EDU 228E: Becoming Literate in School I
Pre-Fall 2024

Instructors

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Email us to find a time to meet with us in person or over Zoom.

Course Description

This course is the first in a three-course sequence, Becoming Literate in School (BLIS), in the STEP Elementary program. This class introduces fundamentals in content, pedagogy, and assessment for teaching reading and writing. Candidates explore theories and practices through a variety of experiences, including discussion, in-class models and simulations, guided observation, assessment of students, lesson planning, teaching, and presenting to/reflecting with colleagues.

Literacy Standard and Teacher Performance Expectations (TPEs)

Along with other courses and placement, the three courses in the BLIS sequence are designed to support teacher candidates' knowledge, skills, and abilities related to Standard 7 of California's State Board of Education (SBE)-adopted Preliminary Multiple Subject Standards, which calls for Effective Literacy Instruction for All Students. The content, activities, and assessments in the BLIS sequence guide teacher candidates' study of effective means of teaching literacy based on the SBE-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework. The courses emphasize the relationships among the Framework's crosscutting and interconnected themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge.

Standard Element	Corresponding TPE Element(s)
Introduction and overarching concepts	7.1, 7.2, 7.3, 7.4
7a. Foundational skills	7.5
7b. Meaning making	7.6
7c. Language development	7.7
7d. Effective expression	7.8
7e. Content knowledge	7.9
7f. Students with disabilities	7.10
7g. Integrated and designated ELD	7.11

The Literacy TPEs are listed on page 2 of this syllabus and referenced in the course schedule. See the following link for more information on the CA Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials: [Literacy Standard and TPEs](#).

Literacy Teacher Performance Expectations (TPEs)

7.1	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
7.2	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) 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 students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
7.3	Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
7.4	Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
7.5	Foundational Skills. *Multiple Subject Candidates:* Develop students' 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 is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. *Multiple Subject and Single Subject <u>English</u> Candidates:* Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. *Multiple Subject and ALL Single Subject Candidates:* Advance students' 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.
7.6	Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
7.7	Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
7.8	Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students 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/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
7.9	Content Knowledge. Promote students' content knowledge by engaging students 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. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate,use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
7.10	Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.8 Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
7.11	Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Course Website

Announcements, course materials, and assignments will be posted to Canvas. Please regularly check Canvas for updates about the course.

Course Readings

The following text is required for the BLIS sequence:

> Honig, B., Diamond, L., & Gutlohn, L. (Eds.). (2018). *Teaching reading sourcebook* (3nd edition). Arena.
>
> Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.

Additional assigned readings that are noted on the course schedule include:

Rhode, L. E., Paciga, K. A., & Cassano, C. M. (March/April 2021). Beyond what's essential. Effective, and efficient: Ensuring phonological awareness instruction and assessment are equitable.

Vacca, J.A.L. et al. (Eds.). (2018). *Reading and learning to read* (10th edition). Pearson.

Washington, J. A., Lee-James, R., & Stanford, C. B. (2023). Teaching Phonemic and Phonological Awareness to Children Who Speak African American English. *Reading Teacher, 76*(6), 765-774. https://doi.org/10.1002/trtr.2200

These readings will be available on Canvas.

Students will also need access to and should be familiar with the resources listed on page 4 of this syllabus.

CA Frameworks, Standards, and Guidelines

CA ELA/ELD Framework:

https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

CA ELA Standards:

https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

CA ELD Standards:

https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf

CA Dyslexia Guidelines:

https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

CA MTSS Framework:

https://ocde.us/MTSS/Documents/Revised-California-MTSS-Framework-July-2021.pdf

Institute of Education Sciences Practice Guides

IES Practice Guide on K-3 Foundational Skills:

https://ies.ed.gov/ncee/wwc/PracticeGuide/21

IES Practice Guide on K-3 Comprehension:

https://ies.ed.gov/ncee/wwc/PracticeGuide/14

IES Practice Guide on Elementary Writing:

https://ies.ed.gov/ncee/wwc/PracticeGuide/17

IES Practice Guide MTSS/RTI in Grades K-3:

https://ies.ed.gov/ncee/WWC/PracticeGuide/3

IES Practice Guide on Reading Interventions in Grades 4-6:

https://ies.ed.gov/ncee/WWC/PracticeGuide/29

IES Practice Guides on Adolescent Literacy and Intervention:

https://ies.ed.gov/ncee/wwc/PracticeGuide/17
https://ies.ed.gov/ncee/wwc/PracticeGuide/29

IES Practice Guides on Supporting English Learners:

Overview of Grading and Assignments

Assignment	Points
Class Attendance and Participation (ongoing)	25
Literacy Observation and Reflection (due 9/5 by 3 pm)	25
Read Aloud Lesson with Dialogic Reading and Print Referencing Prompts (due 9/12 by 3pm)	25
Phonemic Awareness Lesson (due 9/20 by 3pm)	25
Total	100

Below we provide a brief overview of the grading criteria and assignments. Additional, more detailed information, will be provided in class and on Canvas. We will also have Q&A in class. Please talk to us before due dates if you think you will have difficulty completing any assignments.

Attendance and Participation
Your attendance and participation in this class is critical for your preparation for teaching.

Attendance: If you are unable to attend class or need to arrive late or leave early, please contact us **before** to let us know you will be absent and **after** to discuss a plan for catching up in the course. Unexcused absences will affect your grade in this course.

Participation: Active participation is necessary to fully engage with the material in the course. Please come to class prepared to actively participate. We will provide various opportunities for active participation (e.g., partner and small group work, oral and written assignments, etc.). Please talk to us if you need support to be able to actively participate in class.

Rubric	Unsatisfactory	Satisfactory	Exemplary	Total
Attendance	2 points will be deducted for each unexcused absence			**10**
Participation	Student does not or infrequently contributes in attended class	Student actively contributes in some attended class sessions.	Student actively contributes in most or all attended class sessions.	**15**

	sessions. (0-5 points)	(6-11 points)	(12-15 points)	

Literacy Observation, Analysis, and Reflection

For this class, you will observe a literacy lesson in your placement site. You will describe the lesson in detail, analyze the lesson for the literacy components and standards addressed, and reflect on how the lesson met the needs of diverse learners.

Part 1: Describe the Lesson (1 page, double-spaced, 12 point font)

Briefly describe the class (i.e., grade level, number of students, student demographics). Then, describe what the teacher says and does and the students say and do at the beginning, throughout, and at the end of the lesson. Be specific with quotes or examples or even pictures or drawings.

Part 2: Analyze and Reflect on the Lesson (2 pages, double-spaced, 12 point font)

Analyze and reflect on the lesson using what you have learned through course readings, lectures, discussions, and activities. Answer the following questions in detail:

1. Which components of literacy are addressed in the lesson? Name each component addressed and explain what in the lesson indicated that the component was being addressed.

2. Which ELA/ELD Framework themes and which ELA standards are being addressed? Explain what in the lesson indicated that those themes and standards were being addressed.

3. Which aspects of the lesson connect to what you have learned about meeting the needs of diverse learners including linguistically, culturally, and/or cognitively diverse learners? (You can indicate ways the lesson met or **could have** met the needs of diverse learners.) Provide specific examples from the lesson with explanations of how the needs of diverse learners are being met.

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In responding to the questions above, make connections to what you have learned through course readings, lectures, discussions, or activities.
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See the rubric below for grading criteria.

Rubric	Unsatisfactory (0)	Satisfactory (2.5)	Exemplary (5)	Total
Description of Lesson	**The lesson is inadequately described. Minimal information about what the teacher says and does and what the students say and do are described with quotes, examples, or visuals for the beginning, middle, and end of the lesson is provided.**	**The lesson is somewhat thoroughly described. Some information about what the teacher says and does and what the students say and do are described with quotes, examples, or visuals for the beginning, middle, and end of the lesson is provided.**	**The lesson is thoroughly described. What the teacher says and does and what the students say and do are described with quotes, examples, or visuals for the beginning, middle, and end of the lesson.**	**5**
Literacy Components	**Literacy component(s) addressed are not or are inadequately named or explained and few details are provided.**	**Literacy component(s) addressed are named and explained with some details.**	**Literacy component(s) addressed are named and explained with robust details.**	**5**
ELA/ELD Framework Themes and ELA Standards	**ELA/ELD themes and ELA standards are not or are inadequately named or explained and few details are provided.**	**ELA/ELD themes and ELA standards are indicated and explained in some detail.**	**ELA/ELD themes and ELA standards are indicated and explained in robust detail.**	**5**
Meeting the Needs of Diverse Learners	**The aspects of the lesson that met or could have met the needs of diverse learners are not or are inadequately described and explained.**	**The aspects of the lesson that met or could have met the needs of diverse learners are described and explained in some detail.**	**The aspects of the lesson that met or could have met the needs of diverse learners are described and explained in robust detail.**	**5**
Connection to Readings, Lectures, Discussions, or Activities	**Connections to course readings, lectures, discussions, or activities is not present or minimal.**	**There are some connections to course readings, lectures, discussions, or activities, but these are not robust.**	**Connections to course readings, lectures, discussions, or activities are robust.**	**5**

Read Aloud Lesson Practice and Assessment

In this class, based on a brief description of a class, you will (1) Design a short read aloud lesson that includes dialogic reading and print referencing prompts, (2) Practice delivering this lesson to a small group of classmates who will give you feedback on the lesson, and (3) Revise your lesson plan based on the feedback you received and submit the final lesson plan on Canvas.

Your lesson plan should include the following:

a. Specific and appropriate learning goals with reference to ELA standards.
b. Clear lesson steps for with at least:
    a. 5 specific and appropriate **dialogic reading prompts**
    b. 5 specific and appropriate **print referencing prompts**
   Prompts are appropriately labeled to indicate the type of prompt (dialogic
       reading or print referencing).
c. Clear indications of specific and appropriate ELD supports.
d. A clear description of how learning goals will be assessed that is aligned with the lesson.

Rubric	Unsatisfactory (0)	Satisfactory (2.5)	Exemplary (5)	Total
Specific and Appropriate ELA Learning Goals	**ELA learning goals are not provided.**	**ELA learning goals are provided. They are somewhat specific and appropriate.**	**ELA learning goals are provided and are specific and appropriate.**	**5**
Dialogic Reading Prompts	**There are fewer than 5 dialogic reading prompts.**	**There are 5 dialogic reading prompts. They are somewhat specific and appropriate.**	**There are 5 dialogic reading prompts. They are specific and appropriate.**	**5**
Print Referencing Prompts	**There are fewer than 5 print referencing reading prompts.**	**There are 5 print referencing prompts. They are somewhat specific and appropriate.**	**There are 5 print referencing prompts. They are specific and appropriate.**	**5**
Description of ELD Supports	**ELD supports are not described.**	**ELD supports are described. They are somewhat specific and appropriate.**	**ELD supports are described and are specific and appropriate.**	**5**
Description of Assessment of Learning Goals	**There is no description of how learning goals will be assessed.**	**There is a description of how learning goals will be assessed, but it is not clear or aligned with the lesson.**	**There is a clear description of how learning goals will be assessed that is aligned with the lesson.**	**5**

Phonemic Awareness Lesson Practice and Assessment

In this class, based on a brief description of a class, you will (1) Design a short phonemic awareness lesson, (2) Practice delivering this lesson to a small group of BLIS classmates who will give you feedback on the lesson, and (3) Revise your lesson plan based on the feedback you received and submit the final lesson plan on Canvas.

Your lesson plan should include the following:
    a. Specific and appropriate learning goals with reference to ELA standards.
    b. Clear and appropriate lesson steps for:
        a. teaching and modeling
        b. guided practice and independent practice
    c. Clear indications of specific and appropriate ELD supports.
    d. A clear description of how learning goals will be assessed that is aligned with the lesson.

Rubric	Unsatisfactory (0-2)	Satisfactory (2-3)	Exemplary (4-5)	Total
Specific and Appropriate ELA Learning Goals	ELA learning goals are not provided.	ELA learning goals are provided. They are somewhat specific and appropriate.	ELA learning goals are provided and are specific and appropriate.	5
Lesson Steps for Teaching and Modeling	Steps for teaching and modeling are not provided.	Steps for teaching and modeling are provided. They are somewhat clear and appropriate.	Steps for teaching and modeling are provided. They are clear and appropriate.	10
Lesson Steps for Guided and Independent Practice	Steps for guided and independent practice are not provided.	Steps for guided and independent practice are provided. They are somewhat clear and appropriate.	Steps for guided and independent practice are provided. They are clear and appropriate.	
Description of ELD Supports	ELD supports are not described.	ELD supports are described. They are somewhat specific and appropriate.	ELD supports are described and are specific and appropriate.	5
Description of Assessment of Learning Goals	There is no description of how learning goals will be assessed.	There is a description of how learning goals will be assessed, but it is not clear or aligned with the lesson.	There is a clear description of how learning goals will be assessed that is aligned with the lesson.	5

Policies

Stanford Honor Code

Some of the assignments in this course are collaborative in nature in that you will discuss them with and get feedback from your peers throughout the course. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others' work as your own and plagiarism. Please be sure that you cite others' ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to: https://communitystandards.stanford.edu/policies-and-guidance/honor-code.

Work Quality

Teachers are often required to produce high quality written documents that effectively communicate information about literacy development and instruction to administrators, other teachers, guardians, or community members. As a teacher, you will write newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support, but the tutors will not edit your work. You can sign up for a writing tutor at http://swc.stanford.edu/.

Students with Documented Disabilities. If you need an academic accommodation, please let us know and, if you have not already, please initiate a request for accommodations with the Office of Accessible Education (OAE). (Let us know if you need help with initiating this request.) Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for us. Unless you have a temporary disability, Accommodation Letters are issued for the entire academic year. You should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk. You can contact them at 650-723-1066 or https://oae.stanford.edu/. If you do not have a documented disability and accommodations or other supports would help you in this class, please reach out to us. We will try our best to provide accommodations that will facilitate your learning in and out of clas

Course Schedule

(I = Introduced, P = Practiced, A = Assessed. See references on the next page.)

Date	Topics	Readings Due (* = Readings available in files on Canvas.)	Assignments Due	Main TPEs Addressed
Session 1 8/5 9-12	Introduction and Overarching Concepts	No readings due. This reading will be referenced in class: Vacca et al. (2018)		7.1 (I)
Session 2 8/12 11:30-2:30	Critical Components of Literacy and Principles of Effective Literacy Instruction	*Hougen & Smartt (2020) Chapter 1 & Chapter 2		7.5 (I), 7.6 (I), 7.7 (I), 7.8 (I)
Session 3 8/19 3:15-6	Meeting the Literacy Needs of Diverse Learners through Asset-Based Pedagogies	*Vacca et al. (2018). Chapter 3		7.2 (I), 7.3 (I), 7.4 (I), 7.10 (I), 7.11 (I)
Session 4 8/22 3:15-6	Using the CA ELA/ELD Literacy Framework, ELA Standards, and Literacy Assessment to Guide Instruction	Hougen & Smartt (2020) Chapters 3 & 4 CA ELA/ELD Framework CA ELA Standards	Homework: Interview your CT about the literacy assessments they use to guide instruction.	7.1 (I), 7.10 (I)
Session 5 9/5 3:15-6	Oral and Written Language Development/The Structure of English and Spanish/ELD Standards/Designated and Integrated ELD and Literacy	Hougen & Smartt (2020) Chapters 6 & 17 CA ELD Standards	Literacy Observation and Reflection (due 9/5 by 3 pm)	7.7 (I), 7.11 (I)
Session 6 9/9 3:15-6	Early Literacy: Oral Language, Print Awareness, and Letter Knowledge	Hougen & Smartt (2020) Chapter 5		7.5 (I, P)
Session 7 9/12 3:15-6	Foundational Skills: Phonological Awareness and Phonemic Awareness	Hougen & Smartt (2020) Chapter 7	Read Aloud Lesson Plan (due 9/12 by 3 pm)	7.5 (I, P, A)

Session 8 9/16 3:15-6	Foundational Skills: Phonemic Awareness	*Rohde et al. (2021) in Literacy Today (p. 36-37) *Washington et al. (2023)		7.5 (I, P)
Notes		*Read Hougen & Smartt (2020) Chapter 8 and **Honig et al. (2018) Chapter 1 and Chapter 2 before BLIS 2 begins.**	Phonemic Awareness Lesson Plan (due 9/20 by 3pm)	7.5 (A)