

Course Outline/Schedule

Course Content and Course Calendar/ Agenda

EDUC 540 (Foundations of Literacy)
Course Calendar
Clinical Experience: Your Classroom
Fall 2022

Honig, B., Diamond, L., & Gutlohn, L. (2018). Teaching reading sourcebook. (3rd ed.). Oakland, California: CORE. **This textbook is required.**

Armbruster, B. & Osborn, J. (2006). *Put reading first: Research building blocks for teaching children to read* (3rd ed.). Washington D C: Partnership for Reading. This document is online.

Moats, L and Tolman, C. *LETRS* (2019). Dallas, Voyager Sopris. Third edition. ISBN-13:978-1-4916-0964-4. (Online resources and handouts).

Date	Topics and Readings	Standard Connection	Learning Activities	Assignment Due (See Canvas for all due dates)
Tuesday Aug. 30	Overview of Course, assignments, syllabus, calendar		Journey Maps Put Reading First Document	*see note below
Tuesday Sept. 6	Structured Literacy: Applying the Science of Reading in the Classroom "Big Picture" The Reading Deficit The Brain and Reading	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. Understand that learning to read, for most people, requires explicit instruction.	Text: <i>Teaching Reading Sourcebook</i> B. Honig, L. Diamond PLC, Jigsaw, Webinar Discuss chapter (pages 1-16)	Journey Maps presentation

<p>Tuesday Sept. 13</p>	<p>Review Reading Foundational Skills; The Science of Learning to Read</p> <p>Section I: Word Structure</p> <p>LETRS UNIT 1: The Challenge of Learning to Read, Neuroscience and Brain Research</p>	<p>Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. Identify and explain aspects of cognition and behavior that affect reading and writing development. Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.</p>	<p>Discuss chapters 1-2 (pages 19-64)</p> <p>PLC Activities</p>	<p>Quiz Reflection</p>
<p>Tuesday Sept. 20</p>	<p>Section II: Early Literacy</p> <p>Print Awareness</p>	<p>Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction. Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</p>	<p>Discuss chapter 3 (pages 71-78)</p> <p>Case Studies</p> <p>Environmental Print Boards</p> <p>Review Lesson Models</p>	<p>Quiz</p>
<p>Tuesday Sept. 27</p>	<p>Letter Knowledge</p>		<p>Discuss chapter 4 (pages 83-110)</p> <p>Review Lesson Models</p>	<p>Reflection Quiz</p>
<p>Tuesday Oct. 4</p>	<p>Phonological Awareness</p> <p>Word Identification Supplemental Text:</p>	<p>Understand the reciprocal relationships among phonemic awareness, decoding, word recognition,</p>	<p>Discuss chapter (pages 115-156)</p> <p>Center and small group instruction activities</p>	<p>Quiz</p>

	LETRS UNIT 2: The Speech Sounds of English Phonemic Awareness Instruction and Activities	spelling, and vocabulary knowledge. Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.	Sound Walls Review Lesson Models	
Tuesday Oct. 18 Lesson Observations	Section III: Decoding and Word Recognition Ehri's Phases of Word Recognition Development Supplemental Text: Four Part Processing Model of Word Recognition Phonics	Understand/apply in practice considerations for levels of phonological sensitivity. Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade. Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction	Discuss chapter 6 (pages 161-235) Center and small group instruction activities	Midterm Reflection
Tuesday Oct. 25	Phonics continued		Discuss chapter 6	
Tuesday Nov. 1 Nov.3-Nov. 4 (Alabama Literacy Association Conference)	Phonics continued	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal. Know/apply in practice considerations for	Discuss chapter 6 (pages 161-235) Center and small group instruction activities Review Lesson Models	Quiz Reflection

		<p>systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.</p> <p>Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.</p>		
<p>Tuesday Nov. 8</p> <p>Lesson Observation</p>	<p>Irregular Word Reading</p>	<p>Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.</p>	<p>Discuss chapter 7 (pages 241-255)</p> <p>Spelling strategies</p> <p>Review Lesson Models</p>	<p>Quiz Reflection</p>
<p>Tuesday Nov. 15</p>	<p>Multisyllabic Word Reading</p>	<p>Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.</p> <p>Know/apply in practice considerations for teaching irregular words in small increments using special techniques.</p> <p>Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.</p>	<p>Chapter 8 (pages 259-314)</p> <p>Word Recognition/Decoding Strategies</p> <p>Digital Activities</p>	
		<p>Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.</p> <p>Understand the changing relationships among the major components of literacy development in accounting for reading achievement.</p>		

		Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.		
Tuesday Nov. 22	Multisyllabic Word Reading Continued		Chapter 8 (pages 259-314)	
Wed. Nov. Nov. 23-25	Happy Thanksgiving!			
Tuesday Nov. 29	Multisyllabic Word Reading Continued		Chapter 8 (pages 259-314) Review Lesson Models	Reflection Quiz
Tuesday Dec. 8	Putting It All Together Final Exam			Clinical Assignments Literacy Portfolio Update and Reflection

*Due to planning across the curriculum and other courses, dates and assignments in course calendar are subject to change!

*Due dates for some assignments are not listed, but will be announced throughout the duration of the course (Quickwrites, postings/forums on Course Management Tool, in-class assignments, group projects, etc.).