

EDCI 4010

7.5/U7.5.i.: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Reviewer's Comment for 7.5/U7.5.i.P: Reviewers did not find clear evidence these elements were addressed.

Reviewer's Comment for 7.5/U7.5.i.A: Reviewers did not find clear evidence these elements were addressed.

Response:

In EDSP 4010, Assignment for WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/early-childhood-and-dyslexia>) Lesson 6: Classroom Instruction and Interventions (focus connecting cognitive and language skills to development of foundational skills in phonics, letter-sound, sound-symbol correspondences, spelling, decoding/encoding, morphological skills, fluency and further development of reading and writing skills) serves as a way to practice and assess candidates' skills/understanding.

Directions:

7.5/U7.5.i.P: Read and analyze Lesson 6 of the Early Childhood and Dyslexia module titled *Classroom Instruction and Intervention Part I*. Examine the content for specific examples of how teachers can advance diverse students' **foundational literacy skills** through strategic and systematic practice in **language skills** while supporting and accommodating students' strengths and needs in **cognitive skills** (memory, attention, metacognition) involved in early literacy tasks, reading and writing. Reflect what cognitive skills may need to be supported in each activity.

7.5/U7.5.i.A: For evaluation purposes, complete the following table. Feel free to include additional foundational skills and/or add/change cognitive skills:

Foundational Literacy Skills	phonics	spelling	decoding	Fluency (prosody)	Fluency (accuracy)	Fluency (rate)
Language Skills that support Foundational Skills						
Cognitive Skills: Memory supports						
Cognitive Skills: Attention supports						
Cognitive Skills:						

Metacognition support						
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Screenshots:

Early Childhood and Dyslexia

20% COMPLETE

- Overview
- Early Childhood and Dyslexia
- Risk and Resilience Factors
- Early Markers
- Classroom-Based Supports
- Classroom Instruction/Intervention: Part I
- Classroom Instruction/Intervention: Part II
- Family-Based Supports
- Key Takeaways
- Credits

Evidence and Strength-Based Early Childhood Classroom Strategies and Activities

Whole Class and Small Group Strategies and Activities

Recall the vignette that introduced Ms. Belinda in Lesson 5. While working with the whole class, Ms. Belinda decides to make sure that her teaching systematically addresses all language-related domains: phonology, morphology, syntax, semantics, orthography and pragmatics. Whenever possible, Ms. Belinda includes multisensory instruction (Birsh & Carreker, 2018; Piasta, 2023), which is particularly engaging for those children who are struggling to learn to read.

"I provide multiple, rich, and integrated opportunities for children to develop language and early literacy skills throughout the school day. However, I know that for some children, like Andy and his classmates who might be experiencing difficulties with phonological awareness and other language related tasks, I will need to re-address what I am teaching in smaller group settings."

- Ms. Belinda

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Daily Schedule

Select the red marker for language and literacy emphases.

Time	Activity	Language and Literacy Emphases
8:30 to 9:00	Children come in, wash hands, free play	
9:00 to 9:25	+ Circle time: Welcome Song Attendance Morning stretches Day of the week Season Weather Schedule	Phonological awareness: Initial sounds and rhyming Orthographic knowledge: Letter names and letter-sounds Semantic knowledge: Focus words "sun" and "rain" Pragmatics: Inside voices (volume control)
9:25-9:30	Transition to Centers	
9:30 -10:00	+ Science Centers Center 1: Picture Sort Center 2: Rain Center Center 3: Rain and Plants Center 4: Drawing Weather	Semantic knowledge: Focus words "sun" and "rain" Phonological awareness: Initial sounds and rhyming Orthographic knowledge: Spelling
10:00-10:10	Transition: wash hands, bathroom	
10:10-10:30	Snack	
10:30-11:00	+ Outside observations	Morphology: Plural -s Semantics: Words with multiple meanings Vocabulary: "precipitation" Pragmatics: Turn taking
11:00-11:10	+ Centers: Discussion of observations	Morphology: Plural -s Semantics: Words with multiple meanings Syntax: Expand and extend sentences
11:10 to 1:45	Free Play, Lunch, Nap	
1:45-2:15	+ Storybook Reading Time	Orthographic knowledge: Conventions of print Syntax and semantic knowledge: Chunking sentences, Constructing sentences Pragmatics: Intonation, Figurative language
2:15-4:00	Free Play	Work with focus students individually for 10-15 mins

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Select the red marker for language and literacy emphases.

Time	Activity	Language and Literacy Emphases
8:30 to 9:00	Children come in, wash hands, free play	
9:00 to 9:25	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">+</div> <div> Circle time: Welcome Song Attendance Morning stretches <small>Practical Phonics/Spelling</small> </div> </div>	Phonological awareness: Initial sounds and rhyming Orthographic knowledge: Letter names and letter-sounds Semantic knowledge: Focus words "sun" and "rain" Pragmatics: Inside voices (volume control)
9:25-9:30		
9:30 -10:00	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">+</div> <div> Ms. Belinda uses Science Centers to build phonological awareness, orthographic knowledge, background knowledge, and semantic skills, as well as to collect observational data on children's language and early literacy skills. </div> </div>	Phonological awareness: Initial sounds and rhyming Orthographic knowledge: Spelling Semantic knowledge: Focus words "sun" and "rain"
10:00-10:10		
10:10-10:30		
10:30-11:00	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">+</div> <div> Outside observations </div> </div>	Morphology: Plural -s Semantics: Words with multiple meanings Vocabulary: "precipitation" Pragmatics: Turn taking
11:00-11:10	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">+</div> <div> Centers: Discussion of observations </div> </div>	Morphology: Plural -s Semantics: Words with multiple meanings Syntax: Expand and extend sentences
11:10 to 1:45	Free Play, Lunch, Nap	
1:45-2:15	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">+</div> <div> Storybook Reading Time </div> </div>	Orthographic knowledge: Conventions of print Syntax and semantic knowledge: Chunking sentences, Constructing sentences Pragmatics: Intonation, Figurative language
2:15-4:00	Free Play	Work with focus students individually for 10-15 mins

Science Centers

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Storybook Reading Time: Whole Class Activity

During Storybook Reading Time, Ms. Belinda reads a book about spring to the class. She chooses Kenard Pak's "Goodbye Winter, Hello Spring" (2020). Before she begins reading, she points out features of the book such as its front and back cover, title, author and illustrator. She reminds the children that books are read from the front to the back, pages from top to bottom and the words on the page from left to right. During reading, Ms. Belinda stops periodically to ask her students what signs of winter and spring they notice in the book's illustrations. Ms. Belinda then reminds the class of the theme of the week, which is "weather". She asks the students what is the weather like in the winter? What is the weather like in the spring? Through this discussion, Ms. Belinda connects the related semantic concepts of weather and seasons, thus building her students' background and vocabulary knowledge.

The book has some very short phrases on each page: e.g., "Hello Snow!" Ms. Belinda asks the class to say it together, modeling intonation as they repeat chorally. The book includes many similar sentences, and Ms. Belinda hopes that during independent play, some children might like to come back to the book and "pretend read" some of the pages. She also asks some of the children how to say "Hello Snow!" in Spanish.

When she comes to a couple of longer sentences, "Hello from up in the sky! I drift down, down, down..." Ms. Belinda discusses the sentence. She chunks it into "Hello," "Hello from" and "up in the sky." She moves her finger under the sentence parts as she reads them. The class says the chunks chorally and then blends the chunks into one long sentence. Next, Ms. Belinda discusses the second sentence. She asks her students to count the number of times "down" appears on the page, why they think the word "down" is repeated six times, and to think of other situations when words get repeated. Frankie says that when the class climbs the stairs they often chant "up, up, up we go." Ms. Belinda adds that repetition in sentences shows the movement and makes the sentence stronger.

After reading the book, Ms. Belinda asks if the class remembers any songs about sun, rain, or snow. Together with her class and her assistant Ms. Chloe, they come up with "Mr. Sun," "You are my sunshine," and "Over the rainbow." Ms. Belinda plays a few seconds of "You are my sunshine" song and leads the discussion about figurative language. She asks her students what this expression might mean. She translates it in Spanish as "un rayo del sol." The class comes up with the ideas of who might be called "sunshine" and how the speaker might feel when calling someone "sunshine" or "un rayito del sol."