



Course Description

LAE4211 | Methods and Resources for Literacy Development in the Young Children | 3.00 credits

The teacher candidate will apply the systematic problem-solving process for effective instructional decision-making in a 1-3 classroom. The teacher candidate will use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions in a 1-3 setting. Reading Competencies 3 and 4 (Twenty hours of clinical experience required in an approved first-third grade setting with ESOL students.)

Course Competencies

Competency 1: The teacher candidate will differentiate instruction and provide intervention based on classroom assessments by:

1. Maintaining a climate of openness, fairness, and support.
2. Demonstrating knowledge of the educational neuroscience basis for skilled reading.
3. Utilizing diagnostic student data and progress monitoring to differentiate instruction and plan interventions.
4. Applying varied multisensory intervention strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.
5. Providing targeted reading skills intervention based on needs assessments.
6. Utilizing AI tools to assist with scaffolding assignments and differentiating instruction.

Competency 2: The teacher candidate will select and administer appropriate assessments and analyze data to inform reading instruction by:

1. Applying measurement concepts in reading assessments to identify student strengths and needs.
2. Defining and explaining test reliability, validity, and standard error of measurement and understanding major types of derived scores from standardized tests.
3. Administering formative and summative assessments, including screening, progress monitoring, diagnostic, and outcome measures, and understanding their purposes and functions.
4. Describing the purposes of informal reading assessments for each component of reading development and their role in identifying student needs.
5. Describing the purposes of various formal reading assessments, including norm-referenced and criterion-referenced assessments, and how to interpret data reports.
6. Utilizing quantitative and qualitative reading assessments for data triangulation and instructional planning.
7. Using assessments to identify students with substantial reading deficiencies, including characteristics of dyslexia.
8. Examining how reading disabilities vary in presentation and when to refer students for additional assessment.
9. Discussing how to read and interpret standardized diagnostic test results from psychologists, speech-language professionals, and educational evaluators.
10. Explaining how to analyze and interpret assessment results to make instructional modifications, especially for English learners.
11. Documenting and using data systematically to differentiate instruction, intensify intervention, and meet the needs of all students, including those with reading difficulties and dyslexia.
12. Analyzing data trends to identify adequate progress in student reading development.

13. Identifying appropriate assessments and accommodations for progress monitoring.
14. Selecting and administering language-appropriate assessments for English learners.
15. Implementing allowable accommodations as specified in Individual Educational Plans (IEPs) or 504 Plans for students with disabilities.
16. Reviewing assessment results with caregivers and families and sharing strategies to support reading development.

Competency 3: The teacher candidate will provide evidence-based instruction for students with differing profiles by:

1. Differentiating evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension from enrichment practices to intensifying interventions.
2. Implementing evidence-based practices for developing higher-order thinking, background knowledge, and comprehension through writing.
3. Differentiating instruction for students at different stages of English language acquisition.
4. Applying current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.
5. Differentiating reading instruction for English learners across various levels of literacy development in their first language.
6. Recognizing how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.
7. Comparing language, reading, and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.
8. Recognizing the characteristics of competent and skilled readers to differentiate instruction more effectively.
9. Identifying factors impeding student reading development in each of the reading components based on informal and formal assessments.
10. Implementing a classroom-level plan for monitoring student reading progress and differentiating instruction for all students, including those with reading deficiencies and characteristics of dyslexia.
11. Monitoring student progress and using data to differentiate instruction for all students, including those with identified reading deficiencies and characteristics of dyslexia.
12. Implementing evidence-based intervention practices for students with substantial reading difficulties, including those with dyslexia.
13. Scaffolding instruction and intensified interventions for students with identified reading deficiencies and dyslexia characteristics in each reading component.
14. Selecting and using developmentally appropriate multisensory materials that address students' strengths and needs to differentiate instruction.
15. Planning for differentiated instruction that utilizes increasingly complex text, embeds assessment, includes scaffolding, and provides reteaching when necessary for individuals and small groups.
16. Implementing appropriate and allowable instructional accommodations, including the use of technology, as specified in the Individual Educational Plan (IEP) or 504 Plan when differentiating reading instruction for students with disabilities, including those with characteristics of dyslexia.

Competency 4: The teacher candidate will foster developmental writing skills in students by:

1. Distinguishing among the developmental stages of writing (e.g., drawing, scribbling, letter-like formations, strings of letters).
2. Identifying developmentally appropriate writing strategies for developing concepts of print and conventions, including spelling and punctuation.
3. Determining the stages of the writing process (e.g., prewriting, editing, publishing).
4. Identifying and distinguishing characteristics of various modes of writing (e.g., narrative, expository, argumentative).

6. Identifying developmentally appropriate strategies for enhancing writer's craft (e.g., supporting details, dialogue, and transition words).
7. Assessing students' writing to identify their current stage and plan appropriate instructional activities to support progression to the next stage.

Competency 5: The teacher candidate will support best practices for literacy instruction for English Language Learners (ELL) by:

- a. Describing the demographic and policy context surrounding instruction for ELL.
- b. Contrasting the differences in learning to read in a first versus a second language.
- c. Discussing the role of oral language proficiency in learning to read.
- d. Evaluating the implications for the teaching of English alphabets to children not fully in command of the English language.

Competency 6: The teacher candidate will provide classroom instruction in a supportive learning environment for ELLs by:

1. Planning for integrated standards based ESOL and language sensitive content instruction.
2. Creating supportive, accepting, student-centered classroom environments.
3. Planning differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
4. Planning learning tasks to meet the needs of students with limited formal schooling (LFS).
5. Planning for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills.
- Use quantitative analytical skills to evaluate and process numerical data
- Formulate strategies to locate, evaluate, and apply information.