

Course Title: Foundations of Early Literacy: Alphabetics	
Number of Content Modules: 4	Grade Levels: PreK – 2 nd Grade
Questions: 1-855-498-4400 PD@TeachnKidsLearn.com	TKL Catalog: https://teachingknowledgeloop.com/external-catalog

Course Description

This course on early literacy will provide educators with the knowledge and skills necessary to effectively teach literacy to young children, especially students with dyslexia, other reading difficulties, and multilingual learners. Educators learn evidence-based practices to scaffold students' development of letter knowledge, phonological awareness, phonics, and word analysis.

The course provides strategies for providing high-quality literacy instruction, emphasizing equity, and ensuring that all children have the opportunity to develop strong literacy skills. Educators learn techniques for planning, critiquing, and teaching systematic and explicit early literacy lessons.

Throughout the course, educators will reflect on their teaching practices and develop a plan for implementing effective early literacy instruction in their classrooms. The goal of the course is to empower educators to become confident and competent early literacy teachers prepared to grow successful young readers and writers.

Course Objectives

- CO.1** Summarize critical findings from the research literature about early literacy development, neuroscience, and culturally responsive, evidence-based instructional practices. [Danielson 1a, 1d, 1e]
- CO.2** Discriminate evidence-based literacy research from common misconceptions about how students learn to read, and how such misconceptions lead to poor instructional practices and inequitable learning opportunities that disproportionately disadvantage students at the margins. [Danielson 1a, 1b, 3e, 4a]
- CO.3** Attribute causes of disparities in reading performance for historically marginalized and underserved groups to lack access to high-quality, evidence-based practices. [Danielson 1b, 3e, 4a]
- CO.4** Critique instructional practices, curricular resources, and assessment practices to determine alignment with evidence from literacy research and culturally responsive approaches to literacy instruction. [Danielson 1a, 1d, 1e, 3d, 4a]
- CO.5** Design instructional scaffolds to support the acquisition of letter knowledge, phonological awareness, and phonics for students with dyslexia, multilingual learners, and speakers of African American Languages. [Danielson 1a, 1b, 1d, 1e, 3d, 3e]
- CO.6** Analyze student data to identify mastery of skills and misconceptions and identify the compounded effects of learning opportunity gaps on students at the margins. [Danielson 1b, 3d]
- CO.7** Reflect on how biases, assumptions, and misconceptions about literacy development influence instructional practices and lead to inequitable learning opportunities for students at the margins. [Danielson 3e, 4a]
- CO.8** Describe the biological, cognitive, social, emotional, and motivational consequences of low literacy and illiteracy and how illiteracy perpetuates the inequities experienced by students from historically marginalized and underserved populations. [Danielson 1b, 4a]
- CO.9** Reflect in brave learning spaces to a) examine perspectives and experiences of marginalized groups, b) surface and interrogate personal and institutional assumptions, beliefs, and practices that contribute to inequity, and c) reflect on the complex ways identity and culture shape teaching and learning.

Course Outline

Course Introduction Module

Course available completely online
(24/7 and Self-Paced)

Assignments due by the end of the term.

Module Topics

In this module, you will learn about the course set-up, expectations for learning and collaborating, meet your colleagues, and reflect on your prior knowledge about teaching with artificial intelligence.

- Course Navigation & Methodology
- Course Description
- A Transformative Approach to Education
- Expectations and Community Agreements for Engaging in Brave Dialogue
- Community Building Circle: Course Story
- Course Objectives

Module 1: Equity through Access to High-Quality Early Literacy Instruction

Module Topics

In Module 1, educators learn the settled research from cognitive psychology and neuroscience in early literacy acquisition and discern evidence-based practices that support the teaching of alphabets. In addition, the module includes a discussion of neurodiversity, specifically dyslexia, and its influence on reading acquisition. Finally, educators learn the importance of an asset-focused perspective on literacy development in multilingual learners and speakers of African American Language.

Section 1: Module Introduction

- Reflect on It! Imagine if... [20 min]
- Reflect on It! How Beliefs and Assumptions Shape Practices [20min]
- Reflect on It! Activate Prior Knowledge [20min]
- Practice It! Analyze Reading Performance Data through a Lens of Equity and Inclusion [90min]
- Reflect on It! Explanations for the Black-White Literacy Gap [30min]
- Reflect on It! Socialized Assumptions and Beliefs about Disparities in Literacy Performance by Race [45min]

Section 2: Settled Research in Early Literacy Acquisition

- Learn about It! Research Milestones in Early Literacy Development [20min]
- Learn about It! What Does Neuroscience Say About Reading? [20 min]
- Learn about It! Implications for Early Literacy Instruction? [20min]
- Reflect on It! What Makes Reading so Complex? [20 min]

- Reflect on It! A Disconnect Between Research and Practice [20 min]

Section 3: Influences of Neurodiversity on Literacy Development: Dyslexia

- *Learn about It!* What is Dyslexia? [20min]
- *Reflect on It!* What is Dyslexia Like? [30min]
- *Practice It!* Asset-focused Perspectives on Neurodiversity [45min]

Section 4: Language Influences on Literacy Development

- Learn about It! African American Language [20min]
- Reflect on It! Linguists' Perspectives on African American Language [60min]
- Learn about It! Teaching Reading to Multilingual Learners [30min]

Section 5: Module 1 Wrap-Up

- *Master It!* Module 1 Wrap-Up [20min]
- *Master It!* Synthesis of Early Literacy Research [90min]

Module 2: The ABC's of Letter ID

Module Topics

In Module 2, educators learn evidence-based practices for teaching letter identification. After assessing their prior knowledge about the topic, educators learn principles for sequencing letter recognition instruction and assessing alphabetic knowledge. After conducting a letter identification lesson analysis, educators apply systematic and explicit instruction to a letter identification lesson and design instructional scaffolds to support multilingual learners and students with dyslexia.

Section 1: Module Introduction

- Reflect on It! Activate Prior Knowledge

Section 2: The ABCs of Letter Identification Research

- Learn about It! Key Findings about Alphabet Knowledge
- Learn about It! The Neuroscience of Letter Identification
- Reflect on It! Letter Identification as a Gateway to Equity

Section 3: Principles and Practices: Letter Identification Instruction

- Practice It! Principles of Sequencing Letter Identification
- Learn about It! Systematic and Explicit Instructional Practices for Letter Identification
- Practice It! Scaffolds for Letter Identification
- Practice It! Using Songs, Games, and Stories to Make Alphabet Instruction Culturally Responsive
- Reflect on It! Considerations for Teaching the English Alphabet to Multilingual Learners

Section 4: Assessing Letter Identification and Alphabet Knowledge

- Learn about It! Assessing Letter Naming Fluency
- Practice It! Analyze Error Patterns

Section 5: Module 2 Wrap-Up

- Master It! Module 2 Wrap-Up
- Master It! Letter Identification Lesson Critique

Module 3: Phonological Awareness: Learning the Sounds of Language

Module Topics

In this module, educators learn evidence-based practices for teaching phonological awareness. After assessing their prior knowledge about the topic, educators learn principles for sequencing and assessing phonological awareness. After conducting a lesson analysis, they will apply systematic and explicit instruction principles to a phonological awareness lesson. The module concludes with instructional scaffolds to support multilingual learners, speakers of African American Language, and students with dyslexia.

Section 1: Module Introduction

- Reflect on It! Activate Prior Knowledge [30min]

Section 2: Phonological Awareness Research

- Learn about It! Phonological Awareness Research [30min]
- Learn about It! Neuroscience, Phonological Awareness, and Dyslexia [30min]
- Reflect on It! Phonemic Awareness as a Gateway to Equity [45min]

Section 3: Principles and Practices: Phonological Awareness

- Learn about It! Principles of Sequencing Phonological Awareness [30min]
- Practice It! Phonological Awareness Task Analysis [60min]
- Practice It! Instructional Scaffolds for Phonological Awareness [60min]
- Learn about It! Using Songs, Games, and Stories to Make Phonological Awareness Instruction Culturally Responsive [30min]
- Master It! Phonological Awareness Lesson Video Analysis [60min]
- Reflect on It! Socialized Beliefs about Language Differences [60min]

Section 4: Assessing Phonological Awareness

- Learn about It! Phonemic Awareness Assessments [30min]
- Practice It! Analyze Error Patterns [45min]

Section 5: Module Wrap-Up

- Master It! Module 3 Wrap-Up [30min]

Module 4: Teaching the Alphabetic Principle: Phonics and Word Analysis

Module Topics

In this module, educators learn evidence-based practices for teaching phonics and word analysis. After assessing their prior knowledge about the topic, educators learn principles for sequencing phonics and assessing phonics knowledge. They conduct a crosswalk of standards, curriculum, and evidence-based practices for teaching phonics and word analysis. After conducting a lesson analysis, educators apply systematic and explicit instruction principles to a phonics or word analysis lesson. The module concludes with the design of instructional scaffolds to support multilingual learners, speakers of African American Language, and students with dyslexia.

Section 1: Module Introduction

- Reflect on It! Activate Prior Knowledge [30min]

Section 2: Breaking the Code: Research in Phonics, Word Analysis, and Orthographic Mapping

- Learn about It! The Alphabetic Principle [30min]
- Learn about It! Neuroscience, Phonics, and Dyslexia [40min]
- Reflect on It! Phonics as a Gateway to Equity [45min]

Section 3: Principles and Practices of Phonics and Word Analysis Instruction

- Practice It! Standards, Skills, and Resources Crosswalk: Phonics and Word Analysis [120min]
- Learn about It! Scaffolding Phonics and Word Analysis [30min]
- Practice It! Using Songs, Games, and Stories to Make Phonics Instruction Culturally Responsive [45min]
- Practice It! Phonics and Word Analysis Video Lesson Analysis [60min]

Section 4: Module Wrap-Up

- Master It! Module 4 Wrap-Up [60min]
- Master It! Phonics/Word Analysis Lesson Critique [120min]

Course Wrap-Up Module

Module Topics

In the Course Wrap-Up Module, you will reflect on your self-efficacy for mastering the course objectives.

Section 1: Summative Course Reflection

- Master It! Summative Course Reflection [30min]
- Reflect on It! Course Evaluation and Feedback [30min]
- Learn about It! Course Reference List