**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 601 is only offered on campus. This course is also required for Literacy B-6 and B-12 programs. Prerequisite: ERDG 655.

Practicum: 15 Hours.

**Course Description:** Most early literacy difficulties can be prevented through early, responsive, comprehensive, and coherent literacy instruction. This course focuses on helping teachers to develop greater expertise in identifying and effectively responding to learners who struggle at the early stages of literacy acquisition. Topics include differentiated instruction in an RTI context, promoting motivation to read and write, the development of phonological skills, a strategic word approach to word learning, and oral language skills and the knowledge base upon which comprehension depends. Graduate students provide one-to-one intervention for a young literacy learner and engage small groups of students in interactive read alouds. Students in the literacy programs must receive a B or better in practicum courses before being allowed to take the capstone class.

**Attributes**
- Literacy as Social Practice*
- Generate Productive Learning Communities**
- Engagement**
- Reciprocal Relationships Across Modes of Communication*
- Strategic Teaching to Promote Self-Extending Learning**
- Assessment of Literacies and Their Development**
- Research Based Professional Learning**
- Respectful Representation of Students, Families and Communities**

**Attributes** (continued)
- Critical Literacies and Equity
- Disciplinary Literacy/Knowledge Building*
- Data Based Decision Making**
- Technologies and Digital Media
- Materials, Resources and Media**
- Prevention and Intervention**
- Standards*

**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

**Possible Assignments**
- Plan, deliver, and reflect on comprehensive and responsive instruction for an early literacy learner.
- Write a case study summarizing assessment, observation, and instructional interactions for the tutored student.

**Possible Readings**
- Scanlon, D. M., Anderson, K.L., Morse, M. J., & Yurkewecz,
<table>
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<th>phonological awareness and phonics)</th>
<th>Strategic Approach to Written Word Learning (Self-Teaching)</th>
<th>Automaticity with High Frequency Words</th>
<th>Writing</th>
<th>Engaging in Conversations</th>
<th>Motivation and self-efficacy</th>
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**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/intervention
- Strategy Instruction with gradual release of responsibility/self regulation
- Responsive Teaching
- Instructional Conversations
- NYS Curriculum for CCLS

Plan and implement thematic unit in a read aloud context.


**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

**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