

Sample Syllabus: Semester One

Learning Outcomes:

When you finish this course of study you will:

1. Be an effective, efficient, and engaging literacy instructor
2. Understand and apply the principles of the science of reading
3. Design lessons integrating the essential components of reading and writing instruction
4. Implement the features of effective instruction
5. Use assessment to inform your instruction
6. Increase the reading achievement of your students

Text: Hougen, M. & Smartt, S. (2020). *Fundamentals of Literacy Assessment & Instruction, Pre-K-6, Second Edition*. Baltimore, MD: Brookes Publishing Co.

Class/ Chapter	Main Topics	Suggested Activities & Resources	Readings, Assignments & Application Activities to be Completed Before Class
Section I: An Introduction to Literacy Instruction and Assessment			
1 Ch. 1 Becoming an Effective Literacy Teacher (Hougen)	Review of course content & expectation Guiding Questions Relevant state and federal legislation Rethinking Assumptions Instructional Consider ations	Expectation of students and class design Collaborative Teams Tutoring responsibilities	Study Ch. 1
2 Ch. 2 Critical Components (Hougen & Smartt)	Reading & the Brain Evidence based practices Science of Reading Essential components of Reading	Collaborative Teams Tutoring Review	Read Chapter 2 Be able to discuss #1-#5 of chapter objectives
3 Ch. 2 continued	Features of Effective Instruction Simple View of Reading	Practice Partner share of students' tutoring session plan	Be able to discuss #6-#9 of chapter objectives
4 Ch. 3 Assessment (Smartt)	Key terms Types of Assessment: Informal & Formal Universal screening, progress monitoring, diagnostic, outcome based	Have students research and prepare a report of different assessments, strengths and limitations	Read Chapter 3 Be able to discuss the four chapter objec tives

5 Ch. 4 Using Standards (Hess)	Brief History of Standards Types of Standards Examination of standards: state, knowledge & practice standards, college & career	Identify the standards used in your state	Read Chapter 4 Be able to discuss #1-#5 chapter objectives
6 Ch. 4 continued	Thinking about Standards- Bloom, Webb, Hess Standards and Learning progressions Standards-based grading	Using mock student testing, demonstrate standards-based grading	Complete a draft standards-based lesson plan using information in Appendix C
7 Ch. 5 Foundational Skills (Gibson)	Social-emotional skills Language development Learning Domains Early literacy skills High-quality instruction Evidence-based PK practices Instructional Routines to teach language & literacy skills	With a partner, demon- strate reading a children's book, make an inference and prediction. Identify 3-5 new vocabulary words and demonstrate how you would teach them.	Read Chapter 5 Be able to discuss the five chapter objec- tives
Section II: The Foundational Skills of Literacy Acquisition and Instruction			
8 Ch. 6 Oral Language & Listening Skill Devel. (Cavanaugh)	Phonology, morphology, semantics, syntax, pragmatics Language facilitation strategies Interactive and dialogic reading Differentiation of Instruction Assessment	Using a children's book demonstrate a think-aloud	Read Chapter 6 Be able to answer #1-#5 and #7 chapter objectives
9 Con't. Ch. 6 Ch. 7 Phonological Awareness (Al Otaiba, Ortiz, Hougén)	Phonological Awareness, Phonemic Awareness & Phonics "Just right" instruction Designing intensive & explicit instruction Evidence-based practices to teach specific skills	Develop and demonstrate how you would integrate effective instruction into an oral language-build- ing activity.	Using your lesson plan, identify where and how you would differentiate and scaffold your instruction Read Chapter 7 Be able to discuss #1, 2, 4, 6, 7, and 9 of the chapter objectives.

10 Ch. 7 continued	Alphabetic Principle Phases of word reading Continuum of phonics development & assessment Phoneme-Grapheme Correspondence Orthographic Mapping Letter patterns Sample lesson	Given a list of words, students will identify the number of syllables and phonemes. Demonstrate how you would teach segmenting and blending words with three phonemes	Identify web sites for evidence-based practices and assessments. Develop and be prepared to model a routine to teach phonemic awareness.
11 Ch. 8 Basic Phonics (Tolman, Hougen, & Smartt) Ch. 8 continued	Alphabetic Principle Phases of word reading Continuum of phonics development & assessment Phoneme-Grapheme Correspondence Orthographic Mapping Letter patterns Sample lesson	Design a phonics lesson that incorporates the features of effective instruction	Read chapter 8 Be able to discuss #1-#5 of the chapter objectives.
12 Review Ch. 2-8	Team Work: What are the essential components of reading & evidence-based strategies to teach them?	Review the Guiding Questions and Consider Answers to each	
13 Ch. 10 Handwriting, Spelling, Composition (Carreker)	Handwriting Instruction Spelling Instruction	Demonstrate how you would teach written composition skills	Read chapter 10 Be able to discuss #1-#4 chapter objectives.
14 Ch. 10 Cont.	Composition: Sentences, Parts of speech, summarization	Reflect upon tutoring experiences	Tutoring Case Study
15 Final exam			