

Adult Basic Education (ABE) Course Outline

Course Title:	Family Literacy for Parents
Course Number:	53-03-97
Date:	November 2024
Pathway:	N/A
Credits:	0

Hours:

Total
40

Course Description:

This competency-based course is designed to help parents understand their role in the early literacy development of young children. Parents will receive a brief overview of the developmental stages of children and will receive practical training and strategies in the areas of oral language, print awareness, writing, phonemic awareness, reading comprehension, and reading fluency. Enrollment in this course requires parents' active involvement in their children's early literacy development through class participation, observation, discussion, and parent-child activities. The competencies in this course are aligned with the NAFSCE Family Engagement Core Competencies.

Prerequisites:	None
NOTE:	This course cannot be repeated once a student receives a Certificate of Completion.
A-G Approval	N/A
Methods of Instruction:	Lecture and discussion, multimedia presentations, demonstrations and participations, individualized instruction, peer teaching, role-playing, guest speakers, field trips and field study experiences, projects
Student Evaluation:	Summative: End of unit assessments

<p>Recommended Text:</p>	<p><i>Levin, Vanessa J. <u>Teach Smarter. Literacy Strategies for Early Childhood Teachers.</u> John Wiley & Sons, 2021.</i></p>
<p>Link to Resource Folder</p>	<ul style="list-style-type: none"> • https://bit.ly/FamilyLiteracyResourcesforParents Access to: Instructional Videos. Evaluation Procedures, and Curriculum Resources.

Approved by: Renny L. Neyra, Executive Director

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. FUNDAMENTALS OF FAMILY LITERACY</p> <p>Understand the basic principles of family literacy.</p> <p>(2 Hours)</p>	<ol style="list-style-type: none"> 1. Describe the goals of the Family Literacy Program. 2. Describe the four components of family literacy: <ol style="list-style-type: none"> A. Adult Education B. Early Childhood Education (ECE) C. Parent and Child Interactive Literacy Activities (PCILA) D. Parent Education 	<p><u>NAFSCE Competencies:</u></p> <p>6.a.i</p> <p>1.a.i</p> <p>8.c.i</p>
<p>B. INTRODUCTION TO READING SKILLS</p> <p>Understand the importance of reading and the families role in developing the children's reading skills.</p>	<ol style="list-style-type: none"> 1. Discuss ways that parents are their children's first and most important teacher. 2. Identify and explain the growth and development of preschool children. 3. Discuss the goals of the elementary literacy program. 4. Identify and explain the correlation between success in school and reading 	<p><u>NAFSCE Competencies:</u></p> <p>1.b.i</p> <p>1.b.ii</p> <p>1.b.iii</p> <p>6.b.i</p> <p>1.a.iv</p> <p>3.c.ii</p>

<p>(7 Hours)</p>	<p>skills.</p> <p>5. Discuss and list the effect of too much TV (screen time) on reading and literacy.</p> <p>6. Define and describe the skills that are important in becoming a reader:</p> <ul style="list-style-type: none"> A. Using language in conversation B. Listening and responding to stories read aloud C. Recognizing and naming the letters of the alphabet. D. Listening to the sounds of spoken language. E. Connecting sounds to letters to figure out the code of reading. F. Reading often so that recognizing words becomes easy and automatic. G. Learning and using new words H. Understanding what is read. I. Using pictures in a story to talk, engaging students and developing language. <p>7. Discuss and research activities that can provide opportunities for making connections between books/stories and personal experiences (i.e., flannel stories; puppet shows; family dinnertime; and drawing pictures).</p>	
<p>C. PRINT AWARENESS</p> <p>Understand the importance of creating a print rich environment for children.</p> <p>(7 Hours)</p>	<ul style="list-style-type: none"> 1. Identify and demonstrate print in the environment, community, and home. 2. Explain and discuss ways to help children become aware of print. 3. Demonstrate and identify ways to create a print rich environment in the home. 4. Identify and list games that stimulate reading/ verbal skills (i.e., matching games and "I'm thinking of..." games). 5. Identify and describe the title, author, and cover of books. 	<p>NAFSC</p> <p>Competencies:</p> <p>6.b.i</p> <p>6.c.i</p> <p>6.c.ii</p> <p>3.c.ii</p>

<p>D. PHONEMIC AWARENESS AND DECODING/PHONICS</p> <p>Understand how a variety of activities using language is an important part of literacy learning and how to help children connect word sounds with alphabet letters.</p> <p>(7 Hours)</p>	<ol style="list-style-type: none"> 1. Recognize and connect songs and rhymes that are important to establish reading readiness. 2. Identify and list rhyming words. 3. Discuss and list ways to help children recognize rhyming sounds in words. 4. Learn and identify ways to help children make connections between beginning sounds and letters. 5. Discuss the role of kinesthetic and tactile activities in developing reading and writing skills tracking eyes across a page and eye hand coordination. 6. Learn ways to help children connect letters to the sound they represent. 7. Define and list common CVC (consonant-vowel-consonant) word families (e.g., fan, pan, ran, can). 	<p>NAFSCE Competencies:</p> <p>1.b.iv</p> <p>6.b.i</p> <p>5.a.i</p>
<p>E. LITERACY COMPREHENSION</p> <p>Understand and apply text that is written and/or visual.</p> <p>(6 Hours)</p>	<ol style="list-style-type: none"> 1. Identify pre-reading strategies (understand, know what to expect, purpose). 2. Discuss how to connect the information and events in text to life experiences. 3. Practice and demonstrate retelling familiar stories with children and identifying the main idea. 4. Define and discuss what predictions are when reading a story. 5. Demonstrate the use of pictures and context to make predictions about story content. 6. Define and understand the importance of making predictions about a story based on cover, title, and illustrations. 7. Demonstrate how to ask questions that help children develop their creativity and comprehension skills (e.g., why, what if, how...). 	<p>NAFSCE Competencies:</p> <p>5.b.i</p> <p>6.b.i</p>
<p>F. LANGUAGE ARTS</p> <p>Apply and demonstrate preschool Language Arts.</p>	<ol style="list-style-type: none"> 1. Demonstrate ways to encourage children’s reading readiness: <ul style="list-style-type: none"> • book orientation, such as; <ul style="list-style-type: none"> ○ beginning, middle, end of 	<p>NAFSCE Competencies:</p> <p>1.b.i</p> <p>1.b.ii</p>

<p>(6 Hours)</p>	<ul style="list-style-type: none"> ○ stories <ul style="list-style-type: none"> ○ top, middle, bottom of pages ○ front and back of books ● sentence orientation <ul style="list-style-type: none"> ○ left to right ● pictures and picture reading ● predicting outcomes ● sequencing ● authors and illustrators <p>2. Demonstrate how to help children discriminate between types of names.</p> <p>3. Introduce fun activities that will encourage parent/child participation for learning the skills used in manuscript writing such as drawing vertical and horizontal straight lines, circles, diagonal, curved lines, and lines that touch other lines.</p> <p>4. Demonstrate how to write upper and lowercase letters, children's names and numbers, and record stories as dictated by children.</p> <p>5. Discuss how to provide opportunities for children to listen, respond and follow directions.</p> <p>6. Discuss how providing children opportunities to work with pencils, crayons, paints, clay, eye droppers, scissors, and glue increase their fine motor development.</p>	<p>1.b.iii</p> <p>5.a.i</p> <p>5.a.ii</p> <p>5.a.iii</p> <p>6.b.i</p>
<p>G. DUAL LANGUAGE DEVELOPMENT</p> <p>Understand the importance of the first language, stages of sequential bilingual language development, and literacy skills.</p> <p>(5 Hours)</p>	<p>1. Learn the stages of sequential bilingual language development.</p> <ul style="list-style-type: none"> A. First Stage B. Second Stage C. Third Stage D. Fourth Stage 	<p>NAFSCE Competencies:</p> <p>1.b.iv</p> <p>5.a.iii</p> <p>6.b.i</p>

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