**Early Literacy Instruction II**

**Course Description**

Concepts, materials, and teaching strategies for oral language development (related to meaning) and systematic early reading instruction specific to vocabulary, spelling (related to morphology) fluency, writing (to support comprehension) and reading comprehension in order to understand that literacy is an integrated process that results in comprehension/communication as a product (3 hours).

Some universities have stated that they can only have 40 words in their course descriptions so here is an alternate version:

Concepts, materials, and teaching strategies for oral language development and systematic early reading instruction specific to vocabulary, spelling fluency, writing (to support comprehension) and reading comprehension in order to understand that literacy is an integrated process that results in comprehension/communication (3 hours).

**Course Goals**

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| **Content Knowledge** | **Application by Teacher Candidate** | **Objectives (adapted from IDA standards)** |
| 1. Understand various purposes for reading and writing to support vocabulary, fluency and comprehension. **(see recommended resource list**) | Engage children in activities that promote intrinsic motivation to read and write for pleasure and information (present lessons to elementary school students when possible)  Engage children in activities that promote intrinsic motivation to read and write for pleasure and information using different genres and stories of interest. | The candidate will be able to:   1. plan and teach: building background knowledge, narrative and informational text structure. 2. teach developmental writing skills through the use of narratives. |
| 1. Understand the research base for effective literacy instruction for vocabulary, fluency, and comprehension. | Apply and model the research base for effective literacy instruction for vocabulary, fluency, and comprehension. | The candidate will be able to:   1. understand the principle of explicit and direct teaching. 2. state the rationale for multisensory and multimodal techniques. 3. understand reading fluency as a stage of normal reading development. |
| 1. Understand how vocabulary, fluency, and comprehension are learned by children and why they are important to spelling and to the reading and writing as it relates to supporting comprehension. | Apply and model the research base for effective literacy instruction for vocabulary, fluency, and comprehension.  Explain and apply the Simple View of Reading (Gough & Tunmer, 1986). | The candidate will be able to:   1. explain how the relationships among the major components of literacy development change with reading development. 2. explain expectations for learners at various strategies of reading and writing development. 3. understand the role of vocabulary development and vocabulary knowledge in comprehension. 4. explain the relationship between transcription skills and written expression. 5. explain the influences of phonological, orthographic, and morphemic knowledge on spelling. |
| 1. Possess in depth knowledge about vocabulary, fluency, and comprehension. | Develop and teach research based lessons on vocabulary, fluency, and comprehension (to elementary school students when possible.) | The candidate will be able to:   1. articulate current research about the 5 components of reading (see recommended resource list). |
| 1. Possess a wide range of scientifically based explicit instructional strategies for helping beginning readers/writers learn vocabulary, fluency and comprehension. | Model and apply a wide variety of explicit instructional strategies for helping beginning readers/writers learn vocabulary, fluency, and comprehension. | The candidate will be able to:   1. apply and model instructional strategies for vocabulary, fluency, and comprehension. |
| 1. Understand developmentally appropriate formal and informal assessments in reading and writing development. | Identify both formal and informal assessments that identify the literacy learning needs and gaps of individual children in order to guide precise instruction.  Know how to locate the National Norms for Oral Reading Fluency (Hasbrouck & Tindal, 2017) and how to apply benchmarks associated with optimal reading rates. | The candidate will be able to:   1. identify in any text, information that could be the cause of miscomprehension. 2. understand levels of comprehension. 3. explain factors that contribute to deep comprehension. |
| 1. Understand basic transcription skills such as word choice, development of ideas across sentences, planning, revising and editing processes. | Recognize the major components and processes of written expression. | The candidate will be able to:   1. Model how writing can build vocabulary and support reading comprehension. 2. teach writing strategies such as planning, revising, and editing text. |

**Course resources**

PPVT, DIBELS, Informal Reading Inventories, CAP, LNF, etc.