EDU 228E: Becoming Literate in School I
Pre-Fall 2026-2007

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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 Standards 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:

Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.

Other readings are the following:

Honig, B., Diamond, L., & Gutlohn, L. (Eds.). (2018). *Teaching reading sourcebook* (3rd edition). Arena.

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.

Resources

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:
https://ies.ed.gov/ncee/wwc/PracticeGuide/19
https://ies.ed.gov/ncee/WWC/PracticeGuide/6

Overview of Grading and Assignments

Assignment	Points
Class Attendance and Participation (ongoing)	20
In-Class Check for Understanding on Standards and Assessment	20
Lesson Plan Portfolio ● Read Aloud Lesson with Vocabulary Instruction and Dialogic Reading Prompts (15 points) ● Book Introduction and Print Concepts Lesson (15 points) ● Letter-Sound Introduction plus Letter Writing Lesson (15 points) ● Phonemic Awareness Lesson (15 points)	60
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 (20 points)
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 sessions. (0-3 points)	Student actively contributes in some attended class sessions. (4-7 points)	Student actively contributes in most or all attended class sessions. (8-10 points)	10

In-Class Checks for Understanding (20 points)

BLIS 1 covers a lot of critical information about literacy development, assessment, and instruction. In order to ensure that we have conveyed the information so that all students in the class understand, we will have one In-Class Check for Understanding. In the Check for Understanding, we will ask you questions about the content, and we will present scenarios, case studies, videos, or data and ask you to respond to questions that call on you to use what you have learned through the readings or in class to respond. We will collect the responses and provide feedback to you. These Checks for Understanding will help us know whether we need to go back and re-teach any topics that we have covered in class or check in with individual students about these topics.

In-Class Check for Understanding on Standards and Assessment
TPE 7.1 and TPE 7.10a-b

The In-Class Check for Understanding on Standards and Assessment will ask you to respond to questions and scenarios about:

- TPE 7.10a Monitoring students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.
- TPE 7.10b Understanding 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.
- TPE 7.10c Understanding how to appropriately assess and interpret results for English learner students.

Rubric	Unsatisfactory (0)	Satisfactory (10)	Exemplary (20)	Total
In-Class Checks for Understanding	Responses to questions do not show understanding of information covered in readings or class.	Responses to questions show some understanding of information covered in readings or class.	Responses to questions show thorough understanding of information covered in readings or class.	20 pts

Lesson Plan Portfolio Assignment (15 points per lesson plan)

Throughout the quarter, in class, you will design lessons, practice delivering them to a small group of peers, and revise them based on feedback from peers and instructors. You will submit final versions of these for your lesson plan portfolio at the end of the quarter. Specifically, your lesson plan portfolio will include the following:

- TPE 7.7 a-d Read Aloud Lesson with Vocabulary Instruction and Dialogic Reading Prompts (See Hougen & Smartt, 2000, Table 5.1 and p. 94)
  Template: BLIS 1 Vocabulary and Dialogic Reasoning Lesson Plan Template.docx
- TPE 7.5a Book Introduction and Print Concepts Lesson (Note: You can use the same book you did for the lesson plan above) (See Hougen & Smartt, 2000, Table 5.3)
  Template: BLIS 1 Print Concepts Read Aloud Lesson Plan Template.docx
- TPE 7.5a Letter-Sound Introduction plus Letter Writing Lesson
  Template: BLIS 1 Letter-Sound Introduction and Letter Writing Lesson Plan Template.docx
- TPE 7.5b Phonemic Awareness Lesson
  Template: BLIS 1 Phonological Awareness Lesson Plan Template.docx

Your lesson plans should include the following:

a. Specific and appropriate learning goals with reference to ELA standards and CA Dyslexia Guidelines.
b. Clear and appropriate lesson steps.
c. Clear and specific examples and prompts.
d. Clear indications of specific and appropriate UDL and ELD supports.
e. A clear description of how learning goals will be assessed that is aligned with the lesson. Please include a data collection table.

Rubric	Unsatisfactory (0)	Satisfactory (1.5)	Exemplary (2)	Total
Specific and Appropriate Learning Objectives and Reference to ELA and ELD Standards	ELA learning goals and objectives and reference to CA Dyslexia Guidelines are not provided.	ELA learning goals and objectives and reference to CA Dyslexia Guidelines are provided. They are somewhat specific and appropriate.	ELA learning goals and objectives and reference to CA Dyslexia Guidelines are provided and are specific and appropriate.	3
Clear and appropriate lesson steps, including instruction, modeling, guidance, and independent practice	Lesson steps are not clear and appropriate.	Lesson steps are somewhat clear and appropriate.	Lesson steps are clear and appropriate.	3
Clear and specific examples and prompts	Examples and prompts are not clear and specific.	Examples and prompts are somewhat clear and specific.	Examples and prompts are clear and specific.	3
Description asset-based practices, UDL, & ELD supports are incorporated	UDL and ELD supports are not described.	UDL and ELD supports are described. They are somewhat specific and appropriate.	UDL and ELD supports are described and are specific and appropriate.	3
Description of Assessment of Learning Goals	There is no description of how learning goals will be assessed. There is no data collection table.	There is a description of how learning goals will be assessed, but it is not clear or aligned with the lesson. The data collection table is somewhat appropriate and specific.	There is a clear description of how learning goals will be assessed that is aligned with the lesson. The data collection table is appropriate and specific.	3

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 class.

BLIS I 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
Session 1	Critical Components of Literacy and Principles of Effective Literacy Instruction	*(1) Hougen & Smartt (2020) Chapter 1 Becoming an Effective Literacy Teacher *(2) Hougen & Smartt (2020) Chapter 2 Critical Components of Teaching Structured Reading	
Session 2	Meeting the Literacy Needs of Diverse Learners, including English Learners and Dialect Speakers, through Asset-Based Pedagogies	*(1)Vacca et al. (2018) Chapter 3 Meeting the Literacy Needs of Diverse Learners (2) Hougen & Smartt (2020) Chapter 17 Literacy Instruction for English Learners	
Session 3	Using the CA ELA/ELD Literacy Framework, ELA and ELD Standards and Assessment to Guide Instruction	(1) Hougen & Smartt (2020) Chapter 3 Assessment Basics (2) Hougen & Smartt (2020) Chapter 4 Using Standards to Guide Instruction (3) CA ELA/ELD Framework (4) CA ELA Standards (5) CA ELD Standards	In Class Check for Understanding on Standards and Assessment and Assessment for ELs
Session 4	Oral and Written Language Development	(1) Hougen & Smartt (2020) Chapter 5 Foundational Skills for Literacy: Social-Emotional Skills and Language Development (2) Hougen & Smartt (2020) Chapter 6 Oral Language and Listening Skill Development in Early Childhood	Read Aloud Lesson with Vocabulary Instruction and Dialogic Reading Prompts DRAFT Due
Session 5	Foundational Skills: Oral Language, Print Awareness and Letter Knowledge Part 1	(1) Hougen & Smartt (2020) Chapter 6 Oral Language and Listening Skill Development in Early Childhood	Book Introduction and Print Concepts Lesson DRAFT Due
Session 6	Foundational Skills: Oral Language, Print Awareness and Letter Knowledge Part 2	Hougen & Smartt (2020) Chapter 5 Foundational Skills for Literacy: Social-Emotional Skills and Language Development	Letter-Sound Introduction plus Letter Writing Lesson DRAFT Due
Session 7	Foundational Skills: Phonological Awareness and Phonemic Awareness Part 1	Hougen & Smartt (2020) Chapter 7 Phonological Awareness: A Critical Foundation for Beginning Reading	Phonemic Awareness Lesson Plan DRAFT Due
Session 8	Foundational Skills: Phonological Awareness and Phonemic Awareness Part 2	*(1) Rohde et al. (2021) *(2) Washington et al. (2023)	
			Due one week after session ends: Lesson Plan Portfolio Due with FINAL Lesson Plans

BLIS #	Session	Topic	Readings Due	TPEs	Introduce	TPEs	Practice	TPEs	Assess
1	1	Critical Components of Literacy and Principles of Effective Literacy Instruction	(1) Hougen & Smartt (2020) Chapter 1 Becoming an Effective Literacy Teacher (2) Hougen & Smartt (2020) Chapter 2 Critical Components of Teaching Structured Reading	7.5f	* Instructor reviews readings * Instructor reviews the concept of the Science of Reading of Reading and shows a video on Reading and the Brain * Instructor introduces the Simple View or Reading and Scarborough's Rope * Instructor provides a brief overview of the essential components of reading. * Instructor reviews the concepts of structured literacy and the gradual release of responsibility (GRR).	7.5f	* Students use the Headlines protocol to jot the most important information they learned about the Science of Reading, Reading and the Brain, and the Simple View and Scarbough's Rope and share the headlines with a peer. * Students engage in a Jigsaw activity: (1) Students study a component of literacy, (2) Students share what they learned about that component with students who studied a different component. * Students analyze and practice lesson plans to identify the components of structured literacy and GRR.		
1	2	Meeting the Literacy Needs of Diverse Learners through Asset-Based Pedagogies	(1) Vacca et al. (2018) Chapter 3 Meeting the Literacy Needs of Diverse Learners (2) Hougen & Smartt (2020) Chapter 17 Literacy Instruction for English Learners		* Instructor reviews readings * Instructor reviews different kinds of linguistic, cultural, and neurological diversity * Instructor reviews strategies to support linguistically diverse students focusing on translanguaging and the SIOP model * Instructor reviews strategies to support culturally diverse students focusing on choosing and using quality multicultural literature * Instructor reviews strategies to support neurologically diverse students focusing on UDL 3.0		* Students analyze a video for approaches to supporting linguistically diverse students * Students analyze texts considering how to choose quality multicultural literature using the Reading Diversity Lite Checklist. * Students analyze lesson plans to identify UDL 3.0 aligned instruction. * Students consider case study students(s) and determine ways to modify lesson plans from a given curriculum to further support neurologically diverse students.		

1	3	Using the CA ELA/ELD Literacy Framework, ELA and ELD Standards and Assessment to Guide Instruction	(1) Hougen & Smartt (2020) Chapter 3 Assessment Basics (2) Hougen & Smartt (2020) Chapter 4 Using Standards to Guide Instruction (3) CA ELA/ELD Framework (4) CA ELA Standards (5) CA ELD Standards		* Instructor reviews readings * Instructor provides an overview of the ELA/ELD Framework and discusses how the framework can be used to support implementation of ELA and ELD standards * Instructor reviews the role of standards and how the ELA standards are organized * Instructor reviews types of assessments (i.e., screening, progress monitoring, diagnostic, and outcome evaluation) and shows examples of these types of assessments		* Students engage in a Jigsaw activity: (1) Students study a theme from the ELA/ELD Framework, (2) Students share what they learned about that theme with students who studied a different theme * Students analyze standards according to one strand (e.g., Key Ideas and Details across all grades) and according to one grade level (e.g., all standards for Grade 1) then students unpack a standard and study a lesson plan to determine how the standard is supported in the lesson * Students practice administering and analyzing various kinds of literacy assessments		* Students engage in an "In Class Check for Understanding on Standards and Assessment"
1	4	Oral and Written Language Development	(1) Hougen & Smartt (2020) Chapter 5 Foundational Skills for Literacy: Social-Emotional Skills and Language Development (2) Hougen & Smartt (2020) Chapter 6 Oral Language and Listening Skill Development in Early Childhood		* Instructor reviews readings * Instructor reviews why oral language is important and how oral language develops, and the CA Early Learning Foundations for Foundational and English Language Development * Instructor reviews oral language terms * Instructor reviews Dialogic Reading Prompts * Instructor reviews explicit vocabulary instruction * Instructor reviews ELD supports		* Students identify examples for the oral language component, foundation, and level exhibited. * Students analyze a case study for teacher-child interactions and discuss the following: How do the students use their oral language? How does the teacher promote their oral language? * Students analyze a lesson plan for how ELA and ELD standards are addressed and suggest additional strategies for supporting EL students within the scope of the lesson * Students practice a vocabulary instruction routine (Hougen & Smartt, Table 5.1) and dialogic reading prompts (Hougen & Smartt, Ch 6, p. 94) * Students practice adding ELD supports to a read aloud lesson	7.7a 7.7b 7.7c 7.7d	* Students plan and submit for feedback a Vocabulary and Dialogic Reading Lesson Plan with ELD Supports

1	5	Foundational Skills: Oral Language, Print Concepts and Print Awareness, and Letter Knowledge Part 1	(1) Honig et al. (2018) Chapter 3 Print Awareness (2) Honig et al. (2018) Chapter 4 Letter Knowledge (3) Kaye, E. L., & Lose, M. K. (2019). As easy as ABC? Teaching and learning about letters in early literacy. The Reading Teacher, 72(5), 599–610. (4) Zucker, T. A., Ward, A. E., & Justice, L. M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. The Reading Teacher, 63(1), 62–72.	7.5a	* Instructor reviews readings * Instructor reviews the concepts, development and assessment of print awareness * Instructor reviews evidence-based instruction for print concepts	7.5a	* Students analyze a video on print concepts * Students practice administering and analyzing a print awareness and print concepts assessment * Students plan and practice a book introduction and practice in a triad using the Introducing a book and print concepts from their text. (Hougen & Smartt, Chapter 5; Table 5.3)	7.5a	* Students plan and submit for feedback a Book Introduction and Print Concepts Lesson Plan

1	6	Foundational Skills: Oral Language, Print Concepts and Print Awareness, and Letter Knowledge Part 2	Foorman et al. (2019) IES Practice Guide on Foundational Skills Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. and 2: Develop awareness of the segments of sounds in speech and how they link to letters.	7.5a	* Instructor reviews readings * Instructor reviews the concepts, development and assessment of letter knowledge and letter writing * Instructor reviews evidence-based instruction for teaching letters and supporting letter knowledge and letter writing	7.5a	* Students analyze a video on direct instruction for letter knowledge and letter writing * Students practice administering and analyzing a print awareness and print concepts assessment * Students practice a letter-sound introduction plus letter writing routine	7.5a	* Students plan and submit for feedback a Letter-Sound Introduction plus Letter Writing Lesson Plan
1	7	Foundational Skills: Phonological Awareness and Phonemic Awareness Part 1	Hougen & Smartt (2020) Chapter 7 Phonological Awareness: A Critical Foundation for Beginning Reading	7.5b	* Instructor reviews readings, Instructor reviews the concepts of phonological and phonemic awareness * Instructor discusses the importance of the role of phonemic awareness in reading (and how it is more specific than phonological awareness) and reviews the development and assessment of phonological awareness and phonemic awareness in particular * Instructor reviews evidence-based instruction for phonological awareness (word awareness, syllable awareness, onset-rime awareness)	7.5b	* Students study terms relevant to phonological and phonemics awareness and match terms with definitions and examples related to phonological and phonemic awareness * Students practice administering and analyzing assessments of phonological and phonemic awareness and determine instructional implications * Students analyze a video and study a lesson plan for evidence based practices for phonological awareness (word awareness, syllable awareness, onset-rime awareness) * Students practice phonological and phonemic awareness introduction routines (Hougen & Smartt Table 5.4)		

1	8	Foundational Skills: Phonological Awareness and Phonemic Awareness Part 2	*(1) Rohde et al. (2021) 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. Literacy Today, 38(5), 36-37. *(2) Washington et al. (2023) 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.	7.5b	* Instructor reviews readings * Instructor reviews evidence-based instruction for phonemic awareness * Instructor reviews evidence based instruction for phonemic awareness for linguistically diverse students in particular	7.5b	* Students analyze a video and study a lesson plan for evidence based practices for phonemic awareness * Students plan and deliver a phonemic awareness lesson and receive feedback from their peers * Students add to phonemic awareness lesson plan from earlier to support linguistically diverse students	7.5b	* Students plan and submit for feedback a Phonemic Awareness Plan Lesson
									Lesson Plan Portfolio Due