



Idaho Comprehensive Literacy Course (ICLC)

Course Syllabus

Course Description

This professional development course is intended to provide participants foundational understandings in elementary literacy. Participants will learn about the science of reading as well as: foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and the writing process.

This course has been created to allow those seeking Idaho teacher certification to demonstrate meeting the Idaho Comprehensive Literacy Standards requirements for initial certification for those completing an alternative-route program or for those coming in from out of state in the following Idaho Standard Instructional Certificate endorsements:

- Elementary All Subjects (K-8)
- Blended Early Childhood Education/Early Childhood Special Education (Birth-Grade 3)
- Blended Elementary Education (K-8) / Special Education (K-8 or K-12)
- Early Childhood Special Education (PreK-3)
- Exceptional Child [Special Education] Generalist (K-8 or K-12)
- English as a Second Language (K-12)
- *Others as may be required by the State*

This course may also meet recertification or certification requirements in other states. If you are from outside Idaho, it is your responsibility to ensure this course meets your particular requirements. Be sure to check with your state.

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing new knowledge in literacy education by covering advanced instructional techniques, assessment, and development strategies.

Course Objectives

At the end of this course you should be able to:

1. T.O.1: Summarize the historical development of science-based literacy instruction, explain its key principles, and evaluate how evidence-based practices influence reading and writing instruction.
2. T.O. 2: Identify stages of oral language, phonological awareness, and phonemic awareness development, explain their role in literacy acquisition, and demonstrate how to apply instructional strategies that support these foundational skills.



3. T.O.3: Identify and describe the stages of spelling development, analyze how encoding supports reading, and design or select instructional activities that reflect research-based strategies for teaching spelling.
4. T.O. 4: Define fluency and its components, analyze its role in reading development, and apply evidence-based instructional practices (e.g., repeated reading, oral reading, multisyllabic word fluency) to support student growth.
5. T.O.5: Explain the relationship between vocabulary and comprehension, differentiate among tiers of vocabulary, and design or implement instructional strategies (e.g., multimodal approaches, morphology-based instruction) to build students' vocabulary and comprehension.
6. T.O.6: Define key components of reading comprehension, analyze how background knowledge and strategy use support understanding, and apply evidence-based practices to plan or deliver effective comprehension instruction.
7. T.O.7: Analyze the stages of written expression development, evaluate evidence-based instructional strategies, and apply methods to support students' writing growth across genres and skill levels.
8. T.O.8: Analyze the purposes and types of literacy assessments, evaluate structural supports for literacy, and apply this knowledge to inform instruction and support student learning.

*(T.O. 1) stands for Training Outcome 1. Each module in this course focuses on one of the Training Outcomes.

Modules

- **Module 1:** Science-Based Literacy Instruction
- **Module 2:** Phonemic Awareness & Oral Language
- **Module 3:** Encoding (Spelling)
- **Module 4:** Fluency
- **Module 5:** Vocabulary
- **Module 6:** Comprehension
- **Module 7:** Writing & Written Expression
- **Module 8:** Assessment

Grading:

Each quiz must be passed at an 80% or higher (three attempts allowed).



Format

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.