**Program Requirements and Prerequisites:** Students in the Childhood Education and Early Childhood Education programs are given a choice between ERDG 600 and 601. Students may not take both. ERDG 600 is only offered online; thus all online students will take this course. This course is also required for Literacy 5-12 students. Prerequisite: ERDG 500

**Course Description:** Teachers will learn about the Interactive Strategies Approach to early literacy instruction and intervention and how the approach can contribute to RTI processes in the primary grades. The topics include: the development of strategic, self-regulated early literacy learners who view reading and writing as meaning making activities, providing differentiated instruction in an RTI context, promoting motivation to read and write, and the development of phonological skills, a strategic word approach to word learning, oral language skills, and the knowledge base upon which comprehension depends.

### Attributes

<table>
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<tr>
<th>Attributes</th>
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<tbody>
<tr>
<td>• Literacy as Social Practice*</td>
<td>• Critical Literacies and Equity</td>
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<td>• Generate Productive Learning Communities*</td>
<td>• Disciplinary Literacy/Knowledge Building**</td>
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<td>• Engagement**</td>
<td>• Data Based Decision Making**</td>
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<td>• Reciprocal Relationships Across Modes of Communication*</td>
<td>• Technologies and Digital Media</td>
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<tr>
<td>• Strategic Teaching to Promote Self-Extending Learning**</td>
<td>• Materials, Resources and Media*</td>
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<td>• Assessment of Literacies and Their Development**</td>
<td>• Prevention and Intervention**</td>
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<td>• Research Based Professional Learning**</td>
<td>• Standards*</td>
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<td>• Respectful Representation of Students, Families and Communities*</td>
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### Core Content

**Literacy Learning:** *What children need to know and be able to do to develop and expand literate competencies:*

- Vocabulary and Language
- Knowledge about the world
- Engagement in meaning construction with text
- Skill with the alphabetic code (including phonological awareness and phonics)
- Strategic Approach to Written Word Learning (Self-Teaching)
- Automaticity with High Frequency Words

### Possible Assignments

- Respond to periodic quizzes on foundational knowledge
- Interpret samples of student writing for evidence of foundational skills (e.g., print concepts, phonological awareness, phonics, etc.)
- View and reflect on videos of one-to-one and/or small group lessons and group/class read alouds attending both to what the

### Possible Readings

Writing
• Engaging in Conversations
• Motivation and self-efficacy

Literacy Teaching: Responsive teaching based on sensitive observations and productive organization:
• Understanding the complexity of the reading process
• Creating a Comprehensive/balanced Literacy Program
• Promoting coherence/coordination across learners’ instructional contexts
• Read alouds for comprehension and oral language development
• Shared and Interactive Reading
• Small group supported reading
• Independent/Silent Reading
• Modeled, Shared and Independent Writing
• Organization across tiers of instruction
• Strategy Instruction with gradual release of responsibility/self regulation
• Responsive Teaching
• Instructional Conversations
• NYS Curriculum for CCLS

Instructional and Assessment Materials/Tools:
• Books for different purposes
• Common Core Learning Standards
• NYS English Language Arts Assessments
• Observation and Record Keeping Techniques/Strategies
• Lesson Planning (standardized throughout the department)
• Screening, Diagnostic and Progress monitoring assessments
• Running records review

The teacher does and to what the children know and are able to do.

Plan follow-up instruction based on the videos.

A range of articles from Language Arts, The Reading Teacher, and related professional journals.


http://www.isaprofessionaldevelopment.org/documents/Parent%20Booklet%202012%20color.pdf
| **Contexts of Learning:**  
| • Home/School Connections  
| • Instructional Environments  
| • Students with Special Needs  
| • Discourse Patterns (Dialogue/Monologue) within and across contexts  
| • Productive Learning Spaces  
| **Teaching/Learning as Inquiry**  
| • Collaboration, Problem Solving and Examining Assumptions  
| • Reflective Teaching  
| • Ways of Organizing for Ongoing Development  
| • Self-Extended Learning  
| • Accessing and Evaluating Technology-Related Resources |