Concepts addressed:
Specific literacy concepts (e.g., writing process, phonemic awareness, domains of language (e.g., vocabulary), grapheme-phoneme correspondence, journal writing, shared reading, cueing systems, reflective logs)

Review course notes from ECE 478 and EDFN 492: Reading in the Primary Grades. Be able to define the following:
- 5 big areas of reading instruction: phonemic awareness, phonics, comprehension, vocabulary, and fluency
- Elements of a balanced reading program: shared reading, silent reading, paired reading, guided reading, literature circles, response journals, book sharing, one-on-one reading with the teacher, writer’s workshop
- Components of research-based reading programs:
  - Exposure to oral language
  - Exposure to printed language
  - Hear good stories and informational books read aloud daily
  - Understand and manipulate building blocks of spoken language
  - Understand and manipulate building blocks of written language
  - Learn letter-sound relationships
  - Learn decoding strategies
  - Relate writing to reading and spelling
  - Practice accurate and fluent reading in decodable stories
  - Read and comprehend a wide variety of books and texts
  - Increase vocabulary through wide reading and direct instruction
  - Learn and apply comprehension strategies, build critical thinking strategies
- Importance of explicit and differentiated instruction
- Elements of writing program
  - Time
  - Teaching of processes and conventions
  - Multiple audiences
  - Integrated across curriculum
  - Monitoring progress
- Writing process
  - Select topics
  - Plan
  - Draft ideas
  - Read, reflect, and revise
  - Edit
  - Conference
  - Publish