EDU 228F: Becoming Literate in School II
Fall 2026

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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 second 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 English 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.

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

Additional 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 4-9:
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 Checks for Understanding	20
Phonics Lesson (Plan, Share, Revise, Teach/Video, Reflect)	30
Comprehension Lesson (Plan, Share, Revise, Teach/Video, Reflect)	30
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 sessions. (0-5 points)	Student actively contributes in some attended class sessions. (6-11 points)	Student actively contributes in most or all attended class sessions. (12-15 points)	15

In-Class Checks for Understanding

BLIS 2 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 4 In-Class Checks for Understanding. In these Checks for Understanding, we will present you with a scenario, a case study, a video, or some 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. Specifically, the checks for understanding in this class will be on: (1) Phonics and Fluency, (2) MTSS/RTI, Dyslexia, and Structured Literacy.

The In-Class Check for Understanding on Phonics and Fluency will ask you to respond to questions about (a) phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences, (b) decoding and encoding, including morphological awareness; (c) text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity); (d) instruction that is structured and organized as well as direct, systematic, and explicit; (e) connected, decodable text; (f) Providing instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax; and (g) Advancing 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.

The In-Class Check for Understanding on MTSS/RTI, Dyslexia, Assessment, and Structured Literacy will ask you to respond to questions about (a) Planning and implementing evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); (b) Planning and implementing evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of 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); (c) Monitoring students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making; (d) 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; (e) Understanding how to appropriately assess and interpret results for English learner students; (f) If indicated, collaborating 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; and (g) Providing 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.

Rubric	No credit (0)	Partial credit (5)	Complete credit (10)	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.	10 pts per Check-In

Phonics/Morphology Lesson (Plan, Share, Revise, Teach/Video, Reflect)

For this assignment, you will plan, teach, and reflect on a phonics lesson for a whole class, small group, or individual student in your placement. Below is an outline of the steps for the assignment.

1. PLAN: With your CT, plan a time to teach a phonics/morphology lesson to a whole class, small group, or individual student in your placement. Using the phonics assessment used in your school site or the CORE Phonics Survey (English and Spanish), identify which phonics skill to focus on for the lesson.
2. PLAN: Using the lesson plan template we provide in class,
    a. Indicate the ELA and ELD standards you are addressing
    b. Plan the following lesson steps
        i. explicit instruction with modeling (I Do)
        ii. guided practice with prompts for students to respond and opportunities for you to give feedback (We Do)
        iii. independent practice with prompts for students to respond and opportunities for you to give feedback (You Do)
    c. Indicate how asset-based, inclusive, and culturally and linguistically affirming practices are incorporated;
    d. Indicate specific and appropriate UDL supports and how this lesson fits into the CA MTSS framework and is aligned with the CA Dyslexia Guidelines.

    e. Indicate specific and appropriate ELD supports
    f. Indicate how you will assess student learning
3. SHARE: Bring your draft lesson plan to class on the designated day. You will share it with your classmates and instructors for feedback.
4. REVISE: Revise your lesson plan based on the feedback you received.
5. TEACH and VIDEO: Teach your lesson. Video record yourself so you can watch the lesson and reflect on it later. You will upload a 5 minute video clip of the I Do portion of the lesson with your reflection to Canvas.
6. REFLECT: Watch your video and reflect on what went well and what was challenging for you or your students.
7. REFLECT: Write responses to the following questions. (3 page limit)
    a. What was the context for the lesson? Describe the students. Explain the lesson objective and why you chose that objective. Describe your instructional approach.
    b. In what ways did the lesson go according to plan?
    c. In what ways did you change the lesson while teaching? Why did you make those changes?
    d. What evidence do you have that the lesson was or was not effective at supporting students in meeting the learning objectives?
    e. If you taught the same lesson again, what would you do the same?
    f. If you taught the same lesson again, what would you do differently?

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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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*IF FOR ANY REASON YOU CANNOT IMPLEMENT A PHONICS LESSON IN YOUR PLACEMENT, SEE THE INSTRUCTORS FOR AN ALTERNATIVE ASSIGNMENT.

See the rubric below for grading criteria.

Rubric	No credit (0)	Partial credit (3)	Complete credit (6)	Total
Plan & Share	Lesson plan is not drafted and shared in class.	Lesson plan is only partially drafted and shared in class.	Lesson plan is fully drafted and shared in class.	6
Revise	Final lesson plan is not revised based on feedback.	Final lesson plan is only partially revised based on feedback.	Final lesson plan is fully revised based on feedback.	6
Teach and Video	Lesson plan is not taught or video recorded.	Lesson plan is taught but not video recorded.	Lesson plan is taught and video recorded.	6

Reflect	Responses to reflection questions and connections to course readings are not present.	Responses to reflection questions and connections to course readings are present but are not robust.	Responses to reflection questions and connections to course readings are present and are robust.	12

Comprehension Lesson (Draft, Share, Revise, Teach/Video, Reflect)

For this assignment, you will plan, teach, and reflect on a comprehension lesson for a whole class, small group, or individual student in your placement. Below is an outline of the steps for the assignment.

1. PLAN: With your CT, plan a time to teach a comprehension lesson to a whole class, small group, or individual student in your placement. Using the comprehension assessment used in your school site or the Comprehension Strategy Assessment, identify which comprehension skill to focus on for the lesson.
2. PLAN: Using the lesson plan template we provide in class,
    a. Indicate the ELA and ELD standards you are addressing
    b. Plan the following lesson steps
        i. explicit instruction with modeling (I Do)
        ii. guided practice with prompts for students to respond and opportunities for you to give feedback (We Do)
        iii. independent practice with prompts for students to respond and opportunities for you to give feedback
    c. Indicate how asset-based, inclusive, and culturally and linguistically affirming practices are incorporated;
    d. Indicate specific and appropriate UDL supports and how this lesson fits into the CA MTSS framework and is aligned with the CA Dyslexia Guidelines.
    e. Indicate specific and appropriate ELD supports
    f. Indicate how you will assess student learning
3. SHARE: Bring your draft lesson plan to class on the designated day. You will share it with your classmates and instructors for feedback.
4. REVISE: Revise your lesson plan based on the feedback you received.
5. TEACH and VIDEO: Teach your lesson. Video record yourself so you can watch the lesson and reflect on it later. You will upload a 5 minute video clip of the We Do portion of the lesson with your reflection to Canvas.
6. REFLECT: Watch your video and reflect on what went well and what was challenging for you or your students.
7. REFLECT: Write responses to the following questions.
    a. What was the context for the lesson? Describe the students. Explain the lesson objective and why you chose that objective. Describe your instructional approach.
    b. In what ways did the lesson go according to plan?

c. In what ways did you change the lesson while teaching? Why did you make those changes?
d. What evidence do you have that the lesson was or was not effective at supporting students in meeting the learning objectives?
e. If you taught the same lesson again, what would you do the same?
f. If you taught the same lesson again, what would you do differently?

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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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*IF FOR ANY REASON YOU CANNOT IMPLEMENT A COMPREHENSION LESSON IN YOUR PLACEMENT, SEE THE INSTRUCTORS FOR AN ALTERNATIVE ASSIGNMENT.

See the rubric below for grading criteria.

Rubric	No credit (0)	Partial credit (3)	Complete credit (6)	Total
Plan & Share	Lesson plan is not drafted and shared in class.	Lesson plan is only partially drafted and shared in class.	Lesson plan is fully drafted and shared in class.	6
Revise	Final lesson plan is not revised based on feedback.	Final lesson plan is only partially revised based on feedback.	Final lesson plan is fully revised based on feedback.	6
Teach and Video	Lesson plan is not taught or video recorded.	Lesson plan is taught but not video recorded.	Lesson plan is taught and video recorded.	6
Reflect	Responses to reflection questions and connections to course readings are not present.	Responses to reflection questions and connections to course readings are present but are not robust.	Responses to reflection questions and connections to course readings are present and are robust.	12

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

BLIS II 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 9/28 3:15-6:15	Foundational Skills: Decoding, Phonics, and Word Recognition (Early)	Hougen & Smartt (2020) Chapter 8 Basic Phonics Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.		7.1, 7.5
Session 2 10/5 3:15-6:15	Foundational Skills: Decoding, Phonics, and Word Recognition (Later)	Hougen & Smartt (2020) Chapter 9 Advanced Word Study Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.		7.1, 7.5
No class 10/14 for Indigenous People's Day				
Session 3 10/19 3:15-6:15	Foundational Skills: Morphology and Vocabulary	Hougen & Smartt (2020) Chapter 12 A Comprehensive Approach to Vocabulary Development Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.		7.1, 7.5, 7.7
Session 4 10/26 3:15-6:15	Foundational Skills: Fluency	Hougen & Smartt (2020) Chapter 11 Fluency Instruction Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.	Phonics/Morphology Lesson Draft Due	7.1, 7.5
Session 5 11/2 3:15-6:15	Meaning Making: Comprehension (Early)	Hougen & Smartt (2020) Chapter 13 Comprehension Instruction: Grades K–3 Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.	In-Class Check for Understanding on Phonics and Fluency	7.1, 7.6

Session 6 11/9 3:15-6:15	Meaning Making: Comprehension (Later)	Hougen & Smartt (2020) Chapter 14 Reading Comprehension Instruction: Grades 4–6 Hougen, M. C. & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction and assessment: Pre-K-6* (2nd edition). Brookes.	Phonics/Morphology Lesson Revision, Video, and Reflection Due	7.1, 7.6
Session 7 11/16 3:15-6:15	Differentiation and Intervention for literacy difficulties and disabilities: UDL, MTSS, RTI, Dyslexia and Structured Literacy (Part 1)	(1) CA Dyslexia Guidelines (2) CA MTSS Framework (3) NCII Five Questions to Consider When Reviewing Assessment Data for English Learners	Comprehension Lesson Draft Due	7.2, 7.3, 7.10
No class 10/23 for Fall Break				
Session 8 11/30 3:15-6:15	Differentiation and Intervention for literacy difficulties and disabilities: UDL, MTSS, RTI, Dyslexia and Structured Literacy (Part 2)	*We will review these in class.* *(1) IES Practice Guide MTSS/RTI in Grades K-3:* *https://ies.ed.gov/ncee/WWC/PracticeGuide/3* *(2) IES Practice Guide on Reading Interventions in Grades 4-9:* *https://ies.ed.gov/ncee/WWC/PracticeGuide/29*	In-Class Check for Understanding on MTSS/RTI, Dyslexia, and Structured Literacy	7.2, 7.3, 7.10
Notes			Comprehension Lesson Revision, Video, and Reflection Due 12/7	