Early Literacy Network:
Practice-Based Instructional Modules

DFI created these seven modules with and for the educator-preparation programs in our Early Literacy by Scientific Design Network, which prepares future teachers to plan and enact foundational skills and lessons grounded in our best scientific understanding of how students learn to read. Our network is funded by the TLL Temple Foundation.

The content in these modules is informed by our deep, sustained work with these programs, the faculty and candidate data we've collected from the network, and the cognitive-science research summarized in our report, The Science of Early Learning.

Module 1: Introduction to Foundational Skills

This module introduces the main components of effective foundational skills instruction and reviews important terms and definitions.

- Part 1: What are foundational skills and why are they important?
- Part 2: Four elements of foundational skills:
  - Print Concepts
  - Phonological Awareness (includes the relationship between phonological awareness and phonemic awareness)
  - Phonics and Word Recognition (includes encoding, decoding, and orthographic mapping)
  - Fluency
- Part 3:
  - Avoiding Ineffective Strategies
  - Assessing Foundational Skills

Module 2: Build Content Knowledge: Syllabication and Morphology

This module builds content knowledge and pedagogical content knowledge related to syllabication and morphology. Specifically, candidates are introduced to the six syllables types, three common syllabication rules, and the basics of morphology. In addition, the module includes common sequences for instruction with this content in K-2, as well as common errors students make when learning this content that indicate they need more support.

- Part 1: Content Knowledge Syllabication
- Part 2: Content Knowledge Morphology

📚 Module 3: Introduction to Curriculum and Pedagogy

This module introduces candidates to four criteria for effective foundational skills instruction: a) systematic and cumulative b) direct and explicit c) multi-sensory and d) diagnostic and prescriptive. It also walks candidates through a set of research-based components of a structured literacy block. The module closes with an overview of common student errors during foundational skills instruction and introduces a structure teachers can use to effectively respond to them.

- Part 1: Four Criteria for Effective Foundational Skills
- Part 2: Quality Curriculum (includes the eight components of an effective structured literacy block and examples of open-source foundational skills curriculum greenlit by EdReports)
- Part 3: Student Errors

🔍 Module 4: Analyze a Syllabication Lesson

In this one-part module, candidates analyze a video of a syllabication lesson. They also look at student work samples and unpack how a teacher identifies and responds to student syllabication errors.

🖥 Module 5: Practice a Syllabication Lesson

In this one-part module, candidates plan and enact part of a syllabication lesson, internalizing and modifying a lesson from an open-source curriculum greenlit by EdReports to meet the needs of their students. They also examine student work samples from the lesson, identify a given student's need, and create a plan to support them.

🔍 Module 6: Analyze a Morphology Lesson

In this one-part module, candidates analyze a video of a morphology lesson. They also look at student work samples and unpack how a teacher identifies and responds to student morphology errors.

🖥 Module 7: Practice a Morphology Lesson

In this one-part module candidates plan and enact part of a morphology lesson, internalizing and modifying a lesson from an open-source curriculum to meet the needs of their students. They also examine student work samples from the lesson, identify a given student's need, and create a plan to support them.

Interested in accessing these modules and additional instructional resources for your teacher preparation program? Contact us at info@deansforimpact.org.

DFI