being conducted in the classroom. Getting to know your child begins with observing his/her play, while making note of his/her interests, questions, and ideas. As you begin to build a relationship with the child, try to discover any misconceptions he/she might have about the topic or project their classroom is currently exploring and find what it is about the topic that might excite him/her and capture his/her imagination. Also, please check your own misconceptions that you might have initially about the child's ability to respond to literacy.

It is highly recommended that you should use multiple approaches (observation, review of work samples, questioning) to assess prior knowledge. **This initial observation phase should be done sufficiently in advance of planning to teach** so that the information you gather can really shape your work and help you determine what goals you may have for this child based on your observations. These goals should reflect the CA Language and Literacy Learning Foundations and the related DRDP measures (or Common Core ELA Standards or CC SLA Standards if applicable). Try to obtain information about the child from his/her teacher as well.

RBOGD Assignment: You will prepare a written analysis documenting how you assessed the child's prior knowledge, what you learned, and what you plan to do based on your analysis and growing relationship with the child. The written analysis should be about three pages, double spaced.

Step 2: Implementation of bi-weekly lesson plans, collection of evidence to document learning, and reflection *(4 lesson plans at 6 points each, for a total of 24 points)*

Lesson Plan Assignments: You will develop and implement 4 literacy-related lessons with your child using the lesson plan format provided in class. Each lesson plan should target a different language and literacy outcome (and include adaptations for dual language learners and children that are intellectually-challenged disabilities or that have dyslexia) and should be based on the child's developmental level and interests. Plans should be rooted in the principles of Universal Design for Learning and should include tiered systems of support. You must **collect 3 pieces of evidence** of the child's learning. This may include a photo of the child engaged in an activity accompanied by a description of what the child said/did, an anecdotal observation, a work sample, or a video. This evidence will be used for your final presentation. The format for these lesson plans and the final presentation will be provided in class and posted on Canvas. *Incorporate each foundational skill into at least one lesson plan.

Note: Lesson plans are due one week in advance of implementing the lesson. They are due by 11:59 PM on the Monday prior to the lesson's implementation. See course schedule for tentative due dates.

Step 3: Final Presentation and Evaluation and Reflection on Service Learning Project *(20 points)*

At the end of your long-term teaching experience, you must make a case that you have successfully fostered student learning. Be sure to address the goals for student learning that you set at the beginning of the semester and refer to your lesson plans and select documentation of student learning (anecdotal notes, work samples, photos, etc) that illustrate key points. You will also be required to reflect on the assignment and how it influenced your development as an emerging professional in the field of early care and education. Additional guidance as well as the format for the final presentation will be provided in class and posted on Canvas.

COMMUNICATION

Students are provided with an SDSU Gmail account, and this SDSU email address will be used for all communications. University Senate policy notes that students are responsible for checking their official university email once per day during the academic term. For more information, please see Student Official Email Address Use Policy here.

ESSENTIAL STUDENT INFORMATION

For essential information about student academic success, please see the SDSU Student Academic Success Handbook.

Tentative Calendar for CFD 380 Class Sessions and Coursework
(subject to change)

Date	Topic	Readings and Assignments Due
Week 1 1/23	**Friendly Introductions** **Introduction to class** **REVIEW** Syllabus Course Overview Service-Learning Expectations Assignments Student Educator Profile (SEP) **Degree Audit Report (DAR)**	**Required Text:** *Helping Young Children Learn Language & Literacy* by Vukelich, C., Christie, J. F., Enz, B., & Roskos, K.A. (2016) **READ: *Chapter 1-Foundations of Language and Literacy*** **REVIEW: *California Preschool- Transitional Kindergarten Learning Foundations: Language & Literacy Domain* and *California Infant/Toddler Learning and Development Foundations*** (posted on Canvas) **REVIEW:** ELA Standards ELD Standards ELA/ELD Framework **SEP Due: Monday 1/29** **Note: Please print your *Degree Audit Report* showing all prerequisites you have fulfilled and bring your DAR to our 2nd class meeting on Tuesday, January 30.** **NOTE: The DAR requirement only applies to students majoring in CFD studies. It DOES NOT APPLY to SpEd Early Childhood Credential Program or ITEP students.**
Week 2 1/30	Updated Information on Service Learning Hours and its general process **Foundations of Early Literacy** -The Importance of Reading Daily to a Child from “in utero” thru Primary Grades. , -Say it Again and Again, Sing it Again and Again, Read it Again and Again **Dr. Palma’s Read Aloud Demo to model Foundational Skills:** -Concepts of Print -One-to-One Word Correspondence & Word Recognition -Phonological and Phonemic Awareness -Decoding -Morphological Awareness	**REVIEW: *The California Early Development and Learning System***(posted on Canvas) **REVIEW: *Preschool English Learner Guide*** and ***Desired Results Developmental Profile 2015*** (DRDP) (posted on Canvas)

	-Reading w/ Expression -Oracy	
Week 2 (Continued) 1/30	Sign-up of Weekly Group-led Presentations based on Chapters 2 - 8 in course's required text **Foundations of Early Literacy: Language Development** **Misconceptions about Dual Language Education** **Benefits & Advantages of Dual Language Learning Programs** **DRDP and PLF and Overview of Service-Learning Project** **Dr. Palma's RA Demo** to model Interactive Strategies	**READ:** ***Chapter 2 – Families' Role in Children's Literacy Learning*** **REVIEW:** ***California Preschool Curriculum Framework Volume 1*** (posted on Canvas) **View: DRDP Videos** (4) related to the age and grade of the class where you plan to do your volunteer hours. **View:** YouTube Video on **Interactive Read Alouds.** **(Note: Group 1 prepares its *Chapter 2 Presentation* for the following class meeting on 2/6)** **DRDP Tutorial Summary Due: Monday 2/5**
Week 3 2/6	Oral Language Development **Group 1 Presentation to be given in class on *Chapter 2: Families' Role in Children's Literacy Learning*** **Guidelines** for writing and presenting **Reflection #1- Language Learning Experiences** Step 1 ***Relationship Building, Observation, Goal Development*** Guidelines (posted on Canvas)	**READ:** *Chapter 3 - Educational Environments Beyond the Family* **READ**: Article on *What We Know about Early Language and Literacy Development* (posted on Canvas) **REVIEW:** ***California Infant/Toddler Curriculum Framework*** (posted on Canvas) **REVIEW:** Step 1 ***Relationship Building, Observation, Goal Development*** Guidelines (posted on Canvas) **(Note: Group 2 prepares its *Chapter 3 Presentation* for the following class meeting on 2/13 that will be held via Zoom)** **Reflection # 1: Language Learning Experiences Due: Monday 2/12**
Week 4 2/13	**Oral Language Development Continued**	**READ: *Chapter 4 - Language: The Foundations for Literacy Learning*** **READ:** Article on *Preschool English Learners, their Families and their Communities* **REVIEW:** ***Preschool English Learner Guide*** (posted on Canvas)

	Sharing our Language Learning Experiences **Dr. Palma's Interactive Skit on Language Learning Experience** **Group 2 Presentation to be given on Chapter3: *Educational Environments Beyond the Family*** **Note:** Service-Learning Project may begin week of 2/19 (but can be subject to change) ***Introduction to Teacher letter***	**(Note: Group 3 prepares its *Chapter 4 Presentation* for the following class meeting on 2/20)** ***Introduction to Teacher letter*** (hard copy given to teacher; scanned copy uploaded on Canvas) **DUE: Monday, 2/19**
Week 5 2/20	Family Literacy & Language Development **Group 3 Presentation to be given on *Chapter 4: Language: The Foundation of Literacy Learning*** Guidelines for writing ***Relationship Building, Observation, and Goal Development***	**READ: *Chapter 5 - Developing Oral Language Comprehension*** **REVIEW: *California Preschool- Transitional Kindergarten Learning Foundations: Language & Literacy Domain*** **(Note: Group 4 prepares *its Chapter 5 Presentation* for the following class meeting on 2/27)** ***Relationship Building, Observation, and Goal Development*** paper **Due: Monday 2/26**
NOTE: Lesson Plan Implementation begins the Week of 3/4 ***(subject to change) Lesson plans for the following weeks are due every other Monday***		
Week 6	Organizing Early Language -Storyboards -"House & School" Role-Playing **Dr. Palma's Demo to Model:**	**READ: *CHAPTER 6 - Sharing Good Books with Young Children*** **REVIEW:** Lesson Plan Guidelines and exemplar (posted on Canvas) **(Note: Group 5 prepares its *Chapter 6 Presentation* for the following class meeting on 3/5)**

	Group 4 Presentation to be given on Chapter 5: *Developing Oral Language Comprehension* Assessment of Language and Literacy Environment	***Assessment of Language and Literacy Environment*** **DUE: Monday 3/4**
Week 7 3/5	Curriculum Planning and Informal Assessments Review of the Importance of Daily Read Alouds Review of Read Aloud strategies per Dr. Palma's Demos **Group 5 Presentation to be given on Chapter 6** **Review Lesson Plan Template and related issues with Lesson Planning** **Lesson Plan 1**	**READ**: ***CHAPTER 7 - Teaching Early Reading*** **READ:** Article on Strategies for Working with DLLs **READ:** Article on Selecting Culturally Appropriate Children's Books in Languages Other Than English (posted on Canvas) **REVIEW:** ***Preschool English Learner Guide*** and ***California Preschool- Transitional Kindergarten Learning Foundations: Language & Literacy Domain*** **(Note: Group 6 prepares its *Chapter 7 Presentation* for the following class meeting on 3/12)** **Lesson Plan 1 DUE: Monday 3/11**
Week 9 3/12	Selecting Culturally Relevant and Culturally Responsive, **Anti-Bias Books** for Read Alouds **Examples of Anti-Bias Books** **Group 6 Presentation to be given on Chapter 7**	**READ:** Article on Anti-Bias texts **READ:** Article on Dialogic Reading (posted on Canvas) **REVIEW:** ***California Preschool-Transitional Kindergarten Learning Foundations: Language & Literacy Domain*** **(Note: Group 7 prepares its *Chapter 8 Presentation* for the following class meeting on 3/19)** **Reflection #2: The process of selecting an Anti-Bias & Accessible Read Children's Book and how to use it in a Read Aloud.** **Due: Monday 3/18**

Week 10 3/19	Review of Initial Step of developing ASLWS	**Step 1- *Analysis of Student Learning Work Sample* DUE: Monday 3/25**
Week 11 3/26	Review of Effective Read Aloud Strategies and Practices for Dual Language Learners and ELLs Differentiating Literacy Instruction using a Multi-Tiered System of Support Assessing for reading and writing difficulties **Group 7 Presentation to be given on Chapter 8**	**READ: *Chapter 8: Teaching Early Writing*** **Read**: CA Dyslexia Guidelines **Complete:** Introduction to Dyslexia Module UC/CSU Collaborative for Neurodiversity and Learning **(Note: Group 8 prepares its *Chapter 9 Presentation* for the following class meeting on 4/9)**
4/1 - 4/5	**Spring Break**	**PLEASE NOTE: Some centers may close on a different week for Spring Break. Please plan/coordinate appropriately!**
Week 12 4/9	Developing Oral Language Comprehension and Critical Thinking Introduction to Shared Reading Supporting Vocabulary Development through Shared Reading Dialogic Reading **Group 8 gives its Presentation on Chapter 9** Lesson Plan 2	**READ: *CHAPTER 9 – Assessing the Foundations of Early Literacy Learning*** **REVIEW: *California Preschool Curriculum Framework Volume 1*** **(Note: Group 8 prepares its *Chapter 9 Presentation* for the following class meeting on 4/16)** **Lesson Plan 2 DUE:** Monday 4/15
Week 13 4/16	Early Phonemic Awareness Development Introduction to Phonemic	**READ: *Chapter 9* - *Assessing the Foundations of Early Literacy Learning***

	Awareness through Rhyme, Song in Sentence Frames Using ABC blocks, puzzles and magnetic letters for developing Phonemic Awareness **Group 8 Presentation to be given on Chapter 9** **Lesson Plan 3**	**REVIEW:** ***California Preschool Curriculum Framework Volume 1*** **Lesson Plan 3 DUE: Monday 4/22**
Week 14 4/23	Teaching Early Reading Introduction to Early Reading Strategies Practice & Explore -Concepts of Print -One-to-One Word Correspondence -Word Recognition -Decoding -Letter-Sound Correspondence -"Picture Walk" -Text to Picture Correspondence -Re-reading Favorite Texts at Big Book Center -Developing Phonological and Phonemic Awareness Lesson Plan 4	**REVIEW: Step 3** Final ASLWS Guidelines (posted on Canvas) Class time to organize and work on **1st Draft of the Final ASLWS Project**, ask questions, receive feedback. **Lesson Plan 4 DUE: Monday, 4/29**
Week 15 4/30	Teaching Early Writing -Early Writing Stages -Encoding -Inventive Spelling -Shared Writing -Daily Writing Effective Expression Discuss ***Timesheet & Thank you Letter*** Overview of Course Final ASLWS Project: Project Presentation	Continue to organize and work on **2nd Draft of the Final ASLWS Project**, and ask questions, receive feedback. ***Timesheet*** & copy of ***Thank You letter*** to classroom teacher to be scanned and uploaded onto Canvas. **DUE**: **Monday 5/6**

	Guidelines given	
Week 16 5/7	Final Project Presentations (Synchronous class via Zoom and Break-out Rooms)	Final Project Presentations to occur via Zoom during last day of class. **Final ASLWS Project written and submitted on Canvas** (More information to follow)