

LORAIN COUNTY COMMUNITY COLLEGE DIVISION
OF SOCIAL SCIENCES AND HUMAN SERVICES

EARLY CHILDHOOD EDUCATION EMERGING
LITERACY AND LANGUAGE DEVELOPMENT

ECED 162

FORMS

Early Childhood Education
Observation Rubric

Name _____ Class _____ Date _____

REQUIRED:

Observation not typed	-100 points
Observation no signed	-100 points
Observation late	-5 points per day
	Total _____

INTRODUCTORY PARAGRAPH:

Name of center:	(5) Listed	(0) omitted
Teacher/child ratio	(5) Listed	(0) omitted
Age of children	(5) Listed	(0) omitted
Geographical Setting/Type of center	(5) Listed.	(0) omitted
		Total _____

CONTENT OF OBSERVATION:

Questions:

(30) All questions answered	_____
(20) Some questions are answered	_____
(10) Questions were not answered	_____
	Total _____
(25) Detailed answers; specific examples given	_____
(10) Broad unrelated answers; no specific examples	_____
(5) Unclear answers; no specific examples	_____
	Total _____

(10) Grammar correct

(5) Incorrect grammar

Total_____

(10) Spelling correct

(5) Spelling incorrect

Total_____

(5) Well organized/neat
(Includes drawing if indicated)

Total_____

Comments:

Total score._____

ECED 162 Emerging Literacy and Language Development
Flannel Presentation Rubric

	10	8	6	4	1
Creativity					
Enthusiasm					
Voice					
Eye Contact					
Choice of Story					
Introductory Statement					
Flow of Story					
Age Appropriate					
Ease in Manipulating Flannel Pieces					
Organization					

TOTAL _____/100

OBSERVATION QUESTIONS

Lorain County Community College
ECED 162 Emerging Literacy and Language Development
Observation # 1
(2.5 hours)

Call the center you wish to observe and schedule a 2.5 hour block of time to observe and ask questions. Please take your packet because you may be interacting with the children...

Introduction:

Each observation must begin with an introductory paragraph. Included in this paragraph must be the following:

- Name of the center you visited
- Age of the children
- Class size
- Teacher/child ratio
- Type of school you are visiting (preschool, childcare, Co-op, Montessori)

Language Development/Speaking:

- If possible observe two infants (birth-12 months). Note situations in which the infants make sounds and how the adults (parents or teachers) react to them.

- Observe three to four toddlers (18-36 months). Write down at least 10 sentences they say exactly as they say them.

- Discuss any nonverbal communication you observe between the teachers and children, teachers to teachers, and children to children.

- What situations in a preschool setting make it necessary for a child to speak? Are the children encouraged to speak? Are they corrected?

- Content Standard

Communication: Oral and Visual

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

- | | |
|---------------------------------------|---|
| <i>Listening and</i> | 1. Attend to speakers, stories, poems and songs. |
| <i>Viewing</i> | 2. Connect information and events to personal experiences by sharing or commenting. |
| | 3. Follow simple oral directions. |
| <i>Speaking Skills and Strategies</i> | 4. Speak clearly and understandably to express ideas, feelings and needs |
| | 5. Initiate and sustain a conversation through turn taking. |
| <i>Speaking Applications</i> | 6. Present own experiences, products, creations or writing through the use of language. |
| | 7. Participate in the recitation of books, poems, chants, songs and nursery rhymes. |

Comment on any situations you observe that document the above standards. Give specific examples.

Name _____ Date _____

Early Childhood Center _____ Time. _____

Director/Teacher signature _____

Lorain County Community College
ECED 162 Emerging Literacy and language Development
Observation# 2
(2.5 hours)

Introduction:

Your introductory paragraph should include the following information:

- Name of the center you visited
- Age of the children
- Teacher/child ration
- Type of school (preschool, lab school, daycare, Montessori, Co-op)
- Location (rural, urban, suburb)

Physical Environment:

1. Observe the environmental print in the classroom. How is it used? What might be added to enhance it? What are specific examples?

Reading:

2. Observe the teacher reading a book to the class or a small group of children.
- Does the teacher read the title and author/illustrator of the book? What is it?
 - Does the teacher set a purpose for listening?
 - Does the teacher ask open-ended questions while she is reading or after the story is done?
 - Are props used? If so what are they?
 - Does the teacher show enthusiasm while reading?
 - Why did the teacher choose this book?
 - Do you think the children enjoyed the story? Why or why not?

Early Learning Content Standard:

3. Following is one of the Early Learning Content Standards for Pre-K. Use the experience of the teacher reading to the-children to assess if the following indicators are being done. Give specific examples.

Reading Process: Concepts of print, Comprehension Strategies and Self-Monitoring Strategies

Indicators

1. Understand that print has meaning by demonstrating the functions of print through play activities.
2. Holds books right side up, know that people read pages from front to back and read from top to bottom.
3. Begin to distinguish print from pictures.
4. Predict what might happen next during the reading of the text.
5. Connect information or ideas in text to prior knowledge and experience.
6. Answer literal questions to demonstrate comprehension of orally read appropriate text.
7. Respond to oral reading by commenting or questioning.

Name _____ Date _____

Early Childhood Center _____ Time _____

Director/Teacher signature _____

Lorain County Community College
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Observation # 3
(2.5 hours)

Introduction:

Your introductory paragraph should be written in paragraph form and should include the following:

- Name of the center
- Age of the children
- Teacher/child ratio
- Type of center (preschool, Co-op, daycare, Montessori, lab school)

Writing

Early Learning Content Standard:

Text Types and Purpose:

1. Use a combination of drawing, dictating and emergent writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book(e.g., My favorite book is..).
2. Use a combination of drawing, dictation and emergent writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating and emergent writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

Production and Distribution of Writing

4. With the guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

6. Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

On this observation plan an activity to do with three children that will include the above indicators. Describe the activity and discuss what the child did and said during the activity. If possible, provide a sample of the child's work.

Name _____ Date _____

Early Childhood Center _____ Time _____

Director/Teacher signature. _____

Lorain County Community College
ECED 162 Emerging Literacy and Language Development
Observation # 4
(2.5 hours)

Name _____ Date _____

Center Name _____ Time Observed _____

Director/Teacher
Signature _____

1. Introductory Paragraph

- Name of the center you visited
- Age of the children you observed
- Teacher/child ratio
- Type of center
- Location of the center

2. Observe one of the following daily routines as discussed in Chapter 13:

- o Show and tell
- o Daily news
- o Play explaining games (text page 405)
- o Dramatic play

Discuss what the children did and how it could have been improved. What role did the teacher play?

3. Collect 1 samples of children aged 2,3,4& 5. Look for invented spelling (Text page 475) On the back of each sample include the following: Name, age and stage

4. Content standard: Writing processes

Indicators:

-];> Generates ideas for a story or shared writing experience
-];> Begin to determine a purpose for writing.
-];> Generate related ideas with assistance.
-];> Dictate or produce "writing" to express thoughts.
-];> Display or share writing samples, illustrations, and dictated stories with others.

Look for examples of these indicators and give an example of each. Be specific.

Lorain County Community College
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Observation # 5

Introduction

Your introductory paragraph should include the following information:

- Name of the center
- Age of the children
- Teacher/child ratio
- Type of center (lab school, co-op, preschool, daycare, Montessori)
- Location (rural, urban, suburb)

Observation number 5. You are to use the attached literacy skill assessment to complete this observation. Choose two different ages of children. Perform the literacy skills checklist on both.

Write a page for each child summarizing the results of what you observed.

Name _____ Date _____

Early childhood center _____ Time _____

Director/teacher signature _____

Language and Emerging Literacy Skills Assessment

Observation #5

Observer _____ Date _____

Child's Name _____ Age _____

Skills	Yes/No	Comments
Recalls words in a song or finger play. Example: 1. A younger child might remember a simple chorus, an older child the words to an entire song.)		
Follows directions Examples: 1. Puts napkins in trash when asked. 2. Follows two-step directions ("Put the doll in the stroller and push the stroller to the house corner") 3. Carries out three-step directions ("Go to the block corner, get two blocks, and put them on the table")		
Uses words to communicate ideas and feelings Examples: 1. Explains reason for action ("We're putting on boots because it's raining") 2. States feelings with reasons for them (I'm happy because it's my birthday") Says "I'm angry" or "I feel sad"		
Talks with other children during daily activities Example: 1. Younger children may pay little attention to each other's remarks; older children may engage in extensive dialogue		
Participates in group discussions Examples: 1. Offers a word or phrase in response to teacher questions 2. Presents an idea in sentences		
Shows enjoyment of books and stories Examples: 1. Asks teacher to read book 2. Makes comments about pictures and/or story 3. Asks questions about aspects of story		
Tells a story in sequence, following the pictures in a book Examples: 1. Talks about what is happening in pictures on each page 2. Tells a connected narrative using pictures as cues		
Demonstrates knowledge of how to use a book Examples: 1. Turns pages, looking at each 2. Looks at book from front to back 3. "Reads" pages from top to bottom and left to right		

HANDOUTS

History of Children's books

The first books read by children were: adult books read by children, instructional, or folk tales, fables, or rhymes

- 1487 Les Contenances de la Table (Table manners in rhyming quatrains)
- 1422 1491 Aesop's Fables, Tales of King Arthur, Reynart the Fox (adult books that children liked)
- * 1440 hornbooks
- 1563 Book of Martyrs by Foxe
- * 1600 chapbooks (cheap little adventure books)
- 1646 Milk for Babes, Drawn out of the Breasts of Both Testaments, Chiefly for the Spirituall Nourishment of Boston Babes in either England, but may be of like Use for any Children. A Catechism in Verse
- 1657 Orbis Pictus (The World illustrated) by John Comenius
- 1671 A Token for Children: being an Exact Account of the Conversion, Holy and Exemplary Lives, and Joyful Deaths of several young Children. To which is now added, Prayers and Graces, fitted for the use of little Children.
- * 1684 Pilgrimrs :progress by John Bunyan
- ..* 1691 New England Primer: An Easy and Pleasant Guide to the Art of Reading (ABC's)
- !* 1697 Histories ou Contes du temps passe Charles Perrault
- !* 1719 Robinson Crusoe by Daniel Defoe
- 1726 Gulliver's Travels by Johnathon Swift
- 17441, 'ommy Thumb's Pretty Song Booked. Mary Cooper
- * 1744 A Little Pretty Pocket Book pub. John Newbery
- 1765 The Renowned History of Little Goody Two Shoes (novel) by Oliver Goldsmith
- 1765 Mother Goose's Melody ed. Oliver Goldsmith
- 1804 Original Poems for Infant Minds (verses with morals) including Twinkle by Ann & Jan Taylor
- 1805 Old Mother Hubbard by Sarah Catherine Martin
- * 1807 The Butterfly's Ball by William Roseoe
- !* 1822 The Night before Christmas by Oement Moore
- !* 1823 Grimms Fairy Tales into English
- * 1843 A Christmas Carol by Charles Dickens
- * 1846 Fairy Tales of Hans Christian Andersen
- * 1846 A Book of Nonsense by Edward Lear
- !* 1863 The Water Babies by Charles Kingsley
- 1865 Alice's Adventures in Wonderland by LeWis Carroll
- 1867 The Light Princess by George MacDonal
- * 1868 Little Women by Louisa May Alcott
- * 1870 Hey Diddle Diddle by R. Caldecott
- , 1880 Uncle Remus by Joel Chandler Harris
- * 1883 Pinocchio by Carlo Collodi
- * 1894 The Jungle Book by Rudyard Kipling
- * 1900 The Wonderful Wizard of Oz by Frank Baum
- * 1902 The Tale of Peter Rabbit by Beatrix Potter

1904 Anne of Green Gables by L. M. Montgomery

• 1908 The Wind in the Willows by Kenneth Grahame

• 1926 Winnie-the-Pooh by A. A. Milne

• 1928 Millions of Cats by Wanda Gág

• 1937 The Hobbit by J. R. R. Tolkien

1937 And to Think that I Saw It on Mulberry Street by Dr. Seuss

• 1950 The Chronicles of Narnia by C. S. Lewis

• 1952 Charlotte's Web by E. B. White

• 1956 101 Dalmatians by *Dodie* Smith

• 1963 Where the Wild Things Are by Maurice Sendak

notes from Children & Books by Sutherland, Monson, and Arbuthnot p.56-75

ECED 162 Emerging Literacy and Language Development
Terminology

Phonics- the relationship between letters and the sounds they make.

Phonic instruction- an approach to reading instruction that focuses on the sounds and spellings that words make.

Print awareness- awareness of the rules of written language such as knowing that letters and numbers convey a meaning and are separated by spaces.

Sight word- a word that a child recognizes and reads without having to sound it out.

Syllable-the smallest part that a spoken word can be broken into that includes a vowel.
Example: watermelon has 4 syllables wa-ter-mel-on

Whole language instruction- an approach to reading that focus on learning the meaning and messages of the written word through exposure to poetry and literature. Children are encouraged to use language creatively and expressively.

Wordless picture books- picture books containing no words used to encourage storytelling and language skills.

Letter recognition- the ability to name a letter that is displayed.

Emergent literacy- the belief that literacy is an ongoing process that begins at birth and takes place when children have meaningful interactions with adults.

Letter knowledge-the ability to identify letters of the alphabet.

Environmental print- word and symbols encountered outside of books in everyday life, such as logos, signs, .labels.

Decode- the ability to sound out letters and words.

Comprehension- the ability to pull meaning from spoken and written words.

Invented spelling- spelling that results when young children use what they know about letters and sounds to write. Example: "I can read." "I kn rd."

Vowels- a e i o u and sometimes y

Consonant diagraphs- two letters together that make one sound. Example: ch in chair; Sh in shoe; th in that
in noise; oy in toy; ou in found

Compound word- a word made up of two short words. Example: rainbow; cowboy

INDIVIDUAL COURSE REGISTRATION

NAME _____

STUDENT
NUMBER _____ COURSE _____

ADDRESS _____

TELEPHONE ___ () _____

If you have received your syllabus for this course, please sign below.

Your signature affirms both receipt of the syllabus as well as acknowledgment of your responsibility to use the syllabus in determining your mode of class participation.

SIGNATURE _____

DATE _____