



EDUC 376
Fundamentals of Literacy
Spring 2020

I. Course Description:

This foundational course introduces a comprehensive, evidence-based approach to effective literacy instruction. Focused on the theoretical and practical aspects of children literacy pedagogy within reading and writing in a developmentally responsive and integrated way. Designed to meet the diverse needs of students in today’s classrooms, this course will enable candidates to explore the core components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will examine instructional skills and strategies, technologies, classroom assessments, and evidence-based literacy practices critical to creating capable and confident readers. Candidates will engage in activities to enhance learning and implement explicit instructional strategies designed to meet the needs of diverse populations. Candidates will be able to create detailed lesson plans connecting theory to practice by providing step-by-step procedures in an evidence-based approach to literacy instruction.

DATE	SESSION#	TOPIC	Assignment	Associated Standards
January 9	1	Introductions & Expectations literacy standards Reading Rockets		CAEP 1.1
January 16	2	lesson plan		

January 23	3	Chapter 1: Becoming an Effective Literacy Teacher	<p>SUGGESTED EI VIDEO</p> <p>Five Practices of Highly Effective Classrooms Hidden Skills of Academic Literacy</p> <p>Exceptional Teaching in Action</p> <ul style="list-style-type: none"> • Ms Tuttle - Text Structures - Centers (with analysis) • Ms Tuttle Interview: Using Data to Plan Engaging Lessons • Ms. Tocci and Ms. Edwards 5th Grade Inclusion Reading lesson • Ms. Zanjani: Assessment in Instruction <p>Adolescent Literacy</p> <ul style="list-style-type: none"> • Module 3A: Dayton Panel Discussion: Identifying Struggling Readers • Module 4: Guided Reading workshop • Literacy Rich Environment <p>Designing Lessons to Inspire Thinking and Learning</p> <ul style="list-style-type: none"> • Creating Instruction that Allows Every Child to Excel 	<p>InTASC 1.1.e InTASC 1.1.f TLS 2.1 TLS 2.2</p> <p>Content-specific standards: 1.1 indicator 1-3 1.2 indicators 1-2</p>
January 30	4	Chapter 2: The Reading and Writing Process	<p>LC ~ Teaching Reading & Writing Chapter 1</p> <p>SUGGESTED EI VIDEO</p> <p>Balanced Literacy</p> <ul style="list-style-type: none"> • Profound Impact of Writing Instruction <p>Charlotte Danielson's Teaching Framework</p>	

			<ul style="list-style-type: none"> • Characteristics of Good Writing (clips 1-2) • Descriptive Writing (clips 16-17) 	
February 6	5	Chapter 3: Assessing Literacy Development	<p>LC ~ Teaching Reading & Writing Chapter 2</p> <p>Whole Lesson Plan</p> <p>Chapters 1 & 2 Tests</p> <p>SUGGESTED EI VIDEO</p> <p>Taking the Guesswork Out of edTPA edTPA-Planning for Literacy Instruction and Assessment Showcasing Your Lesson Assessing Students? Literacy Learning</p>	<p>CAEP 1.5 ISTE-E 7a InTASC 2.3 TLS2.6</p>
February 13	6	Chapter 4: The Youngest Readers and Writers	<p>LC ~ Teaching Reading & Writing Chapter 3</p> <p>Reading Rockets ~ Spelling</p> <p>SUGGESTED EI VIDEO</p> <p>Classroom Lessons Un-Narrated</p> <ul style="list-style-type: none"> • Ms. Boltz • Ms. Kladke • Ms. Hasse (Butterflies) • Ms. Hasse (Fairy tales) • Ms. Tuttle 	<p>InTASC 1.1.e InTASC 1.1.f</p> <p>TLS 2.1 TLS 2.2 TLS 3.9</p> <p>Content-specific standards: 1.1 indicator 1-3 1.2 indicators 1-2</p>
February 20	7	Chapter 5: Cracking the Alphabetic Code	<p>LC ~ Teaching Reading & Writing Chapter 4</p> <p>Reading Rockets ~ phonics/phonemic awareness/phonological</p> <p>Chapters 3 & 4 Tests</p>	<p>InTASC 1.2.e InTASC 1.2.f InTASC 1.3.e InTASC 1.1.e InTASC 1.1.f</p> <p>TLS 2.1 TLS 2.2</p> <p>Content-specific standards: 1.1 indicator 1-3 1.2 indicators 1-5</p>

			<p>SUGGESTED EI VIDEO</p> <p>Adolescent Literacy</p> <ul style="list-style-type: none"> • Word Study 	
February 27	8	<p>LC IN CLASS~ Teaching Literacy in TN</p>	<p>Lesson Plan #2 Reading Horizon Workshop</p>	
March 5	9	<p>Midterm Project</p> <p>Chapter 6: Developing Fluent Readers and Writers</p>	<p>LC ~ Teaching Reading & Writing Chapter 5</p> <p>Reading Rockets ~ Fluency</p>	<p>InTASC 1.2.g InTASC 1.5.e</p> <p>TLS Content-specific standards: 1.2 indicator 7 1.1 Indicators 1 & 8 1.2 Indicator 5 1.3 Indicators 2 & 3 1.4 Indicators 3 & 8 1.5 Indicators 4 & 5 Indicators 1-3</p>
March 12	10	<p>Chapter 7: Expanding Academic Vocabulary</p> <p>Selecting Vocabulary to Teach During a Read-Aloud</p>	<p>LC ~ Teaching Reading & Writing Chapter 6</p> <p>Reading Rockets ~ Vocabulary</p> <p>SUGGESTED EI VIDEO</p> <p>Five Practices of Highly Effective Classrooms</p> <ul style="list-style-type: none"> • 5 Steps in Planning a Vocabulary Lesson(clips 2-8) <p>Designing Lessons to Inspire Thinking and Learning</p> <ul style="list-style-type: none"> • Basic Guidelines for Introducing New Vocabulary 	<p>InTASC 1.3.a InTASC 1.3.d InTASC 1.3.f</p> <p>TLS Content-specific standards: 1.3 indicators 1-6</p>

			<p>Charlotte Danielson's Teaching Framework</p> <ul style="list-style-type: none"> Vocabulary Development with Danielson commentary (clip 11 and 12) 	
March 19	11	Chapter 8: Promoting Comprehension: Reader Factors	<p>LC ~ Teaching Reading & Writing Chapter 7</p> <p>Selecting Vocabulary to Teach During a Read-Aloud Project</p> <p>Chapters 5 & 6 Tests</p> <p>SUGGESTED EI VIDEO</p> <p>Classroom Lessons Unnarrated</p> <ul style="list-style-type: none"> Ms Zanjani-Un-narrated Guided Reading Lesson <p>Exceptional Teaching In Action</p> <ul style="list-style-type: none"> Building On Students' Existing Knowledge Effectively Connecting to Students' Prior Knowledge Ms. Zanjani: Questioning Techniques (clips 5, 7, & 9) <p>Adolescent Literacy</p> <ul style="list-style-type: none"> Comprehension Strategies 	<p>InTASC 1.3.b InTASC 1.3.c</p> <p>TLS</p> <p>Content-specific standards:</p> <p>1.2 indicator 7 1.3 indicators 1, 3, &4 1.4 indicators 2 & 8</p>
March 26	12	SPRING BREAK ~ NO CLASS		

<p>April 2</p>	<p>13</p>	<p>Chapter 9: Promoting Comprehension: Text Factors</p>	<p>LC ~ Teaching Reading & Writing Chapter 8 & 9</p> <p>Reading Rockets ~ Comprehension</p> <p>Chapters 7 & 8 Tests</p> <p>SUGGESTED EI VIDEO</p> <p>Exceptional Teaching in Action</p> <ul style="list-style-type: none"> • Ms Tuttle - Text Structures - Centers (with analysis) • Ms Tuttle Interview: Using Data to Plan Engaging Lessons • Ms. Tocci and Ms. Edwards 5th Grade Inclusion Reading lesson • Ms. Zanjani: Assessment in Instruction 	<p>InTASC 1.3.b InTASC 1.3.c</p> <p>TLS</p> <p>Content-specific standards:</p> <p>1.2 indicator 7 1.3 indicators 1, 3, &4 1.4 indicators 2 & 8</p>
<p>April 9</p>	<p>14</p>	<p>Analyzing Text for Complexity: Quantitative & Qualitative factors; Reader/task factors; selecting high-quality and content-rich texts</p> <p><i>Readings to due before class:</i> Reading A-Z (Teaching Corner) All About Leveling</p> <p>· Leveling System</p> <p>· Benchmark Passages</p> <p>· Running Records</p> <p>· Assessing A</p>	<p>LC ~ Teaching Reading & Writing Chapter 10 & 11</p> <p>OBSERVATION HOURS/paperwork</p>	<p>InTASC 1.5.e TLS 3.9</p> <p>TLS</p> <p>Content-specific standards:</p> <p>1.6 Indicators 1 & 8 1.7 Indicator 5 1.8 Indicators 2 & 3 1.9 Indicators 3 & 8 1.10 Indicators 4 & 5 1.7 Indicators 1-3</p>

		Student's Level · Level Correlati on Chart Stages of Development		
April 16	15	Chapter 10: Organizing for Instruction	LC ~ TDQ Chapter 1 & 2 Text Complexity Analysis Project	InTASC 3.8 InTASC 3.14 TEPP A.g TLS 3.6 TLS 3.11
April 23	16	Chapter 11: Differentiating for Success	LC ~ TDQ Chapter 3 & 4 Chapters 9 & 10 Tests	TEPP A.a-c TLS 3.12 TLS 4.2 TLS 4.3 TLS 4.4 TLS 4.5 TLS 4.9 TLS 4.10
April 30	17	Chapter 12: Reading and Writing Across the Curriculum Final Exam/Project	Reading Rockets ~ Other Section LC ~ TDQ Chapter 5 Chapters 11 & 12 Tests	InTASC 1.3.b InTASC 1.3.c InTASC 1.5.e TLS Content-specific standards: 1.2 indicator 7 1.3 indicators 1, 3, &4 1.4 indicators 2 & 8 1.11 Indicators 1 & 8 1.12 Indicator 5 1.13 Indicators 2 & 3 1.14 Indicators 3 & 8 1.15 Indicators 4 & 5 Indicators 1-3

NOTE: For the sake of brevity and ease of navigation, the course description, the standards, grading system, and required materials were deleted from this syllabus