



# BAKER COLLEGE

## STUDENT LEARNING OUTCOMES

ELM 1410 Preschool Literacy  
3 Semester Credit Hours

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### Student Learning Outcomes and Enabling Objectives

1. Construct a literacy learning environment containing developmentally appropriate and varied text, allowing opportunities to establish meaningful literacy experiences.
  - a. Describe learning spaces and opportunities for learning that foster collaborative and meaningful literacy experiences (e.g., class meeting space, small group area, furniture arrangement, literacy enriched play space, writing center, reading areas, safe/appropriate use of digital technologies).
  - b. Explain how materials and space foster intentional interactions for literacy for home and early childhood settings, which must be free of bias, and socially, culturally, and linguistically diverse.
  - c. Collaborate with families to identify ways to create their child's literacy environment and routines to be calm, consistent, and stimulating.
  - d. Develop examples on how to teach, model, facilitate, and provide independent practice with opportunities to use literacy for positive social interactions (e.g., solving conflicts, negotiating in collaborative projects).
  - e. Use a variety of flexible grouping strategies that are based on the literacy task and children's specific literacy strengths, needs, prior knowledge, interests, and other factors.
  - f. Develop a plan for providing access to materials for active literacy-enriched play (e.g., 3D objects such as puppets and cars/figures, plays, stationary, clipboards with paper/forms, theme related print materials).
  - g. Compare a range of digital and non-digital tools to support dramatic play for socialization, oral language, writing development, word study, vocabulary, fluency, and comprehension.
  - h. Integrate digital technologies into a cross curricular learning activity to aid children's literacy and learning across the disciplines (e.g., playing music,

opportunities to use and create digital artifacts of learning, interactive simulations, digital/audio stories, or informational texts, digital presentations).

2. Examine children's use of their first or home language(s) and dialect(s) outside of the school setting and development of additional languages and literacies, by designing instruction that builds upon children's use of their first or home language(s), recognizing that children bring with them varied experiences and skills for language and literacy that reflect background, beliefs, and environments.
  - a. Select bias free, socially and culturally diverse instructional materials which reflect the multidimensionality of diversity represented in society and children for use within the classroom.
3. Develop learning opportunities for instruction using the state standards and competencies applicable to literacy learning PK through grade 1.
  - a. Explain the impact of language on children's social and academic development and emerging identities as communicators, readers, and writers in order to plan and implement learning opportunities, including intentional play
  - b. Explain the importance of valuing children's multiple ways of communicating, in- and out-of-school discourses, and variations in language expression, in order to provide appropriate language, literacy, and social learning opportunities, instructional practices, and social development for individual children.
4. Explain how literacy processes (reading, writing, speaking, listening, viewing, and visually representing) and the constructs of literacy are inherently connected and related in complex ways.
  - a. Identify how all of the constructs of literacy are integrated in the service of meaningful communication and literacy learning.
5. Examine the progression and development of motivation and engagement in children.
  - a. Summarize how children's literacy motivation and engagement is influenced by people and experiences through observation and practice.
6. Analyze identifying features and the impact of literacy skills in learners in grades PK-1.
  - a. Summarize foundational skills of print concepts, phonological awareness, phonics, letter knowledge, letter and word recognition, morphology, syntax, vocabulary/discipline specific, comprehension/discipline specific, and speaking and listening.
7. Analyze the development of literacy skills in learners in grades PK-1.

- a. Summarize foundational skills of print concepts, phonological awareness, phonics, letter knowledge, letter and word recognition, morphology, syntax, vocabulary/discipline specific, comprehension/discipline specific, and speaking and listening.
8. Identify appropriate assessment tools specific to each literacy skill in grades PK-1.
    - a. Collect assessment tools for the foundational skills of print concepts and decoding: phonological awareness, phonics, spelling, syntax, reading fluency, vocabulary, comprehension, speaking and listening.
    - b. Explore how to select, administer and interpret the results of multiple formative and summative assessments that examine the processes of reading in their entirety.
    - c. Recognize the impact of a variety of factors influencing learners' assessed literacy proficiency and how to modify assessments accordingly.
  9. Plan multimodal, research-supported instructional techniques specific to each literacy skill in grades PK-1, while taking into account each child's experiences, strengths, needs, and interests.
    - a. Make use of instructional techniques for the foundational skills of print concepts and decoding: phonological awareness, phonics, spelling, syntax, reading fluency, vocabulary, comprehension, speaking and listening.
    - b. Use evidence-based instructional techniques that address multiple constructs of literacy development simultaneously.

## **Big Ideas and Essential Questions**

### **Big Ideas**

- Setting up a supportive literacy learning environment in grades PK-1
- Influence of bias, home language, student background and environment on literacy acquisition
- Usage of standards to plan and guide instruction
- Inherent relationship between literacy processes and constructs
- The role of motivation and engagement in literacy learning
- The features of literacy skills
- Literacy skills development
- Literacy assessment tools and their uses
- Instructional processes and techniques in literacy in PK-1

## Essential Questions

1. How can I set up a supportive PK-1 literacy learning environment?
2. How do bias and cultural background affect student literacy and teacher instruction?
3. How can I use the state standards to plan instruction to meet the needs of every learner?
4. How are literacy processes and constructs related?
5. How do motivation and engagement impact literacy learning in learners?
6. What are the various features of each of the literacy skills?
7. How do literacy skills develop in PK-1 learners?
8. What is the role of literacy assessment in PK-1 classrooms?
9. How can I plan effective literacy instruction for PK-1 learners?

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These SLOs are not approved for experiential credit.

**Effective: Fall 2024**