

# Secondary Idaho Comprehensive Literacy Course



Idaho State  
University

Albion Center for  
Professional Development

## Course Syllabus

### Course Description

This professional development course is intended to provide participants with foundational understandings in secondary literacy. Participants will learn about the responsibilities that secondary content-area teachers have to include literacy instruction within their content instruction (vocabulary, comprehension, writing).

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing foundational knowledge of secondary literacy and strategies for integrating literacy across content areas to meet Idaho standards and support diverse adolescent learners.

This course has been created to allow those seeking Idaho teacher certification to demonstrate meeting the Idaho Comprehensive Literacy Standards requirements for recertification, transfer certification, or initial alternative-route certification in the following Idaho Standard Instructional Certificate endorsements:

- Secondary Content Areas (Grades 5-12 or 6-12)
- Content for All Grades K-12 (e.g., Music, Physical Education, Health Education, Art)
- Career Technical Education
- *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 foundational knowledge of secondary literacy—including types of literacies, word recognition, reading fluency, vocabulary development, comprehension, and writing—while emphasizing effective strategies to integrate literacy instruction across content areas and meet Idaho's literacy standards to support all adolescent learners, including English language learners and struggling readers and writers.

### **Idaho Comprehensive Literacy Standards**

Below are the Idaho Comprehensive Literacy Standards from the Idaho Standards for Initial Certification of Professional School Personnel (2022) addressed in this course:

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## Standard 2: Fluency, Vocabulary Development, and Comprehension

The teacher candidate understands: the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension. The candidate demonstrates the ability to analyze the complexity of text structures, utilize a variety of narrative and informational texts from both print and digital sources, and make instruction accessible to all, including English language learners. The teacher candidate demonstrates the ability to apply these components by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content area instruction.

## Standard 4: Writing Process

The teacher candidate understands the benefit of incorporating writing in the content areas. The candidate uses evidence-based practices for teaching developmental spelling and handwriting, written expression, content area writing, and conventions. The candidate understands, models, and provides instruction in **the writing process**, including pre-writing, drafting, revising, editing, and publishing. The candidate knows how to structure frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher candidate provides opportunities for written, visual, and oral communication in a variety of formats, including the use of appropriate **assistive technology**. The candidate understands the components of effective writing, the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support. The teacher candidate incorporates ethical and credible research practices into instruction.

*While some elements of Standard 5: Diverse Reading and Writing Profiles may be addressed, there is a separate course fully dedicated to Standard 5 and the dyslexia-focused certification requirements.*

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## **Course Objectives**

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

**TO 1:** Demonstrate understanding of types of literacies and their role in teaching and learning in secondary content areas.\*

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**TO 2:** Demonstrate understanding of word recognition and reading fluency, and their role in adolescent literacy across content areas.

**TO 3:** Demonstrate understanding of the role vocabulary knowledge/development plays in oral and written language comprehension in adolescents, and how to teach vocabulary across content areas.

**TO 4:** Demonstrate understanding of reading comprehension and its factors, the role it plays in adolescent literacy, and how to teach comprehension across content areas.

**TO 5:** Demonstrate understanding of writing, the role engaging in written expression plays in adolescent literacy, and how to teach writing across content areas.

**TO 6:** Demonstrate understanding of how to teach adolescent learners the skills needed to learn from a variety of texts across content areas.

**TO 7:** Demonstrate understanding of how to make content-area instruction accessible to all, including English language learners and struggling readers/writers.

**TO 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.

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

## Modules

- Module 1: Types of Literacies, Quiz 1
- Module 2: Adolescent Word Recognition & Fluency, Quiz 2
- Module 3: Vocabulary, Quiz 3
- Module 4: Reading Comprehension, Quiz 4
- Module 5: Writing, Quiz 5
- Module 6: Teaching Strategies, Quiz 6
- Module 7: Meeting the Language & Literacy Needs of All Learners, Quiz 7
- Module 8: Literacy Assessment, Quiz 8

## Grading:

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

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## 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.