**Early Literacy Instruction I**

**Course Description**

Concepts, materials and teaching strategies for oral language development (as it relates to phonological processing) and systematic early reading instruction, specific to concepts about print, phonemic awareness, phonics, and spelling conventions. Writing instruction in this course is addressed as encoding (the inverse of decoding). (3 hours)

**Course Goals and Objectives**

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| **Content Knowledge** | **Application by Teacher Candidate** | **Objectives (adapted from IDA)** |
| 1. Understand environmental, cultural and social factors that contribute to language development. | Identify and explain the current research base pertaining to environmental, cultural and social factors contributing to language development. | The candidate will be able to:   1. engage students in purposeful and realistic dialogue to build, enrich and extend oral language development. 2. develop appropriate and effective strategies to reinforce skills necessary for oral language development. |
| 1. Understand the research base for oral language development and its connection to early reading and writing success. | Apply and model the research base for oral language development for semantic, syntactic and pragmatic development of language.  Explain the significance of the Simple View of Reading in understanding the importance of decoding and language as equal contributors to reading comprehension.  Know and identify the progression of language development (semantic, syntactic, and pragmatic).  Assess formally and informally the oral language development gaps for individual children to guide conventional instruction (e.g., PPVT, other)  Apply and model the teaching of beginning writing connecting to oral language development skills. | The candidate will be able to:   1. identify phases in the typical development progression of oral language. 2. explain weaknesses in oral language (semantic, syntactic, and pragmatic skills). 3. plan instruction teaching the developmental skills of oral language by utilizing dialogic reading, show, talk, tell language experience approach to language development; scaffolding oral language activities and phonological memory activities (e.g. short memory words and phrases; repeating object names and colors). 4. develop language enhancement activities using shared reading and writing. 5. provide instruction in writing letters in isolation and writing one’s name. 6. provide developmental writing instruction from oral language experience activities. |
| 1. Understand the research base for effective literacy instruction for concepts about print, phonemic awareness, phonics and word recognition, and early writing development. | Apply and model the research base for effective literacy instruction for concepts about print, phonemic awareness, phonics, word recognition, and early writing.  Identify goals and progression of  skills for the stages of reading  and writing. | The candidate will be able to:   1. explain the language processing requirements of proficient reading and writing. 2. assess concepts about print, analyze data then plan appropriate activities teaching concepts about print. 3. explain and model phonological awareness using manipulatives, i.e identifying and producing rhyming words, blending, segmenting and counting syllables and phonemes. 4. identify goals and stages of typical development for reading and writing and be able to apply strategies that transition students through the stages. 5. explain aspects of cognition and behavior that affect reading and writing such as attention, memory, processing speed and graphomotor control. |
| 1. Understand that the development of oral and written language facilitates comprehension through phonology, orthography, semantic and syntactic processing and discourse. | Identify and explain the language processing requirements that impact reading and writing. | The candidate will be able to:   1. identify and explain the domains of language and their importance to reading and writing using research based models. 2. apply and model instructional strategies used in research that impact children’s oral language development. 3. identify best practices for teaching English Language Learners. |
| 1. Understand how concepts about print, phonemic awareness and phonics are learned by children and why they are important to the reading and writing process. | Identify research from the National Reading Panel on the importance of concepts about print, phonemic awareness, and phonics in the teaching of early literacy. | The candidate will be able to:   1. explain how the relationships among phonemic awareness and phonics change with reading development. 2. explain expectations for learners at different stages of reading and writing development. |
| 1. Possess in depth knowledge of the structure of language: phonology, orthography, morphology. | Detect, manipulate and analyze auditory differences in spoken language and be able to segment words, syllables, phonemes. Identify and pronounce consonant and vowel phonemes.  Know orthographic patterns.  Know the difference between “high frequency” and “irregular” words.  Identify, explain and categorize the six basic syllable types.  Develop and teach research based lessons on phonology, orthography, morphology. | The candidate will be able to:   1. analyze structural differences in spoken language. 2. identify, pronounce, and classify consonant and vowel phonemes. 3. define the terms phoneme, grapheme, morpheme. 4. recognize the language of origin of Anglo-Saxon, Latin/French, and Greek words. 5. map graphemes to phonemes. 6. sort words by orthographic patterns. 7. identify irregularly spelled words and know why they are irregular. 8. sort and read words applying the six basic syllable types (ie. recognize the most common prefixes, roots and suffixes). |
| 1. Understand the research base for teaching letter naming and letter formation; and recognize the appropriate scope and sequence for introducing letters and letter patterns. | Apply and model the research base for teaching letter naming and letter formation.  Use multisensory techniques to teach letter naming and letter formation for manuscript and cursive writing. | The candidate will be able to:   1. apply and model appropriate multisensory strategies for building fluency with letter formation and copying written language. 2. provide instruction in alphabet knowledge and letter formation. |
| 1. Understand the influences of phonological, orthographic, and morphemic knowledge on decoding and encoding. | Recognize the importance of applying and modeling a variety of implicit and explicit instructional methods connecting phonological, orthographic, and morphemic knowledge to decoding and encoding.  Identify and model research based principles pertinent to teaching and learning encoding and spelling conventions. | The candidate will be able to:   1. develop and teach lessons that address students’ phonological memory, decoding, and encoding skill levels. 2. analyze students’ spelling errors to determine instructional needs. |
| 1. Possess a wide variety of explicit instructional strategies for helping beginning readers/writers learn concepts about print, phonemic awareness and phonics. | Apply and model a wide variety of explicit instructional strategies for helping beginning readers/writers learn concepts about print, phonemic awareness and phonics. | The candidate will be able to:   1. apply and model explicit, systematic, and sequential instructional strategies for print concepts, phonemic awareness and phonics instruction. |
| 1. Understand basic writing/transcription skills appropriate for beginning readers and writers to support beginning development of the alphabetic principle.   *Note: Letter formation, handwriting, and encoding are VERY appropriate to EL1 and should be taught here.* | Apply and model a variety of experiences to foster letter formation and encoding. | The candidate will be able to:   1. teach writing strategies to increase automaticity with the mechanics of writing including handwriting, capitalization, punctuation, sentence structure. |
| 1. Understand that there are different types of assessments for different purposes when assessing reading (screening, progress monitoring, diagnostic, summative). | Assess formally and informally, the literacy learning needs and gaps of individual children in order to guide systematic and explicit instruction (CAP, PSF…) | The candidate will be able to:   1. assess concepts about print, phonemic awareness, and phonics using screening and progress monitoring assessments in order to inform instructional decisions. 2. analyze data from formal and informal assessments to identify students at risk for reading and to inform instruction. |
| 1. Understand differences between good and poor readers, recognize the definition of dyslexia provided by IDA/NICHD, and recognize that reading difficulties (along with dyslexia) occur on a continuum of severity. | Identify the distinguishing characteristics of dyslexia and related learning disabilities such as ADHD, dysgraphia, developmental language comprehension disorder. | The candidate will be able to:  ii. recognize characteristics of  students with poor word  recognition, student learning  behavior, and test profiles of  students with dyslexia/reading  difficulties.   1. explain how deficits may change as students’ progress through the grades in response to development and instruction. |

Course resources

<http://widateachered.wceruw.org>

[IDA Knowledge and Practice Standards for Teachers of Reading](https://dyslexiaida.org/knowledge-and-practices/)

[National Reading Panel Report](https://www.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf)

Mississippi Foundational Skills Practice Guide Recommendations

IES National Center for Evaluation and Regional Assistance ([link to Educator’s Practice Guide](http://www.fcrr.org/plc/))

Textbook Recommendation: LETRS Modules 1,2,3,7