

Sample Literacy Syllabus

Alternative Educator Preparation Programs

Course objectives are explicitly linked to PBS One: Knowledge of Literacy.

Required readings have full publication information.

Session topics are explicitly linked to Literacy Content standards.

Assessments are explicitly linked to Literacy Content Standards.

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5.01 Standard 1: Knowledge of Literacy

The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.
The teacher has demonstrated the ability to:
Performance-Based Standard for Colorado Teachers 1.: The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing and listening.

Rubric Language	Number of Sessions	Objectives	Topic/Content	Reading/Texts	Assignments	Assessments	Quizzes/exams/evaluations
Scientifically Based Reading Research and Comprehensive Literacy Curriculum and Instruction							
Understand the cognitive processes employed in skillful reading including phonological, orthographic, semantic and syntactic processing	Direct Instruction Modeling Scaffolding Summer Session: 3 hours	Students will know phonological, orthographic, semantic and syntactic processing to be able to explain how they work together to help the reader find meaning from text.	Cognitive processes: phonological, orthographic, semantic and syntactic processing	Honig, W., Diamond, L., & Gutlohn, L. (2000) <i>Teaching Reading Sourcebook (CORE)</i> Novato, CA: Academic Therapy Press	Reading the individual chapters in the textbook, define the words and explain how they are connected and employed in skillful reading. Create a cycle map	Reflection question: What happens when one cognitive process is weak or missing?	Pre-think aloud: Identify what you do cognitively when reading. Post test: Using the terminology, identify what you do cognitively when reading.
Understand the contributions of both neurobiological and environmental factors to reading and writing success and failure, including genetics, gender, medical history or condition, socio-cultural context, family context, educational and instructional history, and language background.	Direct Instruction Modeling Scaffolding Summer Session: 3 hours	Students will know the neurobiological and environmental contributions that lead to success or failure in reading and writing to be able to recognize how teachers can effect the contributions within their control.	Neurobiological and environmental factors that contribute to reading success or failure.	Farstrup, A. & Samuels, S. J. (2002) <i>What Research Has to Say About Reading Instruction.</i> (3 rd ed.). Delaware: International Reading Association. Ch. 3 Olson, R., PhD. (in press). Genes, Environment, and Dyslexia: The 2005 Norman Geschwind Memorial Lecture. <i>Annals of Dyslexia</i> . 56 (2). Honig, W., Diamond, L., & Gutlohn, L. (2000) <i>Teaching Reading Sourcebook (CORE)</i> Novato, CA: Academic Therapy Press Pages 1.2-1.13 Simmons, D. & Kamecuni, E., (Eds.) (1998). <i>What Reading Research Tells Us About Children with Diverse Learning Needs: Base and Basics</i> . Mahwah, New Jersey: Erlbaum.	Read research about contributions to reading success or failure to define neurobiological and environmental factors. Apply working definitions to list what is within a teacher's instructional control.	Case study: Use school report card and demographic data to identify the neurobiological and environmental factors the influence reading success or failure.	Pre/Post test: Describe the factors that effect reading success or failure.

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Rubric Language	Number of Sessions	Objectives	Topic/Content	Reading/Texts	Assignments	Assessments	Quizzes/exams/evaluations
Know the five essential components of comprehensive reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) identified by scientific research and how they are linked with one another.	Direct Instruction Modeling Scaffolding Summer Session: 3 hours	Students will know the five essential components of reading instruction to be able to explain how their interconnection affects reading comprehension.	Five essential components of comprehensive reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.	Walsh, K., Glaser, D. & Wilcox, D. (2006) <i>What Education Schools Aren't Teaching About Reading and What Elementary Teachers Aren't Learning</i> . National Council on Teacher Quality. National Institute of Child Health and Human Development. (2000). <i>Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i> . (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Farstrup, A. & Samuels, S. J. (2002) <i>What Research Has to Say About Reading Instruction</i> . (3 rd ed.). Delaware: International Reading Association.	Read the research to establish a knowledge of what the five components are and how they are interconnected in reading instruction.	Graphically represent the five components of effective reading instruction and illustrate how they are linked to one another.	Pre/Post test: Identify the five essential components of reading instruction.