LEE110 Literacy Foundations in PK-3

Fall 2024

Instructor Information

Instructor Name:
Department:
Email / Telephone:
Office:
Student Support Hours: (days/times)

Course Information

Course Modality: Face-to-face
Course ID:
Units: 3 units
Class Meeting Location & Time: (zoom link if applicable)
Canvas: fresnostate.instructure.com
Prerequisites:
Catalog description: Teacher candidates define literacy and investigate influential factors in becoming literate for children ages 3-8. While examining literacy factors, candidates will design and implement student-led literacy instruction. Through guiding principles of Universal Design for Learning, teacher candidates will explore multiple modes of expression and hone literacy instruction strategies.
Course description: In this course, teacher candidates will explore developmental factors of children ages 3-8. Additionally, candidates will define literacy and investigate influential factors in becoming literate for children ages 3-8. While examining literacy factors, candidates will design and implement student-led literacy instruction. Through guiding principles of Universal Design for Learning, teacher candidates will explore multiple modes of expression and hone literacy instruction strategies.
It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of __6__ hours outside of class each week.

Required Course Materials

You will need a laptop or tablet for class!

Reading Materials - Textbook & Articles

- Teaching Reading Sourcebook, 3rd ed. Honig, Diamond, Gutlohn (2018) ISBN 978-1634022354 (TPE 7.1-7.11)
- Assessing Multiple Measures, Revised 2nd ed. Diamond, Thorsnes (2018) ISBN 978-1634022439 (TPE 7.10)
- NAEYC Standards (TPE 7.1)
- CA PreK Curriculum Frameworks (TPE 3.1, 3.2)
- CA PreK Learning Foundations - Literacy (TPE 3.1, 3.2)
- CA Common Core State Standards ELA & Literacy (TPE 3.1, 3.2, 7.1)
- NAEYC Essentials of Early Literacy (TPE 7.1)
- Duff, D., Tomblin, J. B., & Catts, H. (2015). The influence of reading on vocabulary growth: A case for a Matthew effect. *Journal of Speech, Language, and Hearing Research*, *58*(3), 853-864. Matthew Effect: Reading on Vocabulary Growth (TPE 7.5)
- Morrison, F.J., Connor, C.M., Hindman, A. (2010). Early Schooling and Growth of Literacy in the Transition to School. In: Aram, D., Korat, O. (eds) Literacy Development and Enhancement Across Orthographies and Cultures. Literacy Studies, vol 2. Springer, Boston, MA. https://link-springer-com.hmlproxy.lib.csufresno.edu/chapter/10.1007/978-1-4419-0834-6_11 (TPE 7.5, 7.7)
- What is early childhood? A guide to the science. https://developingchild.harvard.edu/guide/what-is-early-childhood-development-a-guide-to-the-science/ (TPE 7.9)
- Taylor, S. V., & Leung, C. B. (2020). Multimodal literacy and social interaction: Young children's literacy learning. *Early Childhood Education Journal*, *48*, 1-10. Multimodal Literacy (TPE 4.6, 7.9)
- Snow, M. A., & Katz, A. (2010). English language development: Foundations and implementation in kindergarten through grade five. *California Department of Education, Improving education for English learners: Research-based approaches*, 83-148. Research-based ELD Instruction (TPE 4.7, 5.5, 7.1,7.3, 7.7, 7.11)
- García, O., & Kleifgen, J. A. (2020). Translanguaging and literacies. *Reading Research Quarterly*, *55*(4), 553-571. Translanguaging and Literacies (TPE 4.7, 5.5, 7.1,7.3, 7.7, 7.11)
- Souto-Manning, M., Rabadi-Raol, A., Robinson, D., & Perez, A. (2019). What stories do my classroom and its materials tell? Preparing early childhood teachers to engage in equitable and inclusive teaching. *Young Exceptional Children*, *22*(2), 62-73. What stories do my classroom tell? (TPE 1.2, 2.1, 2.2, 2.4, 4.3, 6.2)
- Price-Dennis, D., & Mapes, N. (2021). "I don't even know why this is a monument": Exploring multimodal making in early childhood. *The Reading Teacher*, *75*(1), 91-101. Exploring Multimodal Making in Early Childhood (TPE 4.6, 7.9)

- Maurer. (2010). Meeting academic standards through peer dialogue at literacy centers. *Language Arts.*, *87*(5). Literacy centers and peer dialogue (TPE 7.4, 7.5, 7.6, 7.7, 7.8)
- Promoting Preschoolers' Emergent Writing from NAEYC (TPE 7.5, 7.6, 7.7, 7.8, 7.9, 7.11)
- Whitmore, K. F., Martens, P., Goodman, Y., & Owocki, G. (2005). Remembering critical lessons in early literacy research: A transactional perspective. *Language Arts*, *82*(5), 296-307. Remembering Critical Lessons in Early Literacy (TPE 7.1-7.11)
- Robertson, R. (2007). The meaning of marks: Understanding and nurturing young children's writing development. *EXCHANGE-EXCHANGE PRESS-*, *176*, 40. The Meaning of Marks: Understanding and Nurturing Young Children's Writing Development (TPE 7.5, 7.6, 7.7, 7.8, 7.9, 7.11)
- Acosta-Tello, E. (2019). Reading aloud: Engaging young children during a read aloud experience. *Research in Higher Education Journal*, *37*. (TPE 7.5-7.9)
- Giles, R., Morrison, K., Szatkowski, H. D., & Brannan, L. (2022). Investigating the use of read alouds for elementary students' vocabulary development. *The Journal of Teacher Action Research*, *9*(1). (TPE 7.1, 7.3, 7.4, 7.6, 7.7, 7.9)
- Slay, L. E., & Morton, T. B. (2020). Engaging pre-service teachers in read alouds. *Changing English*, *27*(1), 64-82. (TPE 7.5-7.9)
- SEAL P-3 Literacy (TPE 7.1, 7.3, 7.11)
- Duffy, G. G., & Hoffman, J. V. (1999). In pursuit of an illusion: The flawed search for a perfect method. *The reading teacher*, *53*(1), 10-16. In Pursuit of an Illusion: The Flawed Search for a Perfect Method (TPE 1.2, 1.6, 2.7)
- Reading Rockets - Phonics Instruction (TPE 7.5, 7.7)
- Reading Rockets - Research on Comprehension (TPE 7.6)
- Reading Rockets Working with Text Structure (TPE 7.1, 7.3, 7.6, 7.7)
- Reading Rockets Guiding Students Through Expository Text (TPE 7.1, 7.3, 7.6, 7.7)
- Educational Leadership (2014) Anderson What writing is and isn't (TPE 7.8)
- Massachusetts DESE Writing Process: What Is This & Why Does It Matter? (TPE 7.5, 7.8)
- Children's Literacy Initiative - Writing Workshop (TPE 7.7, 7.8)
- Universal Screening: K-2 Reading (TPE 7.10)
- Rockets: Assessment In Practice (TPE 7.10)
- SB237 Dyslexia - Universal Screening (TPE 7.10)
- International Literacy Association Best Ever Literacy Tips for Teaching Information Text Structures (TPE 7.1, 7.2, 7.5, 7.6, 7.8, 7.9)
- Dr. Kelli Sandman-Hurley Dyslexia and the English Learner Dilemma (TPE 7.2, 7.3)
- Handwriting and Science of Reading (TPE 7.5)

- Reading Rockets - Writing Activities for Your Pre-K Child (TPE 7.7)

Course Specifics

Course Goals: Upon completion of this course, candidates will be able identify foundational elements of early literacy, asset-based pedagogy, and developmentally appropriate practices and strategies for engaging students in literacy learning. Students will be able to plan and implement literacy instruction using Universal Design for Learning and provide differentiated instruction to meet the needs of all students, in accordance with MTSS principles. Students will be able to pass the RICA examination.

Course Objectives at a Glance

1. Explore stages of development in children ages 3 - 8 and developmentally appropriate literacy instruction for young students
2. Examine concepts of early literacy
3. Observe and understand children's background, culture, language, interest
4. Create culturally and linguistically responsive literacy experiences for children based on knowledge of student
5. Monitor students' learning
6. Understand basic literacy concepts in preparation for the RICA

Student Learning Outcomes:
The learning outcomes are aligned with the 2023 PK-3 Early Childhood Specialist Instruction Credential Teaching Performance Expectations (TPE), NAEYC Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Course Objectives/Learning Objectives

- Develop and apply knowledge of typical and atypical child development to age 8, including competencies related to developmental progression; apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in active learning experiences that are connected to real-life contexts, which include student interest and promotes student motivation (TPE 1.1, 3.2, 7.3) (NAEYC 1)
- Use a variety of developmentally and ability appropriate strategies, including principles of Universal Design for Learning (UDL) that promotes a supportive learning environment for students' first and/or second language (TPE 1.4; 1.6; 2.5; 3.6; 7.2) and promotes a range of communication strategies between teacher and student and among students (TPE 4.7; 7.8)

    a. While applying knowledge of students to principles of UDL, create appropriate routines, procedures and norms to students (TPE 2.6; 3.6).
    b. Plan for effective subject matter instruction that uses multiple means of representing, expressing, and engaging (TPE 3.4) while implementing and modeling technology (TPE 3.7, 4.8) (NAEYC 3, 4, 5)
- Monitor student learning and adjust instruction while maintaining high expectations for all students (TPE 3.1)
    a. Make modifications and accommodations to promote student access (TPE 3.2, 4.4) (NAEYC 3, 4, 5)
- Create literacy environment that is culturally responsive which incorporates the diversity of children's cultures, language, and home community with multiple perspectives (TPE 7.3) (NAEYC 1, 2, 3, 4, 5)
- Demonstrate knowledge of subject matter, including the state adopted standards and curriculum frameworks (PreK learning foundations/K-3 student content standards) (TPE 3.1) through adapting resources and materials to facilitate students' equitable access to the curriculum (TPE 3.4, 3.6) (NAEYC 3, 4, 5, 6)
- Understand and apply knowledge of the purposes and appropriate uses of diagnostic techniques, screening, and assessments by analyzing assessment data to plan and modify instruction (TPE 5.1, 5.3, 7.10) (NAEYC 3)
- Become reflective practitioners by engaging in thought about own teaching practice, content knowledge, own values, beliefs, and biases. (TPE 6.1, 6.2) (NAEYC 6)
- Plan and implement evidence-based literacy instruction grounded in California ELA/ELD standards and frameworks, Preschool learning foundations, and understandings of UDL, MTSS, and the California Dyslexia Guidelines (TPE 7.1; 7.2)
    a. Incorporate asset-based pedagogy into literacy instruction that are engaging and needs based and create a student-centered, print rich literacy environment that encourages interaction and exploration and fosters interest in print (TPE 7.3, 7.4, 7.5)
    b. Engage children in meaning making by using age-appropriate literary texts including reading aloud (7.6) and understanding strategies that promote children's oral and written language development including student talk and production of student text (7.7, 7.8, 7.9)
    c. Understand how integrated and designated ELD are related and how to integrate ELD into Tier 1 instruction that builds on students cultural and linguistic assets (7.11) (NAEYC 3, 4, 5)

Course Essential Questions:

1. What is literacy for PK-3 students?
2. Why do teachers read aloud and what strategies are important in integrating a read aloud in the classroom?
3. What are the needs of my students and how can I create literacy experiences for them using asset-based pedagogy?
4. How can I take what I've learned and pass the RICA?

Course Requirements/Assignments:

Writing (6 points) - Significant Assignment #1: Planning and implementing a writing mini-lesson & follow up activity (TPE 7.7, 7.8)

The Importance of the RA Assignment (12 points) - Significant Assignment #2: Read Aloud Project (TPE 3.3, 4.1, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7)

- Teacher Interview
- UDL Read Aloud Lesson Plan
- Implement Read Aloud Lesson
- Summary & Reflection

Case Study Assessment (10 points) - Significant Assignment #3: Administer 5 literacy assessments. After analyzing all assessments, use the information to create literacy experiences for the selected student (TPE 7.2, 7.9, 7.10)

- Identify three needs and three strengths according to assessment data
- Create 1 brief lesson for each need and strength
- Explain why these lessons will lead to reading or language improvement

How do I pass the RICA? - (TPE 7.1-7.11)
Listen to all RICA videos on YouTube -
RICA Test Prep
Practice writing RICA essays
Practice working with RICA multiple choice questions
Take notes in any way that you choose

Participation (5 points) - Participate in asynchronous and synchronous courses (includes all RICA work)

*ALL assignments must be completed to pass this course.

Instructions for significant assignments[1]:

[1] Any instructor should not remove Significant Assignments for the accreditation purpose.

Assignment # 1 Planning and implementing a writing mini-lesson & follow up activity (6 points)

Purpose: The purpose of the writing mini-lesson is to engage students in the many elements of writing, from style and craft to handwriting and grammar. This assignment will help the candidate consider the following: setting up a writing center in the classroom, developing a writing community, the stages of the writing process, incorporating opportunities for emergent writers to engage in writing practices in learning centers, strategies to use to help emerging writers learn to encode words using a multisensory approach, how handwriting helps emerging readers develop foundational skills, and how to incorporate handwriting into the daily schedule.

Instructions: Teacher Candidates will **plan and implement** a developmentally appropriate play-based or multisensory writing mini-lesson and activity for emergent writers in a TK-K classroom setting, or a 1st - 3rd grade classroom setting, depending upon your current placement (TPEs 7.1, 7.2, 7.5, 7.7, 7.8). Incorporate principles of UDL, student talk and opportunities for peer collaboration.

Consider the following:
-What is the purpose?
(Examples: Writing for real life purposes like a shopping list, labeling items on a picture, etc, sequence of events, how-to, descriptive or informational writing, etc)
-What is the structure for the mini-lesson? For the activity? Is it structured and organized as well as direct, systematic, or explicit?
(Examples: whole group interactive writing, small group supported writing, independent play-based writing, writing workshop, etc)
-How will you support students with diverse needs?
-How will you create a literacy-rich environment to foster interest in print?
How do the mini-lesson and activity support the development of the children's foundational skills?

- print concepts including recognizing the letters of the alphabet
-letters of the alphabet
-phonological awareness including phonemic awareness
-phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences
- decoding and encoding, morphological awareness
-text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)

The lesson plan should show how the writing lesson will be structured and organized with explicit teaching concepts, and include an activity that incorporates opportunities for students to review and practice with foundational skills. The plan should also detail how the lesson serves to promote students' oral and written language development by providing students opportunities and scaffolds to create written text. The lesson plan will be uploaded to Canvas, and candidates will discuss the implementation of the writing lesson in small groups.

Mini-lesson Assignment Rubric

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (FoundationalSkills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is	Candidate does not plan and implement a developmentally appropriate writing mini-lesson and activity based on standards and frameworks for the grade selected or does not incorporate any principles of UDL.	Candidate plans and implements a mini-lesson activity that is minimally tied to appropriate standards and frameworks, minimally incorporates principles of UDL, or is minimally developmentally appropriate.	Candidate plans and implements a developmentally appropriate writing mini-lesson and activity based on appropriate standards and frameworks for the grade level selected and incorporates principles of UDL.

comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 7.5. Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity),through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	The lesson is not structured and organized or does not incorporate teaching writing concepts in a mini-lesson format with a following activity that incorporates opportunities for students to review and practice skills. Considerations for a literacy-rich environment are minimal or absent. The lesson lacks explicit developmentally appropriate activities or instructions for print concepts, letters of the alphabet, phonological	The lesson is structured and somewhat organized; it incorporates writing concepts and opportunities for review and practice. However, the concepts are not taught explicitly. Include some ideas toward a literacy-rich environment with basic designated areas and resources. The lesson includes some developmentally appropriate activities activities for these skills but may lack variety or depth in exploring print concepts,	The lesson is structured and organized with explicit teaching concepts during the mini lesson and an activity that incorporates opportunities for students to review and practice with foundational skills. Classroom design includes clearly labeled, thoughtfully arranged areas and intentionally chosen resources that promote a literacy-rich environment.

	awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), or rate (as an indicator of automaticity)	letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), or rate (as an indicator of automaticity)	The lesson plan is rich in varied and comprehensive developmentally appropriate activities activities specifically designed to teach print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), or rate (as an indicator of

			automaticity) effectively.
TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 7.7. Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge	The lesson does not promote students' oral and written language development; opportunities and scaffolds for students to create written text are missing.	The lesson minimally promotes students' oral and written language development; there are limited opportunities and scaffolds for students to create written text.	The lesson serves to promote students' oral and written language development by providing students opportunitie s and scaffolds to create written text.

of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			

Assignment # 2 Read Aloud Project (12 points)

Purpose: Teacher candidates will consider why the act of reading aloud to students is important (7.2, 7.4, 7.6), and what strategies teachers use to help students with a range of literacy skills including concepts of print, language acquisition, comprehension, and fluency (4.1, 7.5, 7.6) while adhering to developmentally appropriate practices (4.7). Through the reading and videos, you will consider what picture books you would read aloud to a class, and why (7.6, 7.7). Teacher candidates will then do the following:

Instructions:

1) Interview a current K-3 teacher about how they select books to read aloud and what strategies they use to help students' development of foundational literacy skills (7.5): print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity) when they are reading aloud (3.3) Document questions asked, responses/strategies discussed, and recommendations for supporting student learning.

2) Select a picture book that is developmentally and age-appropriate, and mirror children's backgrounds (7.4, 7.6)

3) Plan a read aloud lesson using the UDL template and adhere to developmentally appropriate practices (3.6, 4.7, 7.1, 7.2) with an aim to support students' development of foundational literacy skills (7.5): print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)
4) Implement this plan in a K-3 classroom (7.1, 7.2, 7.5). Incorporate practice in connected, decodable text in your read-aloud instruction.

5) Write a summary of what you learned about reading aloud, including:
    a) Why the strategy is important in students' literacy development (7.1, 7.2)
    b) The importance of inclusivity and multicultural representation in the books we select (7.3, 7.4)
    c) Who you interviewed, your interview questions, and what you learned from the teacher interview (3.3)
    d) What picture book you selected, why you selected it, and the purpose for the students (7.6, 7.7)
    e) Reflection on your experience reading aloud to the class (6.1)
    f) What strategies seemed to be effective to support students' development of foundational skills:
        i) print concepts and letters of the alphabet
        ii) phonological awareness and phonemic awareness
        iii) phonics, spelling and word recognition, including letter-sound, spelling-sound, sound-symbol correspondences
        iv) decoding and encoding, morphological awareness
        v) text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)? (7.5)
    g) How did you effectively incorporate practice in connected, decodable text in your read aloud instruction?
6) Submit the summary and video on Canvas

Read Aloud Project Rubric

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
Step 1			
3.3 Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.	Candidate did not conduct an interview with a current K-3 teacher and discuss read alouds as a practice for providing opportunities for children to learn.	Candidate conducts the interview with a current K-3 teacher and documents some questions asked or some strategies discussed. However the candidate does not document questions asked, strategies discussed, and how candidate can support children's learning.	Candidate documents questions asked during interview with current K-3 teacher, documents strategies discussed, and how candidate can support children's learning through implementing read alouds in the classroom.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
Step 2			
4.1 Plan activities & lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large and small	Candidate does not select a developmentally appropriate book for K-3 students and does not consider student backgrounds (culture, language, gender,	Candidate selects a picture book to read aloud to a K-3 class, considering students' developmental needs. However, candidate does not show evidence of considering asset-based	Candidate selects a developmentally appropriate picture book to read to a K-3 class, and shows evidence of understanding student needs and student backgrounds (culture, language, gender,

group and individual learning experiences **7.6** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities.	abilities) in making book selection.	pedagogy in making book selection (representing student backgrounds, cultures, languages, genders and abilities).	abilities) in making book selection.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
Step 3			
4.7 Plan and adapt developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children **7.1** Plan & implement evidence-based literacy instruction appropriate to child grounded in understanding of CA ELA/ELD Standards **7.2** Plan & implement evidence-based literacy instruction appropriate to child grounded in understanding of UDL & MTSS	Candidate does not create a read aloud lesson that adheres to developmentally appropriate practices or uses principles of UDL. The lesson plan lacks integration of most foundational literacy skills (print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition,	Candidate creates a ead aloud lesson using some principles of UDL, but does not complete all three steps of the UDL template and/or does not show an understanding of developmentally appropriate practices. The lesson plan includes some foundational skills (print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics,	Candidate creates a read aloud lesson using the principles of UDL, completes all steps of the UDL template, and clearly shows understanding of developmentally appropriate practices. The lesson plan thoroughly incorporates a wide range of foundational literacy skills, including print concepts, letters of the alphabet, phonological awareness,

7.5 Plan & implement developmentally appropriate literacy instruction to support children's development of foundational skills: print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)	letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)) or addresses them superficially. Instruction lacks clarity and effectiveness, failing to support students in applying decoding skills to connected, decodable text.	spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)) but may not cover them comprehensively or misses key aspects like phonics, spelling, and word recognition strategies. Instruction is somewhat clear and occasionally effective. The student teacher provides some feedback and guidance, but it may not be consistent or targeted enough to support all students in applying decoding skills to connected, decodable text effectively.	phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity). Instruction is clear, targeted, and highly effective. The student teacher provides continuous, meaningful feedback and guidance, supporting students in successfully applying their decoding skills to connected, decodable text.
TPE	**Does Not Meet Criteria**	**Progressing Towards Expectations**	**Meets Expectations**

	(0 Points)	(1 Point)	(2 Points)
Step 4			
7.1 Plan & implement evidence-based literacy instruction appropriate to child grounded in understanding of CA ELA/ELD Standards **7.2** Plan & implement evidence-based literacy instruction appropriate to child grounded in understanding of UDL & MTSS	Candidate does not implement the RA lesson aligned to standards in a K-3 classroom using principles of UDL.	Candidate implements the RA lesson, aligned to standards in a K-3 classroom, but is minimally guided by principles of UDL.	Candidate implements the created RA lesson, aligned to standards in a K-3 classroom, guided by principles of UDL creating opportunities to build on students' linguistic, cognitive, and social strengths.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
Step 5			
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context	Candidate does not include a written reflection in the summary.	Candidate writes a reflection of one's own practice. However, reflection is general; it lacks specificity in how the candidate may use the reflection to improve teaching and learning.	Candidate writes a reflection of one's own practice that is specific in detailing how the candidate will improve teaching and learning.
7.3 Incorporate asset-based pedagogies and inclusive approaches and culturally & linguistically affirming and sustaining practices in literacy	Candidate does not write a summary that includes culturally sustaining practices to use during a	Candidate writes a summary of culturally sustaining practices to use during a read aloud lesson.	Candidate writes a summary that includes culturally sustaining practices to use during a read aloud lesson to

instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities.	read aloud and the importance of inclusivity and multicultural representation in book selection.	However, the summary does not include the importance of inclusivity and multicultural representation in book selection.	build students' vocabulary, comprehension, and language. Summary includes: - the importance of inclusivity and multicultural representation in book selection.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
7.4 Provide literacy instruction for all that is active, motivating, engaging; responsive to children's age, language, and literacy development, and literacy goals; reflective of of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	Candidate does not include developmentally appropriate practices for K-3 students in the summary.	Candidate writes a summary that includes developmentally appropriate practices to use during a read aloud. However, the summary does not include specific strategies the candidate learned for engaging students and responding to their developmental needs.	Candidate writes a summary that includes developmentally appropriate practices to use during a read aloud that is engaging and responsive to students' literacy and developmental needs. Summary includes strategies learned and why they are important for students.
7.6 Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts that are appropriately complex and that mirror	Candidate does not include the reasoning for book selection in the summary.	Candidate lists the book selected in the summary, but does not give specific information about its purpose for students.	Candidate writes a summary that includes the reasoning for book selection for the RA lesson and its purpose for students.

children's backgrounds, including their cultures, languages, genders, and abilities. **7.7** Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use			

Assignment # 3 Case Study Analysis Project (10 points)

Purpose: Helping struggling readers requires observation (kid-watching), assessment, and effective instructional help, as a result, students will choose a child in PK-3 and use a variety of assessments in order to compile a profile that can inform instruction. This assignment will include a formal interpretation of literacy performance with recommendations for the classroom teacher (RICA Domains 1, 2, 3, 4, 5; TPE's 7.2, 7.9, 7.10). The teacher candidate will do the following:

Instructions:

The teacher candidate needs to choose 5 assessments (from the course) that can be implemented with the child. After analyzing all assessments, use the information to create literacy experiences for the selected student:

1. Identify two needs and one strength according to assessment data (TPE 7.10)
2. Create 1 brief lesson for each need and strength (3 lessons total) (TPE 7.2)
3. Build a lesson around a choice of text (TPE 7.9)
4. Within that lesson, include activities that integrate the four key components of structured literacy—spelling and syllable patterns, semantics, morphology, and syntax—into a fluency-building exercise.
5. Describe how these activities will utilize the student's identified strengths to address their needs, and explain how it will contribute to their reading or language improvement, especially overall fluency in reading.
6. Essay needs to be written in a five-paragraph format and 500 words in length.

Case Study Analysis Rubric

TPE	Criteria	Does Not Meet Criteria 0 points	Progressing Towards Expectations 1 point	Meets Expectations 2 points
TPE 7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	**Recording of assessment data**	Candidate struggles to record assessment results on each instrument and/or fails to implement instruments.	Candidate is able to partially record assessment results on each instrument.	Candidate accurately records assessment results on each instrument.
TPE 7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that	**Identifies two needs and one strength**	Candidate struggles to identify need and strength in the assessment data.	Candidate is able to identify at least one need and strength using evidence from the assessments.	Candidate is able to identify 2 needs and 1 strength using evidence from the assessments.

inform instructional decision making.				
TPE	**Steps**	**Does Not Meet Criteria** **0 points**	**Progressing Towards Expectations** **1 point**	**Meets Expectations-** **2 points**
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk	**Instructional Lessons**	Candidate's lesson plans lack appropriate instructional strategies and text to support needs and strengths.	Candidate is able to design limited lessons with instructional strategies and use of text to support needs and strengths.	Candidate is able to design three explicit lessons using instructional strategies with text in each lesson to support needs and strengths.

for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).				
TPE 7.2.	**Rationale**	Candidate is unable to provide rationales that support lessons to increase development.	Candidate struggles to accurately provide a rationale that supports lessons to increase reading development.	Candidate is able to accurately provide a rationale that supports lessons to increase reading development.
1TPE 7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics,	**Activities design**	The activity lacks integration of spelling and syllable patterns, semantics, morphology, and syntax. The fluency-building exercise does not	The activity demonstrates some integration of structured literacy components but may emphasize some aspects over others, leading to an imbalance.	The activity effectively integrates spelling and syllable patterns, semantics, morphology, and syntax in a well-balanced fluency-building exercise.

spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity),through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's		appropriately utilize the student's identified strengths to support their needs. There is little to no justification provided for how the activity will contribute to reading fluency improvement.	The student's strengths are acknowledged but not effectively leveraged to support their needs in the fluency-building exercise. There is an attempt to justify how the activity will enhance reading fluency, but the explanation lacks depth or specific evidence-based rationale.	The fluency activity is clearly designed around the student's strengths, using them strategically to address specific needs. The lesson plan includes a thorough and well-supported explanation of how the activity will lead to improvements in the student's reading fluency, referencing assessment data and literacy theories or research.

progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.				
TPE 7.9. Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a	**Build lesson around a choice of text**	Candidate is unable to identify and utilize an appropriate text to literacy instruction that supports strengths and needs identified by the data.	Candidates struggles to identify and utilize an appropriate text to literacy instruction that supports strengths and needs identified by the data.	Candidate is able to identify and utilize an appropriate text to literacy instruction that supports strengths and needs identified by the data.

variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.				

Attendance: Class sessions will provide an opportunity for you to engage in learning connected to course readings and assignments. As with most classes, what you get out of this class will be exactly what you put into it. As future teachers who will be influencing hundreds of children, I have high expectations for your course involvement, behavior, and knowledge. Teacher candidates are expected to: be on time and engage in whole class and small group activities and discussions; be sensitive to people's beliefs and feelings; be prepared by having read assigned materials thoroughly and critically; maintain a positive attitude; and conduct their actions in a respectful, professional manner. If we need to meet on Zoom for synchronous class sessions, find a place to work where you will be able to focus on the class so you can be mentally engaged in learning and participating in class. If you will be absent from a class session, notify the instructor via email. It is your responsibility to check information provided on Canvas about the class, get notes from classmates, and contact the instructor if you need additional assistance. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. If you are absent from multiple class sessions, your final grade in this course may be negatively impacted. When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate. Please see APM 232: Policy on Student Absences.

Grading policy:

A grade of C or better is required to pass this class.

Table 1 Assignment and Point Distribution

Assignment	**Points/Percent**
Writing Mini Lesson	6
Read Aloud Project	12
Case Study Analysis	10
Participation	5
Total	33

Table 2 Distribution of Letter Grade to Percent and Points

Letter Grade	**Percent**	**Points**
A	90-100 %	30-33

Letter Grade	Percent	Points
B	80-89%	26-29
C	70-79%	23-26
D	60-69%	20-23
F	59% & below	0-20

Course Policies & Safety Issues

Collaborative Work: There will be many opportunities to work collaboratively with your classmates during class sessions, on homework/asynchronous activities, and for specific assignments. When participating in group work, teacher candidates are expected to come prepared to work with their group, include all group members, share the responsibilities for completing tasks, be aware of differing opinions and ideas, treat others respectfully, and compromise as needed. If you have members in your group who are not contributing to the work or learning, please speak with the instructor.

Technology Use: It will be helpful to have your computer available for use during class sessions. Please make sure that you have the electronic course materials needed for class and other tabs/apps are closed or minimized so they don't distract you from participating and learning during class time. Please turn your cell phone to silent or vibrate mode during class time. Out of respect for everyone's learning experience, cell phones and computers should not be used for calls, texting, gaming, or social media during class time. Please step out of the classroom if you need a few minutes to address a personal issue on your phone.

Audio and Video Recording: Audio and video recordings of class lectures are prohibited unless I give you explicit permission to do it. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

Confidentiality: The privacy and identity of children and their families should be protected in all written materials. Therefore, when writing about a child, please use a pseudonym or initials instead of the child's real name. For example, you may write, "for the purpose of this study, I will refer to the observed student as Child A."

Revising assignments: You may revise and resubmit course assignments to improve your overall grade in the course. If you want to earn an A in the course, you should revise and resubmit any of the major course assignments with a score less than 80%. If you want to earn a B in the course, you should revise and resubmit major course assignments with a score less than 70%. If you are just at the borderline between two letter grades at the end of the semester, your grades on the major assignments will be taken into consideration for your final grade. The revised assignments should be

submitted within 2 weeks after receiving your graded assignment. All revised work must be submitted by the last day of instruction for the semester.

Late assignments: Assignments are due by the end of the day on the date listed in the syllabus. If you cannot turn in an assignment by the due date, you may request an extension by emailing the instructor. Late assignments without prior instructor notification/approval can earn up to 90% of the full score (calculated by taking 90% of the grade if the paper had been submitted on time). All late work must be submitted by the last day of instruction for the semester. Late work due to an absence is subject to the policies listed by APM 232. Please refer to APM 232 for "Make-Up Work Policy".

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information

Vaccination: The California State University system's COVID-19 vaccination requirement remains unchanged and is in effect for fall 2023. All students, faculty and staff are required to have a COVID-19 vaccination and booster when eligible on file in order to access campus facilities and programs and participate in any campus-sponsored in-person activities on or off-campus. As previously announced, the CSU's COVID-19 vaccination policy allows students and employees to seek exemptions on medical and religious grounds. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:
Based on updated guidance from public health experts, Fresno State highly recommends that all students, faculty and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. Free surgical grade masks are available at the Student Health and Counseling Center, Atrium, University Warehouse, Student Recreation Center, Library and the University Student Union (USU). ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments***.

Testing:
Our COVID-19 Testing Center will continue to be open and available this Fall at no cost for our entire campus community. The Testing Center will be located on the main level of the USU and will have saliva PCR tests available to retrieve from a vending machine Monday through Friday. Testing is available for all students and employees.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In

addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL/WILL NOT* be available for your viewing. *FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

DEPARTMENT CONTACT
Chair's Name: Dr. Imelda Basurto
Department Name: Literacy, Early Childhood, Bilingual, and Special Education (LEBSE)
Chair's Email: ibasurto@mail.fresnostate.edu
Department Phone Number: (559) 278-0285

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at Fresno State Student Ratings for Instruction (SRI)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- Adding and Dropping Classes
- Cheating and Plagiarism
- Computers
- Copyright Policy
- Disruptive Classroom Behavior
- Honor Code
- Title IX

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.
Students can report incidents of alleged sexual misconduct to either or both of the following resources:
Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003

Fresno State Police Department | fresnostate.edu/police | 559.278.8400
Students can access confidential support from two separate resources on campus:
Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796
Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

University Services

The following University services can be found on the web at:

- Associated Students, Inc.
- Students with Disabilities
- Dream Success Center
- Library
- Learning Center Information
- Student Health and Counseling Center
- SupportNet
- Survivor Advocacy
- Writing Center

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Course Calendar & Tentative Course Schedule[2]

Week	Topic	TPE NAEYC	Assignment	**READINGS/REFERENCE MATERIALS**
1	Introduction to early literacy ● Developmentally appropriate literacy instruction ● Literacy Interest & Engaging Students ● What is evidenced based instruction? ● Introduction to	I - 4.1, 4.2, 7.1, 7.2, 1a, 1b, 1d P - 1.1, 1a, 1b, 1d	**Students will outline their**	Wells & Clayton (2021) Foundations of an American Education: A Critical Lens. NAEYC

[2] The course schedule is subject to change in the event of extenuating circumstances

	Dyslexia ● Overview of FAST assessment and how weekly topics support assessment ● Introduce play based activity that focuses on literacy (Centers) and how to create inclusive, accessible learning spaces Review: ● Developmental stages of PK-3 ● Listening, Speaking, Reading, Writing ● Language development & literacy learning environment ● Developmental progression of language learners ● Culturally Responsive Teaching (Funds of Knowledge)		**education history with an emphasis on literacy work and discuss ways they can access their students' funds of knowledge in literacy.** **Using p. 56-58 of the PK Learning Foundations chart, for language use of students 48 mo old and 60 mo old, compare and contrast the expectations of each and discuss with your group.**	Standards CA Common Core State Standards ELA & Literacy Preschool Learning Foundations Vol. 1 (Language & Literacy section) (include the influence of literacy environment) **California Dyslexia Guidelines (chps. 1-3).** CA Preschool Curriculum Framework Ch 4 Language and Literacy Reading Rockets-Early Literacy Instruction: Research Applications in the Classroom
2	Asset-based pedagogy ● culture, language, translanguaging, SES ● Conduct instruction that leverages children's existing linguistic	I 7.7, 7.9 P 1.2, 1.4, 4.3, 4.6, 7.1, 7.2, 7.3,	Using Tech to Promote Asset-Based Pedagogy - Seesaw as an example	Taylor, S. V., & Leung, C. B. (2020). Multimodal literacy and social interaction: Young children's literacy learning. *Early Childhood Education Journal*, *48*, 1-10.

	repertoires, including home languages and dialects, and encourages translanguaging. ● Introducing and using digital literacy tools & instructional technologies from the CA Digital Learning and Standards Guidance. ● Demonstrate strategies that are evidenced based(Seesaw) to promote multimodal literacy and home/school learning connections ● Continued exploration of Dyslexia and identification of children who are at risk.	7.6, 7.7 7.11		SEAL PK-3 Model p. 10-11 Development of home languages California Dyslexia Guidelines (Chps. 4-6) Snow, M. A., & Katz, A. (2010). English language development: Foundations and implementation in kindergarten through grade five. *California Department of Education, Improving education for English learners: Research-based approaches*, 83-148. Research-based ELD Instruction García, O., & Kleifgen, J. A. (2020). Translanguaging and literacies. *Reading Research Quarterly*, *55*(4), 553-571. Translanguaging and Literacies https://www.cde.ca.gov/ci/cr/dl/documents/dlintegrationstdsguide.pdf
3	● Engaging and motivating evidence-based instructional materials based on awareness on	I - 3.1, 3.4, 3.6, 7.3, 7.4, 7.11, 4a, 4b, 4c	Lecture/Lesson	California Dyslexia Guidelines (Ch 7 Dyslexia & English Learners)

	culturally relevant practices of students ● Introduce digital resources (i.e. Immersive Reader and Flipgrid) for story telling using images and audio. ● Effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge ● Continue discussion on translanguaging ● Dyslexia & English Learners ● Learning & Literacy centers ● Review UDL	P - 3.1, 3.6, 4.7, 7.1,7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 7.11, 4a, 4b, 4c		NAEYC Essentials of Early Literacy Matthew Effect: Reading on Vocabulary Growth Maurer. (2010). Meeting academic standards through peer dialogue at literacy centers. *Language Arts.*, *87*(5). Literacy centers and peer dialogue
4	● The role of assessment ● Introduction to evidenced based observational assessments, formative assessments and record keeping ● How to interpret assessment results ● Understanding bias within assessments ● Assessing English Learners for Dyslexia ● Introduction to Universal Screeners for Dyslexia	I 5.1, 5.3, 5.5, 7.10, 7.11 P 5.1, 5.3, 7.1, 7.2, 7.11	Lecture/Lesson updated lecture notes with reference to interpreting assessment results, bias within assessments and assessing English Learners for Dyslexia	Assessing Reading Multiple Measures, Revised 2nd ed. (pg. 1-18) Diamond, Thorsnes (2018) California Dyslexia Guidelines (Chp. 9) and Appendix A

5	Print Concepts and Letters of Alphabet ● Assessing alphabet skills ● Evidenced based Play based strategies with the alphabet (i.e. playdoh, sidewalk chalk) Teach: ● Print formation and handwriting research and practice ● Introduction to formative assessment, baseline assessments, progress monitoring (i.e observation, Concepts About Print, DIBELS, informal tests. ● Writing process	I-7.5a P - 7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 7.10 5a, 5b, 5.5 A 7.1, 7.2, 7.5, 7.7, 7.8	Foundational literacy Assignment # 1 Lecture/Lesson UC/CSU Collaborative Introduction to Dyslexia Modules - Complete all modules prior to the end of	Handwriting and Science of Reading Teaching Reading Sourcebook-Chps. 3-4 Promoting Preschoolers' Emergent Writing& Stages of Writing Development from NAEYC (understanding the beginnings in PK/TK/K) Whitmore, K. F., Martens, P., Goodman, Y., & Owocki, G. (2005). Remembering critical lessons in early literacy research: A transactional perspective. *Language Arts*, *82*(5), 296-307. Remembering Critical Lessons in Early Literacy Jeff Anderson - What writing is and isn't
6	● Phonology, Phonological Awareness and	I 7.5,	Phonological and Phonemic Awareness	Assessing Reading:: CORE Phoneme

	Phonemic Awareness ● Introduction to Structured, Explicit, Systematic Literacy Instruction ● Evidenced based phonemic awareness strategies (i.e. Elkonin Boxes) ● Approaches for teaching children with Dyslexia	7.10 P 5.5, 7.1, 7.2, 7.5, 7.6, 7.10	Lecture/Lesson	Deletion and Segmentations Tests (pgs. 19-33) Teaching Reading Sourcebook-Ch. 5 California Dyslexia Guidelines Chp. 11
7	● Introduction to Comprehension (Narrative Text and ● Use of evidenced based comprehension strategies in instructions ● The role of syntax and semantics in comprehension ● Introduction to literal and inferential strategies with diverse texts ● emphasis on reasoning, perspective taking and critical listening when reading and writing disciplinary texts ● Introduction to the Read Aloud (What, when, how) ● Introduce big books and interactive strategies ● The use of retelling as a formative	I - 7.1, 7.5, 7.6, 7.7,3a P - 4.2, 5.5, 7.1, 7.2, 7.5, 7.6, 7.7, 7.9,7.10, 7.11, 5a, 5b, 5c	Foundational Literacy: Comprehension lesson	Assessing Reading: CORE Reading Maze Comprehension Test (pg. 150-180) (used for 2-3 grades) Teaching Reading Sourcebook Chps. 14.

	assessment ● Use of flipgrid for storytelling using images.			
8	● Choosing developmentally appropriate & multicultural texts ● Review the UDL lesson template ● The role of vocabulary in background knowledge ● Designated & integrated ELD	I- 3.3, 3.6, 4.1, 6.1 7.1,7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 7.10, 4a, 4b, 4c, 5b, 5c, 6e P -3.3, 3.6,5.5, 4.1, 6.1, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 4a, 4b, 4c, 5b, 5c, 6e	Foundational Literacy Assignment # 2 RA	SEAL P-3 Literacy Acosta-Tello, E. (2019). Reading aloud: Engaging young children during a read aloud experience. *Research in Higher Education Journal, 37.* Giles, R., Morrison, K., Szatkowski, H. D., & Brannan, L. (2022). Investigating the use of read alouds for elementary students' vocabulary development. *The Journal of Teacher Action Research, 9*(1). Slay, L. E., & Morton, T. B. (2020). Engaging pre-service teachers in read alouds. *Changing English, 27*(1), 64-82. 6 Things to Know about Integrated and Designated ELD Instruction
9	● Introduction to Phonics ● 6 syllable types	I - 7.2,	Phonics Lecture/ Lesson	Assessing Reading: CORE Phonics Survey

	• Syllable division • Use of screening tool for phonics assessment • Use of evidenced based strategies for instruction	7.5, 7.7 P - 5.5, 7.1, 7.2, 7.5, 7.6, 7.7, 7.10, 3b, 3c		(pgs. 41-62) Teaching Reading Sourcebook, 3rd ed. - chapter 6-7 Reading Rockets - Phonics Instruction Universal Screening: K-2
10	• Phonics continued • Use of decodable text • Irregular word patterns • Review use of centers and teacher led instruction that utilize play-based exploration • Miscue Analysis • Discuss assessments in home language (CORE Spanish Assessments)	I 5.3, 7.5, 7.7, 7.10 P 5.3, 5.5, 7.1,7.2, 7.5, 7.6, 7.7, 7.10 A 5.3, 7.5, 7.7, 7.10	Phonics Lecture/Lesson Share reflections of RA experience in class	Assessing Reading: CORE San Diego Quick Assessment of Reading Ability (pgs. 68-72) Teaching Reading Sourcebook, 3rd ed. - chapter 8 Assessing Reading-pgs. 41-72 In Pursuit of an Illusion: The Flawed Search for a Perfect Method
11	• Introduction to Fluency Instruction • Evidenced based instructional strategies • How to assess fluency using ORF CBM • K assessments - sight words & decoding	I 7.1, 7.5, 7.10 P 5.5, 7.2, 7.5, 7.6, 7.10 A 7.5, 7.10	Fluency Lecture/Lesson	Assessing Reading: CORE MASI-R Oral Reading Fluency Measure (pgs. 77-119) Teaching Reading Sourcebook, 3rd ed. - chapters 9-10

12	• Overview of Case Study Assignment & Planning • Working with text structure and text features • Examining Differentiated Instruction • How to use identified strengths in children to plan instruction.	I 7.1, 7.2, 7.5, 7.10 P 5.5, 7.1, 7.5, 7.10 A 7.1, 7.5, 7.10	Case Study Analysis Assignment	Working with Text Structure What is differentiated instruction?
13	• Introduction to Informational Text • Use of evidenced based strategies for informational text. • Comprehending digital literacies	I 7.1;; 7.5; 7.6; 7.8 7.9 P 5.5, 7.1; 7.2; 7.5; 7.6; 7.8 7.9	Informational Text Lecture/Lesson	Teaching Reading Sourcebook, 3rd ed. Ch 15 Honig, Diamond, Gutlohn (2018) Best Ever Literacy Tips for Teaching Informational Text Structures
14	• Introduction to Orthography and Morphology and Spelling Instruction • Multisyllabic Analysis • Vocabulary and Academic Language Instruction including choosing Tiers, 1, 2, and 3 words • Use of evidenced based strategies in instruction.	I 7.5 I 7.9, 7.10 P 5.5, 7.1, 7.2; 7.6, 7.9; 7.10	Lecture/Lesson	Teaching Reading Sourcebook, 3rd ed. - chapters 8 & pgs. 405-601 Assessing Reading-pgs. 120-146
15	• Introduction and Dyslexia, Dysgraphia, and hyperlexia • MTSS (Tier 1, Tier 2, and Tier 3) and	I -, 7.10 P - 4.4, 5.5, 7.1,	MTSS for Reading	California Dyslexia Guidelines Chps. 12-14 Teaching Reading

	communication with peers, colleagues, specialists regarding student data and instructional plans (IEP) • Differentiation between emerging bilingual and dyslexia tendencies • Review and course wrap up	7.2, 7.10 A		Sourcebook, 3rd ed. Honig, Diamond, Gutlohn (2018) Pg. 743-754 Dyslexia and the English Learner Dilemma

APPENDIX

RICA Five Domains and Course Content

Planning	Word Analysis	Fluency	Vocabulary	Comprehension
Base Instruction on standards	Phonological awareness & Phonemic Awareness (Assessment & Instruction)	Role of fluency in reading development	Understand the role of vocabulary, academic language, and background knowledge in reading development	Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.
Base instruction on ongoing assessment	concepts about print,	Accuracy, rate, prosody	Differentiated instruction in vocab, academic language, background knowledge	Factors influencing comprehension
Stimulating learning environment	letter recognition,	interrelationships among word analysis skills, fluency, vocabulary, academic language, background	Early vocabulary development	How word recognition influences comprehension

		knowledge, and comprehension.		
Reading aloud to children	alphabetic principle	factors that can disrupt fluency	Matthew Effect and impact on vocab, AL, background knowledge	Syntax affects comprehension
Promoting and monitoring independent reading	Graphemes, phonemes	Fluency instruction	Language in text is more sophisticated than speech	Text structure affects comprehension
Conducting and analyzing assessments	Letter- sound correspondence	automaticity	Role of independent reading	Relationship between oral language and comprehension
3 assessment purposes- Entry level assessment, monitoring student progress, summative assessment	Encoding and Phonetic spelling	Fluency Instruction (rate, accuracy, prosody)	Factors influencing vocab, AL, and background knowledge	Listening comprehension as foundation for reading
	Phonics	Fluency assessment	word-learning strategies (e.g., teaching transferable, generalizable strategies; developing morphological knowledge; developing contextual strategies	Text based discussions, writing, influence comprehension
	Decoding	Role of independent reading	development of word consciousness	Role of independent reading

	Orthographic knowledge		Content area vocabulary	Reading comprehension instruction
	Word Study		Recognize that vocabulary, academic language, and background knowledge are indirectly assessed in reading comprehension assessments	Prepare students for reading task
			Instruction for Factors influencing vocab, AL, and background knowledge	Comprehension of expository text and research skills
				Differentiated comprehension instruction
				Comprehension Assessment

Foundational Literacy topics

Foundational Literacy Week 2:
Using Digital Technology to Promote Multimodal Literacy and Support Multilingual Learners

Lesson Objectives:

1. Candidates will grow in awareness of multimodal literacy and English Language Development instructional strategies (7.1, 7.7, 7.11).
2. Candidates will understand the uses of digital tools and technology in engaging students in literacy practices using asset-based pedagogy (1.2, 1.4, 4.3, 4.6, 7.3).

Readings:

Taylor, S. V., & Leung, C. B. (2020). Multimodal literacy and social interaction: Young children's literacy learning. *Early Childhood Education Journal*, *48*, 1-10.
Multimodal Literacy

Snow, M. A., & Katz, A. (2010). English language development: Foundations and implementation in kindergarten through grade five. *California Department of Education, Improving education for English learners: Research-based approaches*, 83-148.
Research-based ELD Instruction

García, O., & Kleifgen, J. A. (2020). Translanguaging and literacies. *Reading Research Quarterly*, *55*(4), 553-571.
Translanguaging and Literacies

Videos:

Using Seesaw (Digital Platform) to Support Multilingual Learners (start video around 5:30)

Class Assignment:

1. Create your own Demo Seesaw classroom (free) and create a sample student. Sign up here.

2. Go to the activities tab, and click on "browse activity library.". Find an activity that will engage students in multimodal forms of literacy. Example: Look at the Seesaw Activity "How Can I Share a Story From My Life?"

3. In groups, show and tell about your chosen activity with your group members. Explain how this activity promotes research-based ELD instruction and provides opportunities for multimodal literacy. How can you use digital tools to promote asset-based pedagogy and create opportunities for families to engage in their students' literacy learning?

Foundational Literacy Week 3: Integrating Instructional Materials into the P-3 Classroom: Cultural Awareness, Engagement, & Inclusivity

Objectives:

1. Candidates will build awareness, knowledge, and skills in developmentally appropriate, evidence-based early literacy instruction using asset-based pedagogy and responsive, inclusive practices (3.1, 7.1, 7.3
2. Candidates will build awareness, knowledge, and skills in creating print rich, student-centered literacy environments that are engaging, promote interaction and exploration, and integrating English Language Development and building students' vocabulary through learning and literacy center activities (7.1, 7.4, 7.11)
3. Candidates will understand what UDL is and why it is important (3.6)

NAEYC 4a, 4b, 4c

Readings:

NAEYC Essentials of Early Literacy (This reading include the elements of creating literacy environments that are print rich and that foster interest in print)

Literacy-Rich Environments (This reading include the elements of creating literacy environments that are print rich and that foster interest in print)

Matthew Effect: Reading on Vocabulary Growth

Souto-Manning, M., Rabadi-Raol, A., Robinson, D., & Perez, A. (2019). What stories do my classroom and its materials tell? Preparing early childhood teachers to engage in equitable and inclusive teaching. *Young Exceptional Children*, *22*(2), 62-73.
What stories do my classroom tell?

Price-Dennis, D., & Mapes, N. (2021). "I don't even know why this is a monument": Exploring multimodal making in early childhood. *The Reading Teacher*, *75*(1), 91-101.
Exploring Multimodal Making in Early Childhood

Maurer. (2010). Meeting academic standards through peer dialogue at literacy centers. *Language Arts.*, *87*(5).
Literacy centers and peer dialogue

Videos:
Seeing UDL in Action in the Classroom From understood.org

Organizing the Classroom: Activity Centers From Teach For Life

Station Rotation: Differentiation Instruction to Reach All Students (Literacy Centers) From Edutopia

Class Discussion:

1. What are learning centers and how are they used?
2. What are literacy centers and how are they used?
3. What are some ways to promote literacy engagement, vocabulary development, and integrated English Language Development through centers?
4. What is universal design for learning?
5. How can you increase equity and inclusivity in the instructional materials you use in the classroom?
6. What is multimodal literacy and what are ways that you can incorporate it into a classroom?
7. How can you extend these ideas for grades 1st - 3rd?

Foundational Literacy Week 4: The Role of Assessment

Lesson Objectives:

1. Candidates will understand the importance of assessment, and how teachers use data to make decisions.

Readings:

Teaching Reading Sourcebook, 3rd ed. Honig, Diamond, Gutlohn (2018)	Pp. 10-12; pp. 327-355; p. 751
Assessing Multiple Measures, Revised 2nd ed. Diamond, Thorsnes (2018)	Familiarize yourself with different types of literacy assessments

SB237 Dyslexia - Universal Screening

Videos:

Reading Rockets Introduction to Reading Assessment

Reading Rockets Assessment in Practice

Class Discussions:

1. Why is it important to assess students' various literacy skills? What is the role of assessment?
2. What might you do with the data you collect from assessments?
3. What are formative assessments? How does that look in different grade levels K-3?
4. What are observational assessments & how do you keep records
5. What literacy assessments have you seen administered?
6. What questions do you have regarding literacy assessments in primary grades?

- RICA practice

Foundational Literacy Week 5: Concepts of Print & Stages of Writing Development

Lesson Objectives:

1. Candidates will identify strategies to develop students' awareness of print concepts including letters of the alphabet, sound/symbol correspondences, decoding and encoding, print formation, and producing written text (7.5).
2. Candidates will consider the writing process and the writers workshop model (7.7, 7.8)
3. Candidates will plan and implement a developmentally appropriate play-based or multisensory mini-lesson and writing activity for emergent writers in a TK-K classroom setting or developing writers in a 1st - 3rd grade classroom setting (7.1, 7.2, 7.5, 7.7, 7.8)

- RICA practice

Readings:

Teaching Reading Sourcebook- chapters. 3-4 chapter 3 Print Awareness & chapter 4 Letter Knowledge

Promoting Preschoolers' Emergent Writing & Stages of Writing Development from NAEYC
(understanding the beginnings in PK/TK/K)

Jeff Anderson - What writing is and isn't

Whitmore, K. F., Martens, P., Goodman, Y., & Owocki, G. (2005). Remembering critical lessons in early literacy research: A transactional perspective. *Language Arts*, *82*(5), 296-307.
Remembering Critical Lessons in Early Literacy

Robertson, R. (2007). The meaning of marks: Understanding and nurturing young children's writing development. *EXCHANGE-EXCHANGE PRESS-*, *176*, 40.
The Meaning of Marks: Understanding and Nurturing Young Children's Writing Development

Reading Rockets - Writing Activities for Your Pre-K Child

Massachusetts DESE Writing Process: What Is This & Why Does It Matter?

Children's Literacy Initiative - Writing Workshop

Videos:

Class Discussions:

1. What are ways that play is connected to early literacy and writing? Identify and discuss.
2. How would you set up a writing center in your classroom? How can you incorporate opportunities for emergent writers to engage in writing practices in learning centers? How can you extend this from K/1 into grades ⅔?
3. Consider how handwriting helps emerging readers develop foundational skills and the research that has been done between handwriting and brain development. How would you incorporate handwriting into your day?
4. What are some strategies you would use to help emerging writers learn to encode words using a multisensory approach?
5. How do you create a writing community?
6. What are the stages of the writing process?
7. Mini-lessons for writing & writers workshop
8. What assessments can you use to identify student skills in print concepts (including letters of the alphabet) and writing development?

In class group project:

Assignment # 1:

Plan and implement a developmentally appropriate play-based or multisensory writing mini-lesson and activity for emergent writers in a TK-K classroom setting, or a 1st - 3rd grade classroom setting, depending upon your current placement (7.1, 7.2, 7.5, 7.7, 7.8). Incorporate student talk and opportunities for peer collaboration.

Consider the following:

-What is the purpose?

(Examples: Writing for real life purposes like a shopping list, labeling items on a picture, etc, sequence of events, how-to, descriptive or informational writing, etc)

-What is the structure for the mini-lesson? For the activity? Is it structured and organized as well as direct, systematic, or explicit?

(Examples: whole group interactive writing, small group supported writing, independent play-based writing, writing workshop, etc)

-How will you support students with diverse needs?

-How will you create a literacy-rich environment to foster interest in print?
How do the mini-lesson and activity support the development of the children's foundational skills?

- print concepts including recognizing the letters of the alphabet
-letters of the alphabet
-phonological awareness including phonemic awareness
-phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences
- decoding and encoding, morphological awareness
-text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (FoundationalSkills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive,	Candidate does not plan and implement a developmentally appropriate writing mini-lesson and activity based on standards and frameworks for the grade selected or does not incorporate any principles of UDL.	Candidate plans and implements a mini-lesson activity that is minimally tied to appropriate standards and frameworks, minimally incorporates principles of UDL, or is minimally developmentally appropriate.	Candidate plans and implements a developmentally appropriate writing mini-lesson and activity based on appropriate standards and frameworks for the grade level selected and incorporates principles of UDL.

systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 7.5. **Foundational Skills.** Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity),through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	The lesson is not structured and organized or does not incorporate teaching writing concepts in a mini-lesson format with a following activity that incorporates opportunities for students to review and practice skills. Considerations for a literacy-rich environment are minimal or absent. The lesson lacks explicit developmentally appropriate activities or instructions for print concepts, letters of the alphabet, phonological awareness,	The lesson is structured and somewhat organized; it incorporates writing concepts and opportunities for review and practice. However, the concepts are not taught explicitly. Include some ideas toward a literacy-rich environment with basic designated areas and resources. The lesson includes some developmentally appropriate activities activities for these skills but may lack variety or depth in exploring print concepts, letters of the	The lesson is structured and organized with explicit teaching concepts during the mini lesson and an activity that incorporates opportunities for students to review and practice with foundational skills. Classroom design includes clearly labeled, thoughtfully arranged areas and intentionally chosen resources that promote a literacy-rich environment. The lesson plan is rich in varied and

	phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), or rate (as an indicator of automaticity)	alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), or rate (as an indicator of automaticity)	comprehensive developmentally appropriate activities activities specifically designed to teach print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), or rate (as an indicator of automaticity) effectively.

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 7.7. Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative	The lesson does not promote students' oral and written language development; opportunities and scaffolds for students to create written text are missing.	The lesson minimally promotes students' oral and written language development; there are limited opportunities and scaffolds for students to create written text.	The lesson serves to promote students' oral and written language development by providing students opportunities and scaffolds to create written text.

discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			

Foundational Literacy Week 6: Phonological & Phonemic Awareness

Lesson Objectives:

1. Candidates will understand what phonological and phonemic awareness are, their importance in building foundational early literacy skills, and multisensory strategies to integrate instruction and practice that is structured and organized as well as direct, systematic, and explicit into their teaching day.

Readings:

Teaching Reading Sourcebook, 3rd ed. - chapter 5 Phonological Awareness

Assessing Reading-pgs. 19-40 Phonological Awareness

Colorado Department of Education: Purposeful, Direct, Explicit, and Systematic Instruction (This website includes What is Direct, Explicit, Systematic Instruction and Why is it important? Implications for Best Practice.)

CORE Phoneme Deletion and Segmentations Tests (pgs. 19-33)

Videos:

AIM Institute for Learning and Research Scarborough's Reading Rope - Understand the history of the reading wars between balanced and structured literacy. You will likely need to negotiate the two in your classroom.

Dr. Semingson on Phonological Awareness, Phonemic Awareness, and Phonics

Heggerty Phonemic Awareness Classroom Instruction - One example of a structured, explicit daily practice.

Orton Gillingham Multisensory Approach to Learning - Letter/sound/shape - start at 2:00

Class Discussions:

1. What is phonological awareness? What is phonemic awareness? What is the difference?
2. What are some of the strands of Scarborough's Reading Rope and how do they work together to help students become readers?

In class group project:

Depending on the district/school you will teach in, you may or may not have access to specific, structured, explicit teaching curriculum for phonological and phonemic awareness. (Some examples are the Orton Gillingham Approach and Heggerty.) How will you ensure you are delivering phonological and phonemic awareness lessons to your students in direct, explicit, and structured ways? Explore ways to incorporate multisensory strategies in these lessons. Present your group findings to the class. TPE: 7.5

Foundational Literacy Week 7: Introduction to Comprehension (Narrative Text)

Lesson Objectives:

1. Candidates will understand the importance of developing student listening and reading comprehension skills and develop strategies for teaching these skills.

2. Candidates will know how to advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Readings:

Teaching Reading Sourcebook, 3rd ed. Honig, Diamond, Gutlohn (2018)	Section VI: Comprehension & Chapter 14 Literary Text
Assessing Multiple Measures, Revised 2nd ed. Diamond, Thorsnes (2018)	pgs. 150-180 Comprehension

Reading Rockets - Research on Comprehension
Reading Rockets - Content Area Vocabulary Learning
Reading Rocket - Literacy Implementation Guidance for the ELA

Class Discussions:

1. Building on background knowledge
2. Previewing and building vocabulary
3. Listening comprehension
4. Strategies for developing comprehension
5. Questioning before, during, and after reading
    a. How do foundational skills in literacy (like phonemic awareness and phonics) impact a child's ability to read and write complex texts? Can you provide examples of activities that effectively build these skills in young learners?
    b. What cognitive processes are essential for reading comprehension and expressive writing? How can teachers design activities that strengthen these cognitive skills, such as inferencing, analyzing, and evaluating?
    c. Discuss the role of vocabulary development and syntax in understanding and writing complex texts. What strategies can educators use to enhance these language skills in diverse classroom settings?
    d. In what ways can teachers differentiate instruction to meet the needs of all learners, including those with learning disabilities and multilingual

students? Please share specific differentiated strategies that could be applied in a lesson focused on reading and writing complex texts.

Group Work:

1. Go to the Reading Rockets research on comprehension page
2. Pick an article, read, and discuss strategies utilized to develop student comprehension -
3. How can you use these in your classroom? What questions do you have about the strategies referenced in the article?
4. Share out the article and summarize for the class

TPE:
I - 7.5, 7.6, 7.7,3a

P - 7.5, 7.6, 7.7, 7.10, 7.11, 5a, 5b, 5c

Foundational Literacy Week 8 & Assignment # 2

The Read Aloud: Why is it important and what strategies are used to elevate student literacy?

Readings:

Acosta-Tello, E. (2019). Reading aloud: Engaging young children during a read aloud experience. *Research in Higher Education Journal, 37.*

Giles, R., Morrison, K., Szatkowski, H. D., & Brannan, L. (2022). Investigating the use of read alouds for elementary students' vocabulary development. *The Journal of Teacher Action Research, 9*(1).

Slay, L. E., & Morton, T. B. (2020). Engaging pre-service teachers in read alouds. *Changing English, 27*(1), 64-82.

SEAL P-3 Literacy

Resources:

UDL Tools

UDL Instructional Planning Process

Refer back to readings from NAEYC Developmentally Appropriate Practice (from LEE 101)

Videos:

Interactive repeated readings in kindergarten

Interactive read aloud - Sobrato Early Academic Language Program (SEAL)

SEAL Integrated and designated ELD

Assignment:

For this assignment, you will consider why the act of reading aloud to students is important (7.2, 7.4, 7.6), and what strategies teachers use to help students with a range of literacy skills including concepts of print, language acquisition, comprehension, and fluency (4.1, 7.5, 7.6) while adhering to developmentally appropriate practices (4.7). Through the reading and videos, you will consider what picture books you would read aloud to a class, and why (7.6, 7.7). You will then do the following:

1) Interview a current K-3 teacher about how they select books to read aloud and what strategies they use when they are reading aloud (3.3) Document questions asked, responses/strategies discussed, and recommendations for supporting student learning.

2) Select a picture book that is developmentally and age-appropriate, and mirror children's backgrounds (7.4, 7.6)

3) Plan a read aloud lesson using the UDL template and adhere to developmentally appropriate practices (3.6, 4.7, 7.1, 7.2)
4) Implement this plan in a K-3 classroom (7.1, 7.2)

5) Write a summary of what you learned about reading aloud, including:
    a) Why the strategy is important in students' literacy development (7.1, 7.2)

b) The importance of inclusivity and multicultural representation in the books we select (7.3, 7.4)
c) Who you interviewed, your interview questions, and what you learned from the teacher interview (3.3)
d) What picture book you selected, why you selected it, and the purpose for the students (7.6, 7.7)
e) Reflection on your experience reading aloud to the class (6.1)

6) Submit the summary and video on Canvas

Rubric for Assessment # 2 - The Importance of the Read Aloud - See below

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
Step 1			
3.3 Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.	Candidate did not conduct an interview with a current K-3 teacher and discuss read alouds as a practice for providing opportunities for children to learn.	Candidate conducts the interview with a current K-3 teacher and documents some questions asked or some strategies discussed. However the candidate does not document questions asked, strategies discussed, and how candidate can support children's learning.	Candidate documents questions asked during interview with current K-3 teacher, documents strategies discussed, and how candidate can support children's learning through implementing read alouds in the classroom.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
Step 2			
4.1 Plan activities & lessons that build on what children know, accommodate children's developmental needs and learning	Candidate does not select a developmentally appropriate book for K-3 students and does not consider student	Candidate selects a picture book to read aloud to a K-3 class, considering students' developmental needs.	Candidate selects a developmentally appropriate picture book to read to a K-3 class, and shows evidence of understanding student needs

preferences and provide opportunities for large and small group and individual learning experiences **7.6** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities.	backgrounds (culture, language, gender, abilities) in making book selection.	However, candidate does not show evidence of considering asset-based pedagogy in making book selection (representing student backgrounds, cultures, languages, genders and abilities).	and student backgrounds (culture, language, gender, abilities) in making book selection.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
Step 3			
4.7 Plan and adapt developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children **7.1** Plan & implement evidence-based literacy instruction appropriate to child grounded in	Candidate does not create a read aloud lesson that adheres to developmentally appropriate practices or uses principles of UDL.	Candidate creates a ead aloud lesson using some principles of UDL, but does not complete all three steps of the UDL template and/or does not show an understanding of developmentally appropriate practices.	Candidate creates a read aloud lesson using the principles of UDL, completes all steps of the UDL template, and clearly shows understanding of developmentally appropriate practices.

understanding of CA ELA/ELD Standards **7.2** Plan & implement evidence-based literacy instruction appropriate to child grounded in understanding of UDL & MTSS			
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
Step 4			
7.1 Plan & implement evidence-based literacy instruction appropriate to child grounded in understanding of CA ELA/ELD Standards **7.2** Plan & implement evidence-based literacy instruction appropriate to child grounded in understanding of UDL & MTSS	Candidate does not implement the RA lesson aligned to standards in a K-3 classroom using principles of UDL.	Candidate implements the RA lesson, aligned to standards in a K-3 classroom, but is minimally guided by principles of UDL.	Candidate implements the created RA lesson, aligned to standards in a K-3 classroom, guided by principles of UDL creating opportunities to build on students' linguistic, cognitive, and social strengths.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
Step 5			

6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context	Candidate does not include a written reflection in the summary.	Candidate writes a reflection of one's own practice. However, reflection is general; it lacks specificity in how the candidate may use the reflection to improve teaching and learning.	Candidate writes a reflection of one's own practice that is specific in detailing how the candidate will improve teaching and learning.
7.3 Incorporate asset-based pedagogies and inclusive approaches and culturally & linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities.	Candidate does not write a summary that includes culturally sustaining practices to use during a read aloud and the importance of inclusivity and multicultural representation in book selection.	Candidate writes a summary of culturally sustaining practices to use during a read aloud lesson. However, the summary does not include the importance of inclusivity and multicultural representation in book selection.	Candidate writes a summary that includes culturally sustaining practices to use during a read aloud lesson to build students' vocabulary, comprehension, and language. Summary includes: - the importance of inclusivity and multicultural representation in book selection.
TPE	**Does Not Meet Criteria (0 Points)**	**Progressing Towards Expectations (1 Point)**	**Meets Expectations (2 Points)**
7.4 Provide literacy instruction for all that is active, motivating, engaging; responsive to children's age, language, and literacy development, and literacy goals; reflective of of family engagement,	Candidate does not include developmentally appropriate practices for K-3 students in the summary.	Candidate writes a summary that includes developmentally appropriate practices to use during a read aloud. However, the summary	Candidate writes a summary that includes developmentally appropriate practices to use during a read aloud that is engaging and responsive to students' literacy and

social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.		does not include specific strategies the candidate learned for engaging students and responding to their developmental needs.	developmental needs. Summary includes strategies learned and why they are important for students.
7.6 Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. **7.7** Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use	Candidate does not include the reasoning for book selection in the summary.	Candidate lists the book selected in the summary, but does not give specific information about its purpose for students.	Candidate writes a summary that includes the reasoning for book selection for the RA lesson and its purpose for students.

Foundational Literacy Week 9: Phonics & Screening

Lesson Objectives:

1. Candidates will understand approaches to phonics instruction, effective instructional techniques, and how, when, and why phonics are important in early literacy instruction.

Readings:

Teaching Reading Sourcebook, 3rd ed. - chapter 6 Phonics (including sections on coding and encoding p.187, decodable text p.183, Methods for reading decodable text p.235) - chapter 7 Irregular Word Reading

Reading Rockets - Phonics Instruction

Reading Rockets - What Are Decodable Books and Why Are They Important?
Reading Rockets - Types of Texts and How to Use Them (include practice in connected, decodable text)
Reading Rockets - Using Decodable Books

Universal Screening: K-2

CORE Phonics Survey (pgs. 41-62)

Video Clips:

Achieve the Core - Early Reading Accelerators

Class Discussions:

1. What, when, and why are phonics important in early literacy instruction?
2. What are some effective instructional techniques for teaching phonics?
3. What is a universal screener? How and why are these used?

TPE: 7.5, 7.7, 7.10

Foundational Literacy Week 10: Phonics & Progress Monitoring

Lesson Objectives:

1. Candidates will understand approaches to phonics instruction and progress monitoring.

Readings:

Teaching Reading Sourcebook, 3rd ed. - Section III Decoding & Word Recognition & chapter 8 Multisyllabic Word Reading

Assessing Reading-pgs. 41-72 (Decoding, Word attack, Spelling)

CORE San Diego Quick Assessment of Reading Ability (pgs. 68-72)

In Pursuit of an Illusion: The Flawed Search for a Perfect Method

Class Discussions:

1. What does it mean to provide phonics instruction that is comprehensive, systematic, explicit, and cumulative?
2. What is encoding and decoding?
3. What is progress monitoring? How and why are these used?

TPE: 5.3, 7.5, 7.7, 7.10

Foundational Literacy Week 11: Fluency

Lesson Objectives:

1. Candidates will understand the importance of fluency instruction and assessment.

Readings:

Teaching Reading Sourcebook, 3rd ed. - Section IV Reading Fluency (In the Section IV Reading Fluency the three components of fluency are introduced as accuracy, rate and prosody) & chapter 9 Fluency Assessment - chapter 10 Fluency Instruction
Reading Rocket: Oral Reading Fluency Is More than Speed

Reading Rocket: Can We Really Teach Prosody and Why Would We Want To?

The Components of Language and Reading Instruction
Structured Literacy: An Introductory Guide by The International Dyslexia Association (IDA)

CORE MASI-R Oral Reading Fluency Measure (pgs. 77-119)

Class Discussions:

1. Explain these components of reading fluency: accuracy, rate (as a factor of automaticty), and prosody (expression)?
2. **Spelling and Syllable Patterns:**
    a. How can identifying and practicing syllable patterns in multisyllabic words improve students' reading fluency and spelling abilities?
    b. In what ways can we break down complex words into syllables to aid students in both spelling and reading comprehension?
3. **Semantics:**
    a. How does understanding the meaning of words and phrases, beyond their literal definition, contribute to reading comprehension?
    b. Discuss the importance of teaching synonyms, antonyms, and figurative language. How can these semantic skills be developed through classroom activities?
4. **Morphology:**
    a. Why is it important for students to understand the smallest units of meaning in words? How does this knowledge impact their reading and writing?
    b. What role does morphology and syntax play in developing reading fluency, and how can these components be explicitly taught?
5. **Syntax:**
    a. How does knowledge of sentence structure and the rules of grammar assist students in understanding complex texts?
    b. Can you provide examples of activities that would help students understand the difference between sentences like "The boy hit the ball" and "The ball was hit by the boy"?
6. **Application of Instruction:**
    a. How can teachers create activities that incorporate these linguistic components in a way that is engaging for young readers?
    b. What role do hands-on activities and physical movement play in helping students understand these complex linguistic concepts?

c. What strategies could be employed to ensure that teaching spelling and syllable patterns is explicit and systematic?
d. What are some effective methods to give students hands-on experiences with words that have complex morphological structures or syntax?

7. What are fluency assessments and how do you use them?

TPE: 7.5, 7.10

Foundational Literacy Week 12: Case Study Analysis Project

(50 points)
RICA Domains 1, 2, 3, 4, 5
TPE's 7.2, 7.9, 7.10

Helping struggling readers requires observation (kid-watching), assessment, and effective instructional help, as a result, students will choose a child in PK-3 and use a variety of assessments in order to compile a profile that can inform instruction. This assignment will include a formal interpretation of literacy performance with recommendations for the classroom teacher. You will then do the following:

The candidate needs to choose 5 assessments (from the course) that can be implemented with the child. After analyzing all assessments, use the information to create literacy experiences for the selected student:

1. Identify two needs and one strength according to assessment data (TPE 7.10)
2. Create 1 brief lesson for each need and strength (3 lessons total) (TPE 7.2)
3. Build a lesson around a choice of text (TPE 7.9)
4. Within that lesson, include activities that integrate the four key components of structured literacy—spelling and syllable patterns, semantics, morphology, and syntax—into a fluency-building exercise.
5. Describe how these activities will utilize the student's identified strengths to address their needs, and explain how it will contribute to their reading or language improvement, especially overall fluency in reading.
6. Essay needs to be written in a five-paragraph format and 500 words in length.

INSTRUCTIONAL ACTIVITY: Case Study ANALYSIS
RUBRIC

TPE	Criteria	Meets Expectations- 2 points	Progressing towards Expectations 1 point	Does Not Meet Expectations- 0 point
TPE 7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	**Recording of assessment data**	Candidate accurately records assessment results on each instrument.	Candidate is able to partially record assessment results on each instrument.	Candidate struggles to record assessment results on each instrument and/or fails to implement instruments.
TPE 7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	**Identifies two needs and one strength**	Candidate is able to identify 2 needs and 1 strength using evidence from the assessments.	Candidate is able to identify at least one need and strength using evidence from the assessments.	Candidate struggles to identify need and strength in the assessmen t data.

TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	**Instructional Lessons**	Candidate is able to design three explicit lessons using instructional strategies with text in each lesson to support needs and strengths.	Candidate is able to design limited lessons with instructional strategies and use of text to support needs and strengths.	Candidate's lesson plans lack appropriate instructional strategies and text to support needs and strengths.
TPE 7.2.	**Rationale**	Candidate is able to accurately provide a rationale that supports lessons to increase	Candidate struggles to accurately provide a rationale that supports lessons to increase reading development.	Candidate is unable to provide rationales that support lessons to increase

		reading development.		developm ent.
TPE 7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity),through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the	**Activities design**	The activity lacks integration of spelling and syllable patterns, semantics, morphology, and syntax. The fluency-building exercise does not appropriately utilize the student's identified strengths to support their needs. There is little to no justification provided for how the activity will contribute to reading fluency improvement.	The activity demonstrates some integration of structured literacy components but may emphasize some aspects over others, leading to an imbalance. The student's strengths are acknowledged but not effectively leveraged to support their needs in the fluency-building exercise. There is an attempt to justify how the activity will enhance reading fluency, but the explanation lacks depth or specific	The activity effectively integrates spelling and syllable patterns, semantics, morphology, and syntax in a well-balance d fluency-build ing exercise. The fluency activity is clearly designed around the student's strengths, using them strategically to address specific needs. The lesson plan includes a

manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.			evidence-based rationale.	thorough and well-supported explanation of how the activity will lead to improvements in the student's reading fluency, referencing assessment data and literacy theories or research.
TPE 7.9. Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts	**Build lesson around a choice of text**	Candidate is able to identify and utilize an appropriate text to literacy instruction that supports strengths and needs identified by the data.	Candidate struggles to identify and utilize an appropriate text to literacy instruction that supports strengths and needs identified by the data.	Candidate is unable to identify and utilize an appropriate text to literacy instruction that supports strengths and needs identified by the data.

relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.				

Foundational Literacy Week 13: Introduction to Informational Text

Lesson Objectives:

1. Candidates will understand the importance of teaching students to read and understand informational texts, and strategies for developing students' skills, motivation, and engagement in reading.

Readings:

Teaching Reading Sourcebook, 3rd ed. Honig, Diamond, Gutlohn (2018) Best Ever Literacy Tips for Teaching Informational Text Structures	Chapter 15

Class Discussions:

1. Building on background knowledge
2. Previewing and building vocabulary
3. Strategies for developing comprehension
4. Text structures, questioning

Group Work:

1. Read the article “Best Ever Literacy Tips for Teaching Informational Text Structures”
2. Find and discuss strategies utilized to develop student comprehension and understanding of text structures
3. How can you use these in your classroom? What questions do you have about the strategies referenced in the article?

TPE:
7.1, 7.2, 7.5, 7.6, 7.8, 7.9

Foundational Literacy Week 14: Spelling, Multisyllabic Word Reading, & Vocab Development

Lesson Objectives:

1. Candidates will understand syllabication, syllable types, division, and segmentation strategies, and use these concepts to develop students' abilities to decode, encode, and follow spelling patterns.
2. Candidates will learn forms of vocabulary instruction and word learning strategies.

Readings:

Teaching Reading Sourcebook, 3rd ed. - chapters 8 Multisyllabic Word Reading & pgs. 405-601: Vocabulary, Specific Word Instruction, Word-Learning Strategies, Word Consciousness

Reading Rockets - What Should Morphology Instruction Look Like?
Assessing Reading-pgs. 120-146 Vocabulary

TPE: 7.1, 7.5, 7.10

Foundational Literacy Week 15: Reading Difficulties & MTSS for Reading

Lesson Objectives:

1. Candidates will understand some types of reading difficulties encountered by students and how a multi-tiered system of support works.

Readings:

Teaching Reading Sourcebook, 3rd ed. Honig, Diamond, Gutlohn (2018) Dyslexia and the English Learner Dilemma	Pg. 743-754

Video:

What is dyslexia? TedEd

Class Discussions:

1. What is dyslexia? What is dysgraphia? How can you support students encountering reading difficulties with high quality instruction?
2. What is the difference between emerging bilingual and dyslexia tendencies?

TPE:
7.2, 7.10