



LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Literacy: A Fundamental Human Right

Course Description: 95% of students CAN learn to read when provided with structured literacy instruction based on the body of knowledge known as the “science of reading.” How can educators turn research into practice to ensure that all learners are given the instruction they deserve and make the progress they are capable of? This course will provide educators with an introduction to the knowledge and tools necessary to make decisions regarding what is working in current literacy instruction and what will need work, in order to provide equitable literacy instruction for all. Educators will gain knowledge of how to assess foundational literacy skills, and plan instruction to prevent reading difficulty and intervene appropriately when students struggle. Literacy is a fundamental civil right, and this course will empower teachers to accelerate student growth by utilizing evidence-based practices to improve student outcomes. Part II of this course will delve more deeply into evidence-based approaches for language comprehension, fluency and writing.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others’ postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee’s employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Participants will be able to: Analyze the evidence that learning to read is difficult for many children as well as the evidence that literacy is an equity and social justice issue. Identify the biological and environmental factors influencing reading mastery. Identify the major brain processing systems involved in reading. Utilize the simple view of reading, the reading rope and Ehri’s phases of word reading development to evaluate a current student who struggles with literacy. Explore the research consensus on reading. Explore the “ingredients” of language and how they manifest in children’s classroom behavior. Name the five essential components of instruction.</p>
<p>Topics</p>	<ul style="list-style-type: none"> • Reading is not natural • Literacy and the School-to-Prison Pipeline • Dyslexia as a social justice issue • The Reading Brain • Theoretical models of reading • Research consensus on reading instruction
<p>Application to Instruction & Student Learning</p>	<p>. Demonstrating Knowledge of Content and Pedagogy- Participants will utilize research based theoretical models or reading instruction to analyze students and develop plans for improvement</p> <p>1b. Demonstrating Knowledge of Students- Participants will understand how reading develops, the learning process involved in acquiring literacy and how reading disabilities, such as dyslexia, can impact this acquisition. Educators will explore how ineffective literacy instruction can be a driving factor towards negative outcomes, especially for historically underrepresented groups.</p>

	<p>4d Participating in a Professional Community- An enhanced knowledge of what the research says about literacy instruction will enable participants to evaluate current practices, identify needed changes, and to act as a catalyst for change in discussions with colleagues and administrators to move instruction towards more effective literacy practices</p> <p>4e Growing and Developing Professionally- Participants will enhance their knowledge of the body of research collectively referred to as the science of reading. They will enhance their understanding of the layers of language and how this understanding can and should be applied to classroom instruction to improve literacy outcomes.</p>
--	---

Session II

<p>Objectives</p>	<ul style="list-style-type: none"> • Differentiate between the content of instruction and the routines or methods of instruction (i.e., “what” versus “how”) • Evaluate instruction for high impact pedagogy • Compare constructivist teaching methods to explicit, direct instruction through the lens of making literacy instruction more equitable for historically underserved and marginalized students. • Evaluate the current effectiveness of literacy instruction and share suggestions to move learning forward
<p>Topics</p>	<p>Methodology Methodology vs. Content Explicit Instruction Equitable Instruction Practices for Improving Literacy Structured Literacy vs. Typical Literacy Practice: What, Why and How</p>
<p>Application to Instruction & Student Learning</p>	<p>2a Creating and Environment of Respect and Rapport- Explicit Instruction and Freedom for Literacy 2b Establishing a Culture of Learning- Impact of Routines and Cognitive Load Theory 3a Communicating with Students- Maximizing student engagement through explicit instruction 3b Using Questioning and Discussion Techniques- Explicit Instruction Practices for Questioning and Discussion 1e Designing Coherent Instruction- Structured Literacy vs. Typical Literacy Practices</p>

Session III

<p>Objectives</p>	<ul style="list-style-type: none"> • Explore phonology, the phonological processor and phonemes. Complete a chart of the consonant phonemes based on place and manner of articulation. • Review, evaluate, utilize and reflect on tools to assess phonemic awareness. • Create a phonemic awareness activity to teach students to identify and manipulate speech sounds
--------------------------	--

	<ul style="list-style-type: none"> Survey a phoneme inventory for a given language or dialect and make comparisons to the English phoneme inventories. Consider ways to honor the languages students are loved in.
Topics	<ul style="list-style-type: none"> Phonemes and Phonemic Awareness in an Alphabetic Code Assessing Phonological Awareness Direct Instruction in identification and manipulation of speech sounds Culturally responsive pedagogy for phonemic awareness
Application to Instruction & Student Learning	<p>Demonstrating Knowledge of Content and Pedagogy- Articulatory Features of English Phonemes, PA progression of skills</p> <p>Demonstrating Knowledge of Students- Honoring home languages and using phoneme inventories to identify degrees of difference</p> <p>Designing Coherent Instruction- Design activities to train phonemic and phonological awareness</p> <p>Establishing a Culture for Learning- Provide direct, explicit instruction in phonemic awareness to enable students to learn the alphabetic principle</p> <p>Using Assessment in Instruction- explore, administer and reflect and evaluate a PA screening tool</p>

Session IV

Objectives	<ul style="list-style-type: none"> Identify the characteristics of systematic, explicit phonics and contrast those with the implicit, incidental approaches. Review a typical scope and sequence and explore phonics terminology. Use a template to create a lesson that incorporates the principles of structured literacy based on the body of research known as the “science of reading.” Explore and evaluate informal reading assessments Discuss inequities in literacy instruction faced by nonmainstream dialect speakers and create a plan for more equitable practices in literacy
Topics	<p>Phonics Instruction</p> <p>Phonics Lesson</p> <p>Phonics Assessments</p> <p>Bidialectalism</p>
Application to Instruction & Student Learning	<p>1a Demonstrating Knowledge of Content and Pedagogy- Participants will be able to explain what, why and how of phonics instruction</p> <p>1c- Designing Coherent Instruction- Participants will be able to generate a complete phonics lesson plan</p> <p>3d Using Assessment in Instruction- Participants will explore and evaluate tools to assess phonics skills</p> <p>4e Growing and Developing Professionally- Participants will enhance their understanding and appreciation for bidialectal students</p>

