



### **Course Description**

#### **RED3009 | Emergent and Early Literacy | 3.00 credits**

The teacher candidate will acquire the knowledge to apply the principles of explicit, systematic, and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) in a K-2 setting. The teacher candidate will understand that teaching reading is an ongoing strategic process resulting in students comprehending diverse text. Reading Competencies 1 and 2 (10 hours of clinical experience in a K-2 Reading/LA setting and 1 observation required). Prerequisites: EEC3213, EEC3301.

### **Course Competencies**

**Competency 1:** The teacher candidate will acquire knowledge of oral language development and best practices for increasing oral language by:

1. Describing phonology, morphology, syntax, semantics, and pragmatics, crucial to overall language comprehension
2. Utilizing writing experiences to enhance oral language development
3. Differentiating instruction necessary to accommodate varying levels of oral language exposure and development among students, including those with reading difficulties and dyslexia
4. Recognizing the difference between social and academic language and fostering both in the classroom.
5. Recognizing how reading difficulties, including dyslexia, affect oral language development
6. Implementing evidence-based practices tailored to students' strengths and needs, including students with reading difficulties and dyslexia
7. Providing and documenting opportunities for extended text discussion to help discern text meaning and interpretation
8. Utilizing an English learner's home language proficiency to support oral language development in English and to scaffold text comprehension
9. Applying intentional, explicit, systematic, and sequential instructional practices to scaffold the development of oral/aural language skills
10. Creating an environment where students practice social and academic language to discuss diverse texts
11. Understanding, administering, and documenting oral language assessments to inform based on individual student strengths and needs

**Competency 2:** The teacher candidate will acquire knowledge of phonological awareness and best practices for building phonological awareness by:

1. Describing the difference between phonological awareness (words, syllables, rimes) and phonemic awareness (phonemes) and that they develop differently from one another
2. Discussing that phonemic awareness is crucial for developing decoding skills for independent reading
3. Providing evidence-based phonics instruction that improves phonemic awareness, resulting in better encoding and decoding skills
4. Utilizing multisensory practices, such as Elkonin boxes or magnetic letters, to help develop phonemic awareness
5. Applying knowledge of how variations in phonology across dialects can affect phonemic awareness and the development of reading and language skills, including phonological processing and phonemic analysis (e.g., phonological processing, body-coda, phonemic analysis, and synthesis)
6. Applying knowledge of how variations in phonology across dialects impact written and oral language, influencing speech and language disorders, and differences in language and dialect (e.g., speech and

- language disorders, language and dialect differences)
7. Distinguishing characteristics of students with reading difficulties, including dyslexia, and understanding how they affect phonemic awareness
  8. Applying explicit, systematic, and sequential evidence-based practices for effective phonological and phonemic awareness instruction
  9. Implementing evidence-based practices tailored to the strengths and needs of students with characteristics of reading difficulties, including students with dyslexia, for improving their phonemic awareness
  10. Applying evidence-based practices for teaching phonemic awareness to English language learners
  11. Understanding, administering, and documenting phonological awareness assessments to inform instructional decisions based on individual student strengths and needs

**Competency 3:** The teacher candidate will acquire knowledge of phonics and best practices for teaching phonics by:

1. Explaining the structure of English orthography, including the patterns and rules, for teaching both single and multisyllabic word reading, covering both regular and irregular words
2. Demonstrating grapheme-phoneme patterns and how they relate to spelling and written expression
3. Applying structural analysis and morphology of words, including Greek and Latin roots and affixes
4. Incorporating evidence-based spelling and writing practices that connect reading and writing (Elkonian boxes, spelling of Greek and Latin roots and affixes)
5. Applying an English learner's home language as a foundation and strength to support the development of phonics in English
6. Implementing evidence-based instruction in grapheme-phoneme patterns to enhance spelling and written expression, and further supporting reading development
7. Distinguishing the characteristics of students with reading difficulties, including dyslexia, and how they affect phonics development
8. Applying evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development
9. Applying explicit, systematic, and sequential evidence-based instruction in reading single and multisyllabic words, including orthographic mapping, fundamental for developing strong decoding skills
10. Implementing evidence-based instruction in grapheme-phoneme patterns to enhance spelling and written expression and further supporting reading development
11. Understanding, administering, and documenting, informal and formal phonics assessments to tailor instruction to meet the individual strengths and needs of students

**Competency 4:** The teacher candidate will acquire knowledge of fluency building and best practices for increasing fluency by:

1. Explaining that the components of reading fluency are accuracy, rate, and prosody, which impact reading comprehension
2. Applying evidence-based practices to develop automaticity in word-level skills and fluency in connected text for enhancing reading comprehension
3. Teaching readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, to facilitate comprehension
4. Providing daily practice with support and corrective feedback to improve reading fluency and endurance and enhance accuracy, rate, and prosody
5. Teaching readers explicitly how to activate their background knowledge, self-monitor, and self-correct (i.e., metacognition) to enhance fluency as a bridge to text comprehension
6. Distinguishing the characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance
7. Applying intentional, explicit, systematic, and sequential instructional practices to develop accuracy, rate,

and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading)

8. Applying evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance
9. Understanding, administering, and documenting fluency assessments to inform instruction tailored to individual student strengths and needs

**Competency 5:** The teacher candidate will acquire knowledge of vocabulary development and best practices for increasing vocabulary by:

1. Explaining (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis)
2. Applying evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension
3. Incorporating evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis as it relates to vocabulary development
4. Applying intentional explicit, systematic, and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.)
5. Teaching basic and sophisticated vocabulary and providing explicit instruction in high-frequency, multiple-meaning words and domain-specific vocabulary
6. Applying evidence-based reading and writing practices to enhance vocabulary
7. Creating a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary
8. Incorporating instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates)
9. Distinguishing the characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development
10. Applying evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development
11. Understanding, administering, and documenting appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs

**Competency 6:** The teacher candidate will acquire knowledge of comprehension instruction and best practices for enhancing comprehension by:

1. Discussing the varying demands of text on readers' comprehension, including the demands of domain-specific texts
2. Explaining that reading is a process of constructing meaning from a wide variety of print and digital texts and for different purposes, utilizing a variety of methods (i.e., active reading)
3. Explaining that effective comprehension relies on using well-developed language, multiple higher-order thinking processes (i.e., making inferences, activating background knowledge), and self-correction to monitor comprehension
4. Discussing cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate), and the role of cognitive development, in the construction of meaning of literary and informational texts
5. Determining appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on the reader's cognitive development in the construction of meaning of literary and informational texts
6. Selecting from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading)
7. Utilizing evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to facilitate comprehension
8. Utilizing knowledge of the interaction of reader characteristics (background knowledge, interests, strengths, and needs), motivation, text complexity, and purpose for reading, to impact comprehension

and student engagement

9. Utilizing knowledge of how English learners' linguistic and cultural background supports comprehension, including English learners with characteristics of reading difficulties and dyslexia
10. Providing daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension
11. Planning, providing, and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance, and comprehension
12. Applying explicit, systematic, and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion)
13. Applying evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs
14. Applying appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs
15. Applying intentional, explicit, systematic, and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring, and self-correcting to increase understanding of texts
16. Understanding, administering, and documenting appropriate informal and formal comprehension assessments to inform instruction determined by individual student strengths and needs

**Competency 7:** The teacher candidate will acquire knowledge of best practices for integrating the reading components by:

1. Identifying and applying knowledge of phonemic, semantic, and syntactic variability between English and other languages
2. Employing appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes)
3. Utilizing knowledge of how oral language and an information-intensive environment impact reading and writing development
4. Utilizing evidence-based practices for selecting literature and domain-specific print and digital text appropriate to students' age, interests, and reading proficiency
5. Applying knowledge of the interdependence among the reading components and their effect upon reading as a process for all students
6. Applying knowledge of the relationships among decoding, automatic word recognition, fluency, and comprehension
7. Applying intentional, explicit, systematic, and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema, and text structures required for comprehension
8. Applying knowledge of the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction
9. Engaging and supporting caregivers and families in evidence-based language and reading development activities for their children and adolescents
10. Communicating (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers
11. Understanding the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs
12. Triangulating documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs

**Competency 8:** The teacher candidate will acquire an understanding of language as a system that supports ELLs' acquisition of English by:

1. Demonstrating knowledge of the components of language and understanding of language as an

integrative and communicative system

2. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning
3. Demonstrating proficiency in English and modeling for ELLs the use of appropriate forms of English for different purposes
4. Identifying similarities and differences between English and other languages reflected in the ELL student population
5. Applying knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs' development of listening, speaking, reading, and writing skills in English

**Learning Outcomes:**

- Communicate effectively using listening, speaking
- Use quantitative analytical skills to evaluate and process numerical data
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Use computers and emerging technologies effectively