

Literacy Assessment and Teaching Strategies w/Lab (A)

EED 625A/L

Course#

Summer 2025

Wednesdays 4:00-8:45 PM

Join URL:

Dr. Dominic Grasso

Office: 2211 (Michael D. Eisner College of Education)

Office Hours: By appointment

Email: dominic.grasso@csun.edu

Required Texts:

- Blevins, Wiley. (2017). *A Fresh Look at Phonics: Common Causes of Failure and 7 Ingredients for Success*. CORWIN Literacy. (2nd Edition)
- Burkins, J. & Yates, K. (2021). *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Stenhouse Publishing. (2nd Edition)

Note: Additional required readings will be made available via links or PDFs via Weekly Resource Docs, and on Canvas.

Texts you may already have that will be needed for occasional reference:

- *Publication manual of the American Psychological Association 7th edition*. (2019). Washington, D.C.: American Psychological Association.

Recommended Additional Materials: Subscription to professional literacy organization of your choosing. Professional organizations may include, but are not limited to:

- International Literacy Association (ILA) <https://www.literacyworldwide.org>
- Literacy Research Association (LRA) <http://www.literacyresearchassociation.org>
- The Reading League California (TRL) <https://ca.thereadingleague.org/>
- California Reading Association (CRA, the state affiliate of ILA) <http://www.californiareads.org>
- National Council of Teachers of English (NCTE) <http://www.ncte.org>
For position statements <http://www.ncte.org/about/over/positions?source=gs>
- California Association of Teachers of English (CATE, the state affiliate of NCTE) <http://www.cateweb.org>
- Association for Supervision and Curriculum Development <http://www.ascd.org/aboutascd/position.html>
- National Association for Bilingual Education (NABE) <http://nabe.org>

The Michael D. Eisner College of Education's Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they

serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice

The Michael D. Eisner College of Education Definition of Social Justice

As faculty, staff, and students, we are committed to social justice. In the MDECOE, we believe that **social justice is a form of activism rooted in the principles of equity and inclusion**. As a part of this process, we analyze how power, privilege, and oppression impact our social, political, and cultural identities. We seek to ensure that resources are distributed equitably, and all members of our community feel welcome.

Social justice involves all of us and invites us to develop our own agency and sense of responsibility toward others as we challenge inequities through study, struggle, and solidarity. Social justice is a collective, ongoing journey toward liberation.

We know social justice is happening when...

- We are informed by community members, prioritize collaboration, and create safe opportunities for staff, faculty, and students to share their experiences and ideas.
- We learn from the histories, scholarship, activism, and lifeways of those on the margins and make space for minoritized communities to speak for themselves.
- We take active roles to dismantle racial, linguistic, religious, economic, environmental, gender, sexual, and ability-based oppressions and challenge initiatives that may cause harm to students, staff, faculty, and community partners.
- We commit ourselves to creating justice-oriented solutions to complex problems and anticipating how oppressions intersect to create new forms of harm.
- We carefully consider and revise our curricula, instruction, recruitment strategies, research priorities, fiscal policies, and other initiatives to align with justice-oriented efforts in our departments, the MDECOE, and CSUN.
- We promote life, safety, autonomy, and sustainable relationships (with others and the earth) through shared struggle and solidarity.
- We distribute resources and labor expectations equitably and sustainably.
- We welcome compassion, conflict, and collaboration as necessary components for personal and collective growth.
- We dedicate ourselves to learning and growing as terms and vocabulary change, new organizing strategies are developed, and possible futures are envisioned and enacted.

- We remember that it is not perfection but the striving, together, that makes our work meaningful.

Pre/Co-Requisite Information

Prerequisites: EED 520/SED 520 or equivalent; EED 633 or SED 625ENG; Teaching experience. Corequisite: EED 625AL.

Catalogue Course Description

Principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student develops competencies in assessing literacy behavior on an individual basis, as well as in a classroom setting. Students should become adept at observations and interviews while attaining skills of selecting, scoring and interpreting the results of a comprehensive variety of whole-language assessments. Similarly, principles and procedures for the design and selection of materials, methods and contexts for literacy instruction are presented. Each student develops a literacy program for an individual child based on assessment findings. Program includes meaning-centered activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies as well as confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least one child experiencing problems processing written language for whom the student designs and implements a corrective program. **Tutoring is coordinated through CSUN's L.A. Times Literacy Center.** It is suggested that a student continue with the same child for a second semester in EED 625BL. Case studies demonstrate awareness of psychological, physiological, educational, cultural and linguistic factors in the reading/writing process.

Course Design: *This course will meet virtually via zoom. This includes clinical experience/tutoring.*

Expectations: Although each of us comes to the classroom with our own worldviews, we must engage in classroom discussions and activities in good faith as we practice the values we hope to teach our own students. Among these values are respect, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge/experiences, and openness to taking intellectual and emotional risks. Students are also expected to provide equitable commitment, contributions, and quality in all partner/ group assignments.

Attendance Policies: *Attendance is a required (and graded) component of this course.* Since learning is the result of active meaning-making, you are expected to take full advantage of the exchange of knowledge, experience, research, and perspectives of class members by attending class regularly and participating in all class activities. In addition, tutoring experiences require committed attendance. There are **no absences** permitted during Summer course sessions.

****Please notify me in writing during the first two weeks of the semester if you will miss class for a religious holiday observance or as a requirement of your job, so that your absence may be excused****

Student Learning Outcomes for Elementary MA Program

1. Students will reflect on their pedagogy, examining their practice and pedagogical content knowledge to support diverse students' learning needs.
2. Students will extend their theoretical understanding by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
3. Students will develop research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
4. Students will expand their educational awareness by knowing current educational issues and how those impact schools.
5. Students will demonstrate qualities of leadership by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders.

Professional Competencies towards Reading, Literacy, and Leadership Specialist Credential (RLLSC) Portfolio

1.Assessment and Instruction

The candidate demonstrates the ability to assess the academic needs, interests, attitudes, and achievement of students including English speakers and English Language Learners. These assessments are effectively used to make decisions related to appropriate instruction and materials in reading, writing, speaking, and listening for a class and/or for an individual student.

2. Instructional Materials

The candidate demonstrates the ability to design effective instructional materials, provide leadership in the selection, adaptation, and use of instructional materials, including the textbook adoption process.

3.Teacher Support

The candidate demonstrates the ability to assist and support classroom teachers K-12 in creating an effective literacy-rich learning environment that meets the California Content Standards of any subject area.

4.Program Design and Evaluation

The candidate demonstrates the ability to work with the school or district to design effective reading and language arts programs that meet State standards and guidelines. The candidate demonstrates the ability to conduct a comprehensive program review and to suggest needed modifications.

5.Professional Development

The candidate demonstrates the ability to design and implement professional development activities, including in-service education programs.

6.Professional Leadership

The candidate demonstrates the ability to assume a leadership role in the school and community, including working collaboratively with allied professionals, district/county personnel, and members of the community.

General Policies

Check your e-mail daily. Set up alerts from Canvas so that Announcements and messages sent through Canvas go directly to your email. **You are responsible for all information sent via**

email and Canvas. You are also responsible for all course content, announcements and syllabus changes announced in class.

Please:

- Use our course time productively; refrain from texting, sending emails, or checking messages, etc.
- Refrain from chatting with others when class members, including the professor, are speaking. Talking while others are talking communicates disregard for the message and messenger.
- Feel free to have a beverage and food during class.
- Refrain from behaviors that distract presenters/peers or which communicate disrespect to others in the class.

Course Concerns:

I am here to help you. If there are any potential issues that may hinder your academic engagement or progress this semester, please share them with me as soon as you know about them so that we can work together to devise a plan to address those needs and concerns. Similarly, if you have other questions, comments or concerns about our class, please speak to me directly. **If you are uncomfortable speaking with me for any reason, please contact the chair of the department, Dr. Greg Knotts, at greg.knotts@csun.edu.**

Faculty Policy on Academic Dishonesty

Campus policy regarding student academic dishonesty and the new CSU reporting requirements when faculty believe that a student has committed an act of cheating, plagiarism or fabrication, or has facilitated such an act is contained in the Faculty Policy of Academic Dishonesty. This policy can be found at <https://www.csun.edu/catalog/policies/academic-dishonesty/>

Involuntary Student Delay or Withdrawal Statement

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession. Obtain detailed information about the involuntary delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at www.csun.edu/coe/eed/delay_withdrawal

Sexual Misconduct and Title IX

Title IX and CSUN's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, I can help you locate the

appropriate resources. You can visit <https://www.csun.edu/eqd/title-ix> to learn more about what constitutes sexual misconduct and violates Title IX.

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. CSUN's Title IX Coordinator is:

Susan Hua
University Hall, Room 285 Phone: (818) 677-2077
E-Mail: susan.hua@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with CSUN's Care Advocate. CSUN's Care Advocate is:

Paria Zandi
Klotz Student Health Center, Room 140G Phone: (818) 677-7492
E-Mail: paria.zandi@csun.edu

Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Accommodations for Students with Disabilities

CSUN is committed to providing equitable access to learning opportunities for all students. The Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD) are campus offices that collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please visit DRES at <https://www.csun.edu/dres> or call (818) 677-2684 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you need to contact NCOD, please call (818) 677-2054. If you are already registered with DRES or NCOD and have a current letter requesting accommodations, please contact me as soon as possible to provide me with written documentation and to review how your accommodations will be applied in our course. **Remember, accommodations are your legal right!** I am dedicated to cultivating a classroom environment that is as accessible as possible to all students. **I invite you to discuss your learning needs with me, regardless of your documentation status with DRES/NCOD.**

Counseling and Psychological Services.

Maintaining one's mental and emotional health is always important -- being a human is hard! However, given the added stressors of COVID-19, antiblack racisms, and xenophobia, among other issues, it is more important than ever to get the support you deserve. I can attest to the

many benefits of therapy and am willing to talk with any student about my experiences. For information about counseling and psychological services offered to students, please visit <https://www.csun.edu/counseling> and let me know how I can help.

Bias-Based Incident Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unjust and inappropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Submit a report online at <https://www.csun.edu/stophate/report-incident> or by calling 818.677.2077. If someone is in immediate danger or experiencing an emergency, call 911.

Ethics/Academic Integrity:

The CSUN Code of Ethics, which includes plagiarism, cheating, fabrication, and the facilitation of such acts, applies to this course. Please review the university policy at <https://catalog.csun.edu/policies/student-conduct-code/>

If You Need Financial Aid or Other Assistance

The Financial Aid and Scholarship Department can help you work through financial difficulties and concerns in order to help you progress towards earning a degree. In addition to advising students on financial aid and/or tuition, they also have emergency funds for CSUN students experiencing emergency financial crisis related to COVID-19 or other issues. Find out more at <https://www.csun.edu/financialaid>.

Course Objectives:

Students who complete this course will be able to:

- Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information. (I, P)
- Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development. (I, P)
- Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs. (I, P)
- Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention. (I, P)
- Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI², and how to maximize students'

literacy development by using the reciprocal relationships among the components of a research-based literacy program. (P, A)

- Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring. (I, P)
- Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem. (I)
- Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities. (I, P)
- Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development. (I, P)
- Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition. (I, P)
- Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3. (I)
- Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program. (I, P)

Evaluation

All of the assignments listed below have been given a point value. You will be given a rubric, which we will discuss in class with predetermined criteria for each of the assignments. If you wish to challenge a grade you must make an appointment with me and come prepared with written reasons (referring to the rubric) you feel the grade should be changed. Adding the total points earned and dividing by the total points possible determine semester grades.

A 94-100% C 73-76%
A- 90-93% C- 70-72%
B+ 87-89% D+ 66-69%
B 83-86% D 63-65%
B- 80-82% D- 60-62%
C+ 77-79% F 59.9 % and below

Incompletes will not be given except in the case of extreme emergency late in the semester; a contract for completion will be written prior to the end of the semester.

Assignments

EED 625A/L: Assignment Point Value

Weekly Participation (Course Readings, Discussions, Etc.)	50 Points
Weekly Attendance	100 Points
Professional Case Study Report	100 Points
Child Study Team Presentation	50 Points
Lab (Tutoring, Assessments, Progress Monitoring, Lessons, Parent Conference, etc.)	100 Points
	400 Points

Total

***Note:** Like how we should approach the U.S. Constitution, this syllabus is flexible enough to meet the needs and changing circumstances of those to whom it applies. Readings may be modified & the tentative schedule is subject to change as needed. I will give you sufficient notice prior to any changes.*

***All assignments should adhere to APA 7th edition and be turned in on Canvas by the specified due date and time. While minor technical difficulties are to be expected, consistent failure to attach the document(s), save in the proper format, or any other issues with turning in the assignment will result in a lowered final grade. Late assignments are not accepted unless prior arrangements have been made.**

Course Assignments:

Relevant details, including assignment parameters and rubrics, will be shared in class and uploaded to Canvas well in advance of the due date.

1. ***Weekly Participation:*** The weekly workload for this course is rigorous, which is why you are not expected to complete many additional assignments outside of class. As such, your participation and preparation factor heavily into your final grade. You are expected to contribute to each class session by reading the appropriate materials, finding resources, and

working in small/large groups. At times, you may be asked to prepare a short video, respond to a forum post online, practice an effective literacy strategy, contribute to group work, and, of course, participate in class discussions. Your grade will be assessed regularly throughout the semester.

2. **Weekly Readings:** You will be assigned readings that are intended to help you reflect on your understanding of theory, research and practice about language and literacy. You are expected to explore your reactions to these readings through a variety of written or multi modal responses. Your responses to the readings will be shared and discussed in class on assigned days. The readings introduce you to literacy learning theories (both current and past). They should help you examine your own assumptions about language and literacy theory and practices and to support you in developing effective strategies to use both in the classroom and clinical experiences.

3. **Professional Case Study Report:** The case study report will be a synthesis of your tutoring work. You will make connections between course readings, and practical applications in the tutoring setting. You will provide context and background on the student, and instructional analysis of strengths and needs, describe how and why you choose the lessons you chose, as well as how the student responded to each lesson. (3.5) (8.4)

4. **Child Study Team Presentation:** The purpose of this assignment is to design a brief presentation on behalf of your tutoring student. This presentation should be designed as if you are presenting to a school study team, child study team, school administration team, etc. The presentation should have an advocacy lens, focusing on advocating for what the student needs to be successful in literacy moving forward. (7.3, 7.9, 8.11)

5. **Lab:** This one-unit supervised laboratory experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student supports a child who has been determined to be a struggling reader. Students will be assigned directly to tutors through the CSUN's L.A. Times Literacy Center. Tutoring will take place on campus, at the Literacy Center. Most materials and tutoring supplies will be provided, however, if students require additional supplies, they are welcome to bring their own. The student designs and implements instructional intervention based on assessments. Tutoring will take place weekly. Tutors may be paired together to work with one student or may work individually with a student. All tutoring pairs are provided by the course instructor. Students may **not** select their own tutoring assignments. (8.4)

Note: The L.A. Times Literacy Center at CSUN enrolls a wide variety of pupils to be tutored, and students should be prepared to tutor any and all students, including, but not limited to: gifted, multilingual, emergent bilingual, special education, autistic, dyslexic, visually impaired, and hearing-impaired students.

Welcome to the Course!

EED625A/L Summer 2025 Course Schedule			
Class Session	Class Readings (To be completed prior to class)	Class Topics & Assignments Due	Tutoring/Lab Focus
#1 May 28th	Teaching Reading is Rocket Science by Louisa C. Moats <i>California needs to do more to ensure teachers can teach kids to read, national study says</i> by Diana Lambert	Digital Name Tent DUE Introductions Class Norms, Routines & Procedures Syllabus & Assignments Course Text How do we teach our students to read? Class Discussion: Building independence, engagement. & motivation towards reading (2.6)	Tutoring Assignments Given Out
#2 June 4th	The role of standardized reading testing in schools Literacy Assessment What Everyone Needs to Know (3.7, 3.8)	Assessment Overview	Assessment Probes & Reading Inventory Practice Administer Reading Motivation & Engagement Probe (2.6) Time in class to choose an assessment probe and reading inventory
#3 June 11th	<i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom:</i>	Rethinking Reading Comprehension	Meet student/family, administer reading inventory, administer

	• <i>Introduction</i> • <i>Shift 1- Rethinking How Reading Comprehension Begins- examining oral language development (3.2a)</i> <i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> • <i>Foreword & Introduction</i>	Assessment Debrief Lesson Plans Overview Discussion: Ehri's stages of literacy development (3.4)	reading assessment (3.7), time spent on informal reading games/relationship building. Analyzing assessment results to determine stages and patterns of students literacy development, plan instruction and intervention (3.4)
#4 June 18th	<i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom:</i> • <i>Shift 2 Recommitting to Phonemic Awareness Instruction</i> <i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> • <i>Success Ingredient 1: Readiness Skills and Fluency (3.2c)</i> • <i>Success Ingredient 2: Scope and Sequence (3.5)</i>	<u>Why Phonological Awareness Is Important for Reading and Spelling</u> By: Louisa Moats, Carol Tolman <u>Phonological and Phonemic Awareness</u> Readiness Skills	Tutoring Lessons 1 & 2: Focus Oral Language Development (3.2a)
#5 June 25 th	<i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom:</i> • <i>Shift 3: Reimagining the Way We Teach Phonics</i> <i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> • <i>Success Ingredient 3: Blending</i> Discussion: Reading difficulties and disabilities (i.e., dyslexia) and best practices for instruction (8.6)	Phonics Phonics: A Large Phoneme - Grapheme Frequency Count Revised by Edward Fry	Tutoring Lessons #3 & 4 Focus: Fluency (3.2c)
#6 July 2 nd	<i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom:</i>	High Frequency Words	Tutoring Lessons #5&6 Progress Monitoring (3.3)

	- Shift 4: Revisiting High Frequency Word Instruction <i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> - Success Ingredient 6: High-Frequency Words	A New Model for Teaching High Frequency Words By: Linda Farrell, Michael Hunter, Tina Osenga Discussion: Analyzing results of progress monitoring to adapt curriculum to meet students' needs (3.3) Data Chats: Analyzing data across peers (7.3)	
#7 July 9th	<i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom:</i> Shift 5: Reinventing the Way We Use MSV (3 Cueing System)/Vocabulary Development (3.2e)	Revisiting the 3 Cueing System At a Loss for Words: How a Flawed Idea is Teaching Millions of Kids to be Poor Readers by Emily Hanford	Tutoring Lessons #7&8
#8 July 16th	<i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> - Success Ingredient 4: Dictation & Written Language Development (3.2f) - Success Ingredient 5: Word Awareness Activities (3.2b)	Word Awareness Activities Dictation	Tutoring Lessons #9&10 Focus: Vocabulary Development & Written Language Comprehension (3.2e, 3.2f)
#9 July 23rd	<i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom:</i> Shift 6: Reconsidering How Texts for Beginning Readers	Reading Connected Text The Power of Decodables in	Tutoring Lessons #11&12 Focus: Word Analysis, Listening & Reading Comprehension (3.2b, 3.2e)

	Impact Listening and Reading Comprehension (3.2e) <i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> • <i>Success Ingredient 7: Reading Connected Text</i>	Learning to Read by Laura Stewart Reconsidering Texts for Beginning Readers (Decodable & Connected Text)	
#10 July 30th	<i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> <i>Section 2: 10 Common Causes of Phonics Instruction Failure</i> • <i>Reasons 1-4</i>	Review & Repetition Application to Real World Reading & Writing Exercises Reading Materials Gradual Release Model	Final Assessments
#11 Aug 6 th	<i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> <i>Section 2: 10 Common Causes of Phonics Instruction Failure</i> • <i>Reasons 5-8</i>	Transitions Teacher Knowledge Linguistics Pacing Comprehensive & Cumulative Assessments Rehearsal: Child Study Team Presentations-developing effective communication strategies to share assessment results (7.9)	Parent Conference: communicate assessment results, progress, and recommendations (8.11) & Celebrations
#12 Aug 13th	<i>A Fresh Look at Phonics: Common Causes for Failure and 7 Ingredients for Success</i> <i>Section 2: 10 Common Causes of Phonics Instruction Failure</i> • <i>Reasons 9-10</i>	Multisyllabic Words Isolated Word Work	Child Study Team Presentations DUE Final Case Study Reports DUE

Standard	Text	I/P/A	Location
2.6	Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.	I	Week #1 P. 11
2.6	Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.	P	Week #2 P. 11
3.2a	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development	I	Week #3 P. 12
3.2a	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development	P	Week #4 P. 12
3.2b	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: word analysis	I	Week #8 P. 13
3.2b	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: word analysis	P	Week #9 P. 14
3.2c	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: fluency	I	Week #4 P. 12
3.2c	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: fluency	P	Week #5 P. 12
3.2d	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: fluency	I	Week #7 P. 13
3.2d	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: vocabulary development	P	Week #8 P. 13
3.2e	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy	I	Week #9 P. 14

	instruction, including: listening and reading comprehension		
3.2e	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: listening and reading comprehension	P	Week #9 P. 14
3.2f	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: written language development	I	Week #8 P. 13
3.2f	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: written language development	P	Week #8 P. 13
3.3	Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	I	Week #6 P. 3
3.3	Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	P	Week #6 P. 13
3.4	Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.	I	Week #3 P. 12
3.4	Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks,	P	Week #3 P. 12

	the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.		
3.5	Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	P	Week #4 P. 12
3.5	Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	A	Assignment: Case Study P. 10
3.7	Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.	I	Week #2 P. 11
3.7	Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.	P	Week #3 P. 12
3.8	Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy	I	Week #2 P. 11

	development and those necessary for promoting language acquisition and development to know when a student may be struggling with a language acquisition problem rather than a reading problem.		
7.3	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.	I	Week #6 P. 13
7.3	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.	P	Assignment: Child Study Team Presentation P. 10
7.9	Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.	I	Week #11 P. 14
7.9	Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.	P	Assignment: Child Study Team Presentation P.10
8.4	Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students	I	Assignment: Lab P.10

	who are experiencing extreme difficulty in literacy acquisition.		
8.4	Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.	P	Assignment: Professional Case Study P.10
8.6	Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI ² Tiers 1, 2, and 3.	I	Week # 5 P. 12
8.11	Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	I	Week #11 P. 14
8.11	Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	P	Assignment: Child Study Team Presentation P.10

