



This course supports the assessments for Teaching and Learning: Literacy. The course covers 6 competencies and represents 4 competency units.

Introduction

This course is aligned to the AUC1 objective assessment. The same study materials are utilized in the AUT1 performance assessment. If you have previously completed the AUT1 assessment, then you should have already completed the required study activities found in this course. You may wish to review the assignments here, but you are not required to repeat these activities. If you have not yet completed the AUT1 assessment, then please proceed through this course in full.

Overview

Throughout this course, you will explore the development and acquisition of literacy skills. You will build on prior knowledge to add to your competency as an early childhood professional.

Watch the following video for an introduction to this course:

Note: View the video in full screen at 720p for best results.

Competencies

This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 607.5.1: Emergent Literacy**
The graduate incorporates developmentally appropriate approaches, strategies, and tools in the design of learning environments and activities to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children.
- **Competency 607.5.2: Atypical Language Development**
The graduate incorporates knowledge of atypical language and literacy development in the design of language learning environments and activities for infants, toddlers, and young children to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children with special needs.
- **Competency 607.5.3: Culturally Responsive Language and Literacy Development**
The graduate uses a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners from differing cultural and linguistic backgrounds.
- **Competency 607.5.4: Effective Reading Instruction in the Early Grades**
The graduate draws on knowledge of research-based, psychological, cognitive, and linguistic foundations of reading and language development to design and provide effective reading and language instruction for young children.
- **Competency 607.5.5: Effective Writing Instruction in the Early Grades**
The graduate draws on knowledge of research-based, psychological, cognitive, and linguistic foundations of writing to design effective instruction for young children.
- **Competency 607.5.6: Children's Literature for Infants, Toddlers, and Young**



Children

The graduate effectively uses children's literature to support the learning and development of infants, toddlers, and young children across the curriculum, to promote understanding of other people and cultures, and to enhance the language experience for each child.

Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#).

Course Instructor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to help you become ready to complete this course. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Enroll in Learning Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the "Learning Resources" tab, click the "Sections" button, and then click the "Enroll Now" button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the ["Acquiring Your Learning Resources"](#) page.



Please contact your mentor to receive directions for enrolling in the handwriting correspondence course.

Materials for the handwriting correspondence course will be sent to your home address.

Note: A physical mailing address must be provided; UPS cannot deliver to a P.O. box.

Cengage Online Videos: Early Childhood Education

You will complete several learning modules through Cengage Learning, an online learning resource provider.

To access the resource, you will need to set up your own personal account with Cengage, if you do not already have one, which will then allow you to access your Cengage resources all in one place.

Registration Instructions for New User:

- Go to <http://www.cengagebrain.com/shop/index.html>.
- Enter the product access code **ELPPND12PPPHZ5** in the "Access Code" box and click on REGISTER.
- Confirm that your institution name & materials requested are displayed correctly and click on CONTINUE.
- Fill in all the required fields for creating your Cengage account, select "I Agree" to the License Agreement, and click on CONTINUE.

Registration Instructions for Registered User:

- Log in to your existing Cengage account at <https://login.cengagebrain.com/cb/login.htm>.
- Enter the product access code **ELPPND12PPPHZ5** in the "Have Another Product to Register?" box and click on REGISTER.
- Confirm that your institution name & materials requested are displayed correctly and click on CONTINUE.

Purchase Learning Resources

Listed below are the learning resource materials you will need to obtain.

Textbooks

Purchase the following textbooks:

- Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: NAEYC

You may purchase these texts from the National Association for the Education of Young Children (NAEYC). After accessing the [NAEYC website](#), click on the "Learn More" link to order your texts. NAEYC members receive a discount on this purchase. It is recommended that you



join NAEYC.

Note: This text will be used in multiple early childhood education courses. Be certain to purchase the 3rd edition of this text; it includes the free CD.

Note: The WGU Bookstore has these books available for immediate purchase and delivery. To purchase these from the WGU Bookstore, use the "Buy Now" link on the "Learning Resources" tab. You may shop at other online bookstores, but be sure to order early and use the ISBN listed to ensure that you receive the correct edition.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Hooper, S. R. & Umansky, W. (2009). *Young children with special needs* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN-10: 0131590146
- Kiefer, B. (2010). *Charlotte Huck's children's literature* (10th ed.). Boston, MA: McGraw-Hill. ISBN: 9780073378565
- Wortham, S. (2010). *Early childhood curriculum: Developmental bases for learning and teaching* (5th ed.). Boston, MA: Pearson. ISBN-10: 0132545438

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Teachscape

You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.

Other Learning Resources

You will use the following learning resources for this course of study.

Teaching Reading Workshop

You will use resources available online at the following website:

- [Annenberg Media's "Teaching Reading K-2 Workshop"](#)

Additional Preparations

Professional Portfolio

Continue building your professional portfolio. As you begin this course, add a "Literacy" tab in your portfolio. Place resources in your portfolio sections that will demonstrate your knowledge and competency in these areas. As always, do not include anything that specifically identifies a



child or adult. Change all names or leave names out altogether.

Arrange for PCE

This course will have recommended or required pre-clinical experiences (PCE) that will count toward your required number of 60 or more hours in the classroom prior to demonstration teaching. Identify any required PCE activities, and become familiar with the PCE activities that will best support your learning and development as an early childhood educator in the context of observation and assessment. Be sure to arrange for your PCE visits well enough in advance to allow for any scheduling changes that may occur.

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- [Pacing Guide: Teaching and Learning: Literacy](#)

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Early Literacy

In this section of the course, you will learn more about the characteristics and rules of language, as well as the typical developmental path language takes.

Language Acquisition

Though the rate of acquisition varies, children's language development tends to follow a predictable path, and by the time they enter kindergarten, most children have already mastered the basic structures and components of their native language.

This topic addresses the following competency:

- **Competency 607.5.1: Emergent Literacy**
The graduate incorporates developmentally appropriate approaches, strategies, and tools in the design of learning environments and activities to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children.

Language Development

Read the following chapter in *Literacy Development in the Early Years*:

- [chapter 4](#)

Use the focus questions at the beginning of the chapter to guide your reading. Then, in your notes, respond to the discussion questions at the end of the chapter.

Complete the following [Cengage](#) modules:

- Infants and Toddlers: Communication Development



- 0 – 2 Years: Language Development in Infants and Toddlers
- 2 – 5 Years: Language Development for Early Childhood
- Preschool: Communication Development Through Language and Literacy Development
- Language Development: Oral and Literacy Related Activities in an Early Childhood Setting

In your notes, jot down the language acquisition theory or theories that resonate with your philosophy of education. Consider the following questions as you do so:

- How will what you have learned in this section influence the way you will select materials and learning activities?
- How will it influence the way you physically arrange your classroom?

Read the sections on language development for each specific developmental level found throughout the following textbook:

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*

Read the following in *Early Childhood Curriculum: Developmental Bases for Teaching and Learning*:

- the sections on language development for each stage (birth — 2, 2 — 5, and 5 — 8) of [chapter 4 \("Developmental Characteristics of Young Children from Birth to 8 Years: Implications for Learning"\)](#)

Make a graphic organizer of the key elements of language, language development, and acquisition based on what you already know and what you have recently learned. Reflect in your notes about how you as an early childhood professional can support those elements.

Literacy

You have learned about language development and acquisition, now it is time to turn your attention to literacy. What is literacy? How does it develop? When (and how) do you teach it?

This topic addresses the following competency:

- **Competency 607.5.1: Emergent Literacy**
The graduate incorporates developmentally appropriate approaches, strategies, and tools in the design of learning environments and activities to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children.

Exploring Literacy

Complete an Internet search of the term *literacy*. Try pairing it with various words, such as *education* or *early childhood*. Jot down the definitions, characteristics, elements, and types of literacy that you come across.



Come up with your own definition of literacy and post it on the message board. Explore your peers' definitions as well; you may be surprised to discover how far beyond the basic idea of reading and writing the concept of *literacy* can be taken.

Contexts for Literacy

Read the following chapter in *Literacy Development in the Early Years*:

- [chapter 1](#)

Pay particular attention to how the theoretical perspectives relate to literacy development and acquisition.

Create a graphic organizer of the key ideas related to current literacy research and practice. Keep this organizer handy so you can add more information as you move through the course.

Emergent Literacy

Emergent literacy is a term used to describe the knowledge that children acquire about reading and writing prior to conventional literacy instruction. Children gain knowledge through the simple acts of observing and participating in informal literacy events, which provide an important foundation for later and more conventional literacy skills.

This topic addresses the following competency:

- **Competency 607.5.1: Emergent Literacy**

The graduate incorporates developmentally appropriate approaches, strategies, and tools in the design of learning environments and activities to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children.

Exploring Emergent Literacy

Listen to the following IRA (International Reading Association) reading radio podcast literacy 2.0 episode:

- ["Next Practices" in Preparing Very Young Children for Literacy](#)

Complete the following module by browsing the research articles, viewing the video clips, and responding to the questions in the question activity after each video clip. To access the video clips, click on the video link, and then click on each of the five individual video titles to access the information.

<https://lrps.wgu.edu/provision/33717221>

Complete the following Teachscape modules:

- [Setting the Stage for Children's Talk](#)
- [Read Alouds](#)
- [Building Vocabulary](#)



- [Phonological Awareness](#)
- [Letter Knowledge](#)
- [Written Expression](#)

As you complete these modules, take notes on the key ideas and concepts of emergent literacy. Share three essential elements of emergent literacy on the discussion board.

Reading

Teaching children how to read is one of the major tasks of early childhood educators. No single method or single combination of methods can successfully teach all children to read. Instead, you must select the best theories available and use learning strategies based on those theories to match the learning styles of individual children to help them learn to read.

Effective Reading Instruction in the Early Grades

As children develop their language and literacy skills, they typically go through several stages in emergent and early reading (e.g., awareness and exploration, experimenting before gaining skill and confidence, reading independently).

The National Reading Panel has identified five pillars of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

This topic addresses the following competency:

- **Competency 607.5.4: Effective Reading Instruction in the Early Grades**

The graduate draws on knowledge of research-based, psychological, cognitive, and linguistic foundations of reading and language development to design and provide effective reading and language instruction for young children.

Phonological Awareness, Phonemic Awareness, and Phonics

Consider the terms *phonological awareness*, *phonemic awareness*, and *phonics*. You may have heard these terms used interchangeably, but there are some distinct differences. Take careful notes so that you fully understand these concepts.

Read the following chapter in *Literacy Development in the Early Years*:

- [chapter 5](#)

Complete the following Teachscape modules:

- [Foundations of Teaching Reading: Phonemic Awareness](#)
- [Foundations of Teaching Reading: Phonics](#)

Complete the following session of Annenberg Media's Teaching Reading K-2 Workshop:

- [session 3 \("Word Study and Fluency"\)](#)



Complete all sections of the session. You should read the "Put It Into Practice" section, but you are not required to complete the activities in that section.

Vocabulary

Answer the following questions in your notebook:

- What strategies can educators and parents use to increase a child's vocabulary in a developmentally appropriate fashion?

Complete the following Teachscape modules:

- [Foundations of Teaching Reading: Vocabulary](#)
- [Comprehension and Vocabulary Development, Isabel Beck](#)

Fluency and Comprehension

Read the following chapter in *Literacy Development in the Early Years*:

- [chapter 6](#)

Complete the following Teachscape modules:

- [Foundations of Teaching Reading: Comprehension](#)
- [Foundations of Teaching Reading: Fluency](#)

Complete the following session of Annenberg Media's Teaching Reading K-2 Workshop:

- [session 4 \("Comprehension and Response"\)](#)

Complete all sections of the session. You should read the "Put It Into Practice" section, but you are not required to complete the activities in that section.

Recommended PCE Activity

Ask one of your PCE teachers if you can read aloud to an individual child, a small group, or the whole class. Practice ahead of time so that your delivery is fluent. Make note of the title of the book, and reflect on the experience in your journal. If you would like, you may wait to complete this activity until you have had an opportunity to work through the activities in the "Literature for Children" subject of this course of study. For additional support on reading aloud, review the information on pages 30 – 31 in [Preparing for the America Reads Challenge: Ideas from Bank Street College](#).

Motivation

While it was not one of the original pillars of reading instruction set out by the National Reading Panel, experts widely agree that motivation (including access to interesting texts, student choice, and collaboration, as well as matching students and texts) is another element critical to reading success.



Talk with a peer about your experiences with reading. Consider the following questions:

- Was there ever a time when your interest in reading for pleasure dropped off?
- What factors contributed to your like or dislike of reading?

Read the following in *Literacy Development in the Early Years*:

- [chapter 8](#)

Use the focus questions at the beginning of the chapter and the review questions at the end of the chapter to check your understanding of the concepts in the chapter.

Assessment

Complete the following session of Annenberg Media's Teaching Reading K-2 Workshop:

- [session 7 \("Using Assessment to Guide Instruction"\)](#)

Complete all sections of the session. You should read the "Put It Into Practice" section, but you are not required to complete the activities in that section.

In your notes, create a semantic map of the assessment strategies discussed in the video clip.

Recommended PCE Activity

Ask your PCE teacher to show you the reading program and assessments used by teachers in the classroom.

Writing

The key to teaching writing is to give children (and yourself) multiple opportunities to write, preferably every day.

Children learn about reading and writing in similar ways. Exposure to many kinds of print for many purposes, opportunities to observe adults writing, and opportunities to make decisions about their writing will aid the development of writing skills.

Effective Writing Instruction in the Early Grades

Teaching writing, particularly to young children, does not mean a focus on neat handwriting, proper spelling, and punctuation. Instead, writing is another means by which a child can express self through literacy.

In this section, you will explore the stages of writing development, approaches to teaching writing through process writing and writers' workshops, and the reading-writing connection. The very last components of writing instruction you will consider in this section are the mechanics of writing and assessment.

This topic addresses the following competency:



- **Competency 607.5.5: Effective Writing Instruction in the Early Grades**

The graduate draws on knowledge of research-based, psychological, cognitive, and linguistic foundations of writing to design effective instruction for young children.

Writing Development

Read the following pages of *Literacy Development in the Early Years*:

- pages 232–242 in [chapter 7](#)

Use the focus questions at the beginning of the chapter and the review questions at the end of the chapter to check your understanding of the concepts presented.

You will complete this module by browsing the research articles, viewing the video clips, and responding to the questions in the question activity after each video clip.

Teaching Writing

Read the following pages of *Literacy Development in the Early Years*:

- pages 242–268 in [chapter 7](#)

Use the focus questions at the beginning of the chapter and the review questions at the end of the chapter to check your understanding of the concepts presented.

Complete the following Teachscape module:

- [Foundations of Teaching Writing](#)

Consider the following questions:

- What would you describe as the critical elements of effective writing instruction?
- How might a workshop approach help struggling writers?

Share your thoughts on the discussion board.

Writing and Reading Connection

Writing and reading are integrally connected with one another, particularly in early childhood.

Complete the following Teachscape module:

- [Foundations of Teaching Reading and Writing: Putting it All Together](#)

Share three key ideas about the relationship between reading and writing on the message board.

Mechanics and Assessment

The conventions of writing are important, but it is also important to acknowledge the process of



writing. Assessment must be age-appropriate and should take place in a variety of contexts, not just as a form of editing a paper for students.

This topic addresses the following competency:

- **Competency 607.5.5: Effective Writing Instruction in the Early Grades**

The graduate draws on knowledge of research-based, psychological, cognitive, and linguistic foundations of writing to design effective instruction for young children.

Mechanics

Read the following pages of *Literacy Development in the Early Years*:

- pages 268–281 in [chapter 7](#)

Use the focus questions at the beginning of the chapter and the review questions at the end of the chapter to check your understanding of the concepts presented.

In your notes, write down how you would address the mechanics of writing (including spelling and punctuation) in a writers' workshop context.

Assessment

Complete an internet search for tools used to assess children's writing. One that is used frequently in elementary schools (and elements of which are used even at the college level) is the Six Traits of Writing; this is also known as "6+1 Traits." For information, check out the [education northwest](#) website.

Compare and contrast several developmentally appropriate tools to determine those you are most comfortable with for the children you anticipate teaching.

Recommended PCE Activity

Ask your PCE teacher to show you the writing program and assessments used by teachers in the classroom. Share your findings on the discussion board.

Linguistic and Cultural Diversity

Linguistic and cultural diversity are the reality of today's early childhood classrooms. Educators recognize that linguistically and culturally diverse children come to early childhood programs with previously acquired knowledge and learning based upon the language used in their home. Early childhood educators should respect children's linguistic and cultural backgrounds and their diverse learning styles.

Culturally Responsive Language and Literacy Development

Early childhood educators need to recognize that children from different cultural backgrounds may have different ways of expressing themselves. You need to develop ways of helping children show what they know and to use language in all its forms to strengthen their cultural identity.



As you work through these activities, consider why linguistic and cultural diversity can be considered resources rather than a hindrance or problem.

This topic addresses the following competency:

- **Competency 607.5.3: Culturally Responsive Language and Literacy Development**
The graduate uses a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners from differing cultural and linguistic backgrounds.

Understanding Cultural Responsiveness

What does the term *culturally responsive* mean to you? Talk over your ideas with a friend, colleague, or peer at WGU.

Read the following NAEYC position statement:

- ["Responding to Linguistic and Cultural Diversity"](#)

Complete the following sections in Teachscape's [English Language Learners: Culture, Language, Instruction](#) module:

- Introduction
- Sociocultural Issues
- Engaging Families

Listen to the following broadcast from the IRA Reading Radio website:

- ["Closing the Literacy Achievement Gap Through Culturally Responsive Instruction"](#)

Revisit your ideas about cultural responsiveness. Consider the following questions:

- What have you learned?
- How will you apply your knowledge as you work with children?

Talk over your new ideas with the same friend, colleague, or peer at WGU from earlier in the activity.

Addressing the Literacy Needs of Diverse Learners

Go to your local school district's website and explore the demographics. Consider the following questions:

- In what ways is your community diverse?
- What kinds of resources are provided by the district to children and families? To teachers?

Make a list of questions or concerns you have about meeting the literacy needs of diverse



learners.

As you complete the following activities, jot down answers and resources you encounter that help you answer those questions. Focus on strategies (including technology and family involvement) that will be effective in working with English Language Learners.

Read the following pages in *Literacy Development in the Early Years*:

- [pages 68–82](#)

Respond to the related focus questions at the beginning of the chapter and the related review questions at the end of the chapter.

Browse the index for "English Language Learners" and skim the readings listed under that topic.

Jot down answers to the questions and concerns you had listed in your notes. Record strategies that will help you as you work with English Language Learners.

Supporting English Language Learners

As you visit the websites and complete the readings in this section, make note of strategies and activities, including developmentally appropriate technology, that will help you support the English Language Learners (ELLs) in your classroom.

View the following webcast videos on working with English Language Learners (ELL) from the Reading Rockets website:

- ["Teaching English Language Learners to Read"](#)
- ["Preschool for ELLs"](#)

Browse the website for other resources on working with English Language Learners. Browse the following page in the Reading Topics A-Z section:

- [English Language Learners](#)

Complete the following sections in Teachscape's [English Language Learners: Culture, Language, Instruction](#) module:

- Perspectives on ELLs
- Language Development
- Putting it all Together
- Resources (Use the section titled "Terminology" to check your understanding of common words and phrases associated with English Language Learning.)

Supporting Literacy Learning

It is not enough to provide high-quality instruction using a few research-based strategies applied



equally to all students. Instead, it is of the utmost importance to determine what approaches are going to work best for each individual student.

Rather than resorting to a deficit model (focusing on what a child cannot do), you can think in terms of student struggles and student attributes or strengths. That way you can select strategies that allow students to experience learning success through their own attributes.

Atypical Language Development

Causes of atypical language development are multiple and as far ranging as developmental disabilities to poverty. It is important not to overreact to normal speech and language irregularities, but if a genuine problem exists, it needs to be identified as early as possible and an intervention program should be put into effect immediately.

This topic addresses the following competency:

- **Competency 607.5.2: Atypical Language Development**

The graduate incorporates knowledge of atypical language and literacy development in the design of language learning environments and activities for infants, toddlers, and young children to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children with special needs.

Differentiating Instruction

Review language and literacy delays and best practices for adapting language and literacy instruction to provide appropriate support for children experiencing delays in the following textbooks:

- [Young Children with Special Needs](#)
- [Early Childhood Curriculum: Developmental Bases for Teaching and Learning](#)

[Teaching Reading K-2 Workshop](#)

- [session 6 \("Differentiating Instruction"\)](#)

Complete all sections of the session. You should read the "Put It Into Practice" section, but you are not required to complete the activities in that section.

Complete the following [Cengage](#) modules:

- Academic Diversity: Differentiated Instruction
- Assistive Technology in the Inclusive Classroom: Best Practices
- Collaborating With School Specialists: An Elementary Literacy Lesson

As you work through these activities, make note of the tools and strategies you can use in differentiating instruction to meet the needs of the children with whom you will be working. You may find the following resources helpful as you consider how to support the unique learning needs of children with atypical development in the area of language development.



The American Speech-Language-Hearing Association website has several links to different articles on varying aspects of speech/language development:

- [Typical Speech and Language Development](#)

The Speech-Language-Therapy web site has several links for normal and atypical language development. Many of the articles also have helpful embedded links.

- [Speech-Language-Therapy.com](#)

The Special Education Services web site has information about autism.

- [Autism Information for Staff](#)

The following documents are PDF versions of presentations on atypical language development:

- [Atypical Language Development](#)
- [Atypical Language Development](#)

Literature for Children

High-quality books written especially for children are a very important part of the supportive literacy environment. In this section, you will learn about selecting engaging literature. Several of the activities ask you to visit a bookstore, public library, school library, or classroom to explore different kinds of children's literature. You may choose to skim through the activities to find those that require a library or bookstore visit so that you can get everything you need in one or two visits.

Books to Begin On

It is never too early to begin reading to your child. Human babies are attuned to various sound patterns almost from the moment of birth. Babies begin to develop comprehension skills as they attach meaning to the sounds around them. Reading aloud and sharing books while holding an infant or toddler is an easy way to help young children begin to associate pleasure with reading.

This topic addresses the following competency:

- **Competency 607.5.6: Children's Literature for Infants, Toddlers, and Young Children**

The graduate effectively uses children's literature to support the learning and development of infants, toddlers, and young children across the curriculum, to promote understanding of other people and cultures, and to enhance the language experience for each child.

Exploring Books to Begin On

Read the following chapter in *Charlotte Huck's Children's Literature*:

- [chapter 4 \("Books to Begin On"\)](#)



On the [Charlotte Huck's Children's Literature companion website](#), explore the resources and complete the self-assessments for the following chapter:

- [chapter 4 \("Books to Begin On"\)](#)

Visit a public or school library, a bookstore, or the infant/toddler classroom of your PCE placement and complete the following:

- Explore the books available for very young children. Make note of the characteristics they share and what makes them unique from books written for older children.
- Ask a librarian, bookstore employee, or teacher for the titles of books young children enjoy, and take a few minutes to skim through a few of them. Post your favorite titles and authors on the message board.
- Make an annotated bibliography of these books to place in your portfolio. An annotated bibliography entry will contain the author's name, date the book was published, title of the book, publication information, and a brief summary and evaluation of the book in your own words.

Picture Books

In this section, you will explore the relationship of pictures to text, the overall design of books, and how to use these diverse resources as you support literacy development.

This topic addresses the following competency:

- **Competency 607.5.6: Children's Literature for Infants, Toddlers, and Young Children**

The graduate effectively uses children's literature to support the learning and development of infants, toddlers, and young children across the curriculum, to promote understanding of other people and cultures, and to enhance the language experience for each child.

Exploring Picture Books

Read the following chapter in *Charlotte Huck's Children's Literature*:

- [chapter 5 \("Picturebooks"\)](#)

On the [Charlotte Huck's Children's Literature companion website](#), explore the resources and complete the self-assessments for the following chapter:

- [chapter 5 \("Picturebooks"\)](#)

Go on a virtual art journey by visiting the following website and following the links:

- [Virtual Art Journey](#)

Explore the art of the picture book. Learn how to "read" images through elements such as color,



line, and shape. You may be surprised to discover just how complex illustrations in picture books can be and how useful they are as tools to teach reading skills.

Analyzing a Picture Book

Knowing something about how the art and text of a picture book work together can help you as you guide your students through their own explorations of picture books.

Explore a few picture books using the following resources:

- the children's literature database accompanying [Charlotte Huck's Children's Literature](#)
- the appendix of [Literacy Development in the Early Years](#)
- the children's literature database
- list of Caldecott Medal & Honor Books

Visit a library, bookstore, or classroom and select two picture books from the titles you explored that you would like to investigate further.

Complete the following on [Notes for the Analysis of a Picture Book](#):

- Read through the bulleted information.
- In the section titled "Where to Start," follow the guiding questions to explore one or both of the picture books you selected.
- Post a summary of your findings, along with the title, author, and illustrator of your book(s) on the message board.
- Add an annotated bibliography entry for each book to your portfolio.

Genre Exploration and Children's Response

Nearly every state has an educational standard for students that requires children to be familiar with a variety of texts for a variety of purposes. Knowing the various genres of children's literature will enhance your ability to be an effective teacher.

This topic addresses the following competency:

- **Competency 607.5.6: Children's Literature for Infants, Toddlers, and Young Children**

The graduate effectively uses children's literature to support the learning and development of infants, toddlers, and young children across the curriculum, to promote understanding of other people and cultures, and to enhance the language experience for each child.

Genres of Children's Literature

Skim the following chapters in *Charlotte Huck's Children's Literature*, focusing your attention primarily on the teaching resources and evaluation criteria for each genre:

- [chapter 6 \("Traditional Literature"\)](#)
- [chapter 7 \("Modern Fantasy"\)](#)



- [chapter 8 \("Poetry"\)](#)
- [chapter 9 \("Contemporary Realistic Fiction"\)](#)
- [chapter 10 \("Historical Fiction"\)](#)
- [chapter 11 \("Nonfiction Books"\)](#)
- [chapter 12 \("Biography"\)](#)

On the [Charlotte Huck's Children's Literature companion website](#), explore the resources and complete the self-assessments for the following chapters:

- [chapter 6 \("Traditional Literature"\)](#)
- [chapter 7 \("Modern Fantasy"\)](#)
- [chapter 8 \("Poetry"\)](#)
- [chapter 9 \("Contemporary Realistic Fiction"\)](#)
- [chapter 10 \("Historical Fiction"\)](#)
- [chapter 11 \("Nonfiction Books"\)](#)
- [chapter 12 \("Biography"\)](#)

Take a look at your personal library or classroom library, and consider the following questions:

- What genres are you most interested in?
- Are there some genres you tend to avoid?
- How do your personal tastes impact the development of your classroom library?
- How will you ensure that the children with whom you work are exposed to a variety of genres?

Select a children's book from a genre you tend to avoid. Use the evaluation criteria from the appropriate chapter in [Charlotte Huck's Children's Literature](#) to evaluate the book. Can you see yourself teaching children to do this with genres they may not initially be interested in?

Add an annotated bibliography entry for this book to your portfolio.

Children's Responses to Literature

Read the following chapter in *Charlotte Huck's Children's Literature*:

- [chapter 2 \("Understanding Children's Responses to Literature"\)](#)

On the [Charlotte Huck's Children's Literature companion website](#), explore the resources and complete the self-assessments for the following chapter:

- [chapter 2 \("Understanding Children's Responses to Literature"\)](#)

Complete the following Teachscape module:

- [Talking About Texts](#)

Keeping in mind what you have learned from these activities, visit a public or school library, a



bookstore, or classroom of your PCE placement and do the following:

- Explore the books that are available for children. Make note of the characteristics they share and what makes them unique from books written for older children or adults.
- Ask a librarian, bookstore employee, or teacher for the titles of books that children particularly enjoy in a variety of genres; you may also want to use your favorite search engine and search "children's choice awards" (there are some national awards, and most states have an award as well).
- Post your favorite titles and authors on the message board.
- Add an annotated bibliography entry for each book to your portfolio.

Literacy Environments

The classroom environment is of great importance when designing an effective literacy program for your students. The early childhood learning environment should be print-rich and supportive of emergent literacy.

The Literacy Program and Environment

Creating a classroom environment has as much to do with a positive attitude toward literacy as it does with the actual physical layout of the classroom. Modeling literacy skills; providing opportunities for motivation and exploration; and giving children time to read, talk, write, and listen all contribute to a well-designed literacy program. Activities, materials, scheduling, and the classroom layout are important as well.

This topic addresses the following competencies:

- **Competency 607.5.1: Emergent Literacy**
The graduate incorporates developmentally appropriate approaches, strategies, and tools in the design of learning environments and activities to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children.
- **Competency 607.5.2: Atypical Language Development**
The graduate incorporates knowledge of atypical language and literacy development in the design of language learning environments and activities for infants, toddlers, and young children to support the emergence of language and literacy proficiencies and skills in infants, toddlers, and young children with special needs.
- **Competency 607.5.3: Culturally Responsive Language and Literacy Development**
The graduate uses a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners from differing cultural and linguistic backgrounds.
- **Competency 607.5.4: Effective Reading Instruction in the Early Grades**
The graduate draws on knowledge of research-based, psychological, cognitive, and linguistic foundations of reading and language development to design and provide effective reading and language instruction for young children.
- **Competency 607.5.5: Effective Writing Instruction in the Early Grades**
The graduate draws on knowledge of research-based, psychological, cognitive, and linguistic foundations of writing to design effective instruction for young children.
- **Competency 607.5.6: Children's Literature for Infants, Toddlers, and Young**



Children

The graduate effectively uses children's literature to support the learning and development of infants, toddlers, and young children across the curriculum, to promote understanding of other people and cultures, and to enhance the language experience for each child.

Sharing Literature With Children

Read the following chapter in *Charlotte Huck's Children's Literature*:

- [chapter 13 \("Planning the Literature Program"\)](#)

On the [Charlotte Huck's Children's Literature companion website](#), explore the resources and complete the self-assessments for the following chapter:

- [chapter 13 \("Planning the Literature Program"\)](#)

Creating a Literacy Community

Creating a supportive environment is critical for the development of literacy skills. As you complete this activity, make notes on what you see.

Complete the following session of Annenberg Media's [Teaching Reading K-2 Workshop](#):

- [session 1 \("Creating a Literate Community"\)](#)

Complete all sections of the session. You should read the "Put It Into Practice" section, but you are not required to do the activities in that section.

Complete the following [Cengage](#) modules:

- Elementary Reading Instruction: A Balanced Literacy Program
- Elementary School Language Arts: Inquiry Learning

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.