ESEE 340	Strand: Literacy I		Title: Teaching Reading, K-3	
Course Description: *Overview of principles and practices for teaching reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to diverse elementary students, grades K-3; including planning, instruction and assessment.*				**Emphasis:** W

CEC Standards	InTASC Standards	Threaded Faculty
• CEC 1: Learner Development • CEC 2: Learning Environments • CEC 4: Assessment • CEC 5. Instructional Planning and Strategies	• InTASC 1: Learner Development • InTASC 2: Learning Differences • InTASC 3: Learning Environments • InTASC 4: Content Knowledge • InTASC 5: Application of Content • InTASC 6: Assessment • InTASC 7: Planning for Instruction • InTASC 8: Instructional Strategies	• MLL 1: CREDE, Language as a System, Assessments for MLL in Reading, Planning for Reading Instruction and Differentiation • MLL 2: Language Development, Planning for Reading instruction and Differentiation, Using Resources and Technology to Support MLL

EdTPA Preparation	Key Assessments
• **Rubric 12:** Providing Feedback to Guide Further Learning • **Rubric 13:** Student Use of Feedback • **Rubric 14:** Analyzing Students' Language Use and Literacy Learning • **Rubric 15:** Using Assessment to Inform Instruction	Case Study Intervention Project

Severe Disabilities	Instructional Technology
None	Integrating technology into the reading curriculum through digital text, multi-modal tools for reading, and/or reading software

CREDE	RTI
Focus on Language and Literacy Development (LLD)	• Evidence based practices in the general reading curriculum (Tier 1) • Universal reading assessments and progress monitoring (Tier 1) • Reading intervention for struggling readers (Tier 2)
IRIS Modules • PALS • RTI 3 Reading Instruction	**EBP(s)** As identified by the National Reading Panel: • Phonemic awareness • Phonics • Fluency • Guided oral reading • Teaching vocabulary • Reading comprehension strategies