



Mount St. Joseph University School of Education

Course Number: RDG 201 Phonics and Phonology	Instructor: Janel Bowman
Semester: S223	E-Mail: janel.bowman@msj.edu
Class Time: Hybrid weeks 2, 4, 6, 8 live face-to-face sessions 3:00 - 4:15 with weeks 1, 3, 5, 7, as asynchronous	Office Phone: 614-867-5309 Office Location: School of Education
Class Location: Hybrid Credit Hours: 3	Office Hours: Tuesday, Thursday 2:30-4:30

Prerequisites: RDG 200

Communication: How do I contact my instructor?

I am available by email or phone. I check email regularly during weekdays and daytime hours. Any email received by 4 PM during the week will be replied to the same day. Phone calls are accepted before 8 PM Monday-Friday. You may also text me, but please ensure that you introduce yourself and then text your question.

I am also available to meet with you in person. I hold student office hours and can also arrange other times to meet with you. Please contact me to set up an appointment, and I will work with you to find a time that suits your schedule.

Course Description

This course is designed to teach the fundamentals of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students will engage in a wide variety of readings, activities, and experiences to understand a research-to-practice model.

REQUIRED TEXTS AND/OR MATERIALS:

Textbooks:

- Archer, A.L. & Hughes, C. A. (2011). *Explicit Instruction: Effective and efficient teaching*. New York: Guilford Press. (used in 200 course)
- Core Literacy Library (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement* (3rd ed.). Arena Press. (used in 200 course)

- O'Connor, R. (2014). *Teaching word recognition: Effective strategies for students with learning difficulties* (2nd edition). New York: The Guilford Press.
- Spear-Swerling, L. (2021) *Structured Literacy Interventions, Teaching students with reading difficulties, K-6*. Guildford Press.

Course Readings:

- Ball, E. W., & Blachman, B.A. (1991). Does phonemic awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 26(1), 44-66.
- Brady, S. (2020) Perspective on research findings on alphabetics (phoneme Awareness and Phonics): Implications for Instructions. *Reading League Journal* September 3(1).
- Carreker, S. (2018). Teaching spelling. In J.R. Birsh & S. Carreker (Eds.), *Multisensory Teaching of Basic Language Skills* (4th ed., pp. 389-434). Paul H. Brookes Publishing Co
- Ehri, L. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary. *Scientific Studies of Reading* (18 -1)
- Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2012). The simple view of reading: Research of Importance to all educators. *Readsters*
- Foorman, B.R. & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practices*, 16, 203-212.
- Gough, P., & Turner, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, (7) 6-10.
- Henry, Marcia. (1988) Beyond Phonics: Integrated Decoding and Spelling Instruction Based on Word Origin and Structure. *Annals of Dyslexia*, Volume 38, 258-275.
- Joshi, M., Treiman, R., Carreker, S., & Moats, L. C. (2008/2009) How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*, 32 (4), 6–16, 42–43.
- Lyon, R., (2000). Why reading is not a natural process. *National Institute of Child Health and Human Development*.
- Moats, L.C. (1998). Teaching decoding. *American Educator*, 22. pg. 1-9

Moats, L, & Tolman, C (2009). Excerpted from Language Essentials for Teachers of Reading and Spelling (LETRS): Spellography for Teachers: How English Spelling Works (Module 3). Boston: Sopris West Reading Rockets <https://www.readingrockets.org/article/six-syllable-types>

Spear-Swerling, L. (2019). Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities. *TEACHING Exceptional Children*, 51(3), 201–211.

Tolman, C. (2005) Working Smarter, Not Harder. *Perspectives, Fall, The International Dyslexia Association*

Yopp, H. K., & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130-143.

Web Resources:

Archer, A. *Decoding Instruction in Kindergarten*

<https://explicitinstruction.org/video-elementary/elementary-video-11/>

Dahlgren, M., (2019) *Understanding the how and why of sound walls*. Ohio Department of Education. <https://www.youtube.com/watch?v=vxV4Rq1F00M&t=716s>

Farrell, L. (2020) How and when to use decodable readers appropriately. Pattan Literacy symposium. <https://www.youtube.com/watch?v=e5UTzPZPcdk&list=PLCkBP2csbOstyZDfLxm2IA02GxBhQt9e5&index=24>

Farrell, L. Mastering short vowels and reading whole words. Reading Rockets <https://www.youtube.com/watch?v=e5UTzPZPcdk&list=PLCkBP2csbOstyZDfLxm2IA02GxBhQt9e5&index=24>

Reading Rockets: Phonological and Phonemic Awareness | Reading Rockets <https://www.readingrockets.org/teaching/reading-basics/phonemic>

Reading Rockets: Phonological and Phonemic Awareness: In Practice | Reading Rockets <https://www.readingrockets.org/teaching/reading101-course/modules/phonological-and-phonemic-awareness/phonological-and-phonemic-1>

Murray, M. (2017) Reading League: Teaching Irregular words [Video]. You Tube. https://www.youtube.com/watch?v=R2F1_CNImec&t=715s

Murray, M. (2017) Reading League: Syllable patterns and syllable division [Video]. You Tube. <https://www.youtube.com/watch?v=nCFOQ5uxOmw>

Murray, M. (2017) Reading League: Oral reading fluency: understand it to improve it. [Video].
 You Tube. <https://www.youtube.com/watch?v=-v6sql-sAhM>

Course Goals: *What will I learn in this course?*

Course Objectives with Alignment to IDA’s Knowledge & Practice Standards

<u>Course Objective</u>	<u>IDA-KPS</u>
1. Explain the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing.	1.1
2. Apply the principles of the science of reading in the practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.	4A.1, 4A.2, 4A.3
3. Utilize reliable, brief screening measures and diagnostic surveys to identify students at risk of reading difficulties to plan instruction and monitor student growth	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
4. Understand and apply in practice considerations for Phonological and Phoneme awareness (consonant and vowel phonemes), skill development, difficulty, and how phonemes are produced and sound in English or languages other than English.	4B.1, 4B.2, 4B.3, 4B.7
5. Know and apply practice consideration for the progression of phonemic awareness skills to identify goals for instruction: brief multisensory practices.	4B.4, 4B.5, 4B.6,
6. Know and apply phonics (sound symbol association) to understand the structures of the English orthography for explicitly teaching decoding and spelling skills following a structured plan	4C.1, 4C.2, 4C.3, 4G.2
7. Know and apply considerations for using multisensory routines to engage and adapt instruction for students with memory, processing, and executive functioning needs and identify appropriate uses of technology for students with limited reading fluency.	4C.4, 4C. 5, 4D.4
8. Know and apply practice considerations for systematically teaching irregular and multisyllable words	4C.6, 4C.7
9. Know and apply considerations for the role of fluent word reading utilizing different texts with an emphasis on decodable text for automatic word recognition.	4C.8, 4D.1
10. Know/ apply in practice consideration techniques for reading fluency with an understanding of oral reading fluency, reading comprehension, and motivation advanced through informed instruction and progress monitoring.	4D.2, 4D.3

11. Adhere to a professional code of ethics in decision-making and instructional practice.	5.1 - 5.10
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Description of Assignments

Participation/Attendance: What is expected of me?

In this course, you will be a member of a collaborative learning community. Class sessions will be varied and interactive to include opportunities for students to learn from and with each other. This course includes four **live** sessions. Please see the course calendar for live lecture dates. **Regular attendance** is imperative due to the nature of this course and is essential for full course benefits. It is an important indication of your commitment and professionalism and is critical to your success in this course. This is particularly true of the field placement opportunities in schools where we represent our university.

Students who arrive on time and are fully present and engaged for the entire class earn participation points for each class session. This accounts for ten percent of your course grade as indicated below. Your course participation will be evaluated based on participation in collaborative class activities, contributions to class and small group discussions, maintaining a positive attitude toward course activities, utilizing instructional technology, and the posing of insightful questions. Students must also **come to class prepared** and ready to **participate in all learning activities**.

Phonological Awareness Activity:

You will collaborate with a group to select a brief (5 minutes) phonological awareness activity from Florida Center for Reading Research (FCRR) or CORE Teaching Reading Sourcebook on a given skill; syllable, onset-rime, phoneme isolation, phoneme deletion, and phoneme segmenting.

Phoneme/Grapheme Assessment:

These assessments allow you to demonstrate your knowledge of English phoneme-grapheme correspondences.

- Knowledge of individual phoneme-grapheme correspondences are evaluated both visually (students see a grapheme and orally state the sound) and auditorily (students hear a phoneme and write the corresponding grapheme).
- Phoneme-grapheme knowledge must be at the automatic level (3 sec) to be considered correct

Retrieval Practice:

These assignments provide you with an opportunity to practice your knowledge of the structures of English words. You will be graded on completion, not on correctness, to learn:

- Phonemes in a word
- Consonant placement and manner of articulation
- Vowel placement and manner of articulation
- Syllable types
- Morphemes in a word

Discussion Boards

Discussion boards provide an opportunity to demonstrate your understanding of course content and engage in meaningful conversations with peers. As you construct your response to the question, please include one relevant citation and utilize APA format. Outside resources are allowed, but full citations must be included as references following your post. Your initial post must fully answer the question but may also include related questions. Recommended word count is 250-350 words. To encourage deep thinking and conversation around the topic, you will respond to two peers. Responses should provide additional supporting points, a varying perspective, or respond to questions posed by the initial post's author with recommended word count is 150-250 words.

Summary

These brief assignments are connected to the week's content and are designed to aid you in learning the material. They provide an opportunity to show understanding of the material to assimilate learning from readings, discussions, and lectures. You will produce summaries of the following:

- components of an explicit lesson (maybe note form with bullets)
- define the difference between phonological and phoneme awareness
- insights educators will gain from diagnostic assessments
- describe how irregular words differ from regular phonetic words

Lesson Plans:

You will write an explicit lesson plan, applying your knowledge of learned skills from across the course. The plan will target a basic skill in a structured literacy plan.

- Two lesson plans will be created following the provided scope and sequence. You will teach a level one concept and a follow-up lesson plan based on your student's response to lesson one.

Field Experience:

Your field experience includes a brief teacher interview and one classroom observation of phonics instruction along with an application experience (lesson planning). The interview and observation will occur within a classroom setting that aligns with your licensure area. Following the interview and observation, you will create a follow-up phonics lesson demonstrating your understanding of systematic and explicit instruction. You will receive feedback on the lesson from the teacher at the field placement site and your instructor. Additional information about the field experience will be provided.

Final Exam: Your final exam will consist of multiple choice, true/false, and short answer questions to assess knowledge of structured literacy and the phonology of the English Language. A reflection on the course objectives will be included in the final exam.

Methods of Evaluation

Assignment	Description	Points	Percent	KPS Alignment
Retrieval Practice	Completion grade for the purpose of learning; phonemes in words, the place and manner of articulation of consonants and vowels, identification of word parts by syllable, and morphemes in multisyllable words.	15 5 retrieval activities at 3 points each	7%	4B.2 4C.1 4C.7
Phoneme/Grapheme Assessments	These assessments assess the mastery of individual phonemes and their corresponding graphemes. These assessments allow you to demonstrate skill in quickly producing phoneme/grapheme correspondences.	30 2 assessments at 15 points each	15%	4C.1
Phonological Awareness Activity	The purpose of this activity is to create a phonological awareness activity to share collaboratively. Each group will be assigned a PA skill to explore and create a short exercise to share in shaping classroom practice.	20 point group activity	10%	4B.2 4B.5 4B.6
Discussion Post/Replies	Discussion boards provide an opportunity to demonstrate understanding of course content (2 total). The original post with a citation from the reading must be 250-350 words. Two peer responses must be 150-250.	25 2 discussion posts at 10 points each and 2.5 points for reply to peer	12%	4A.1
Summaries	Short summaries (1-2 paragraphs not to exceed 500 words) contain the salient points of the reading or class discussion.	20 4 summaries at 5 points each	10%	4A.1 4B.1 4C.2 3.6 4C.8
Field Experience	The purpose of the field experience observation of a classroom phonics lesson in identified schools. Students will visit, review the teacher's plan, scope and sequence and observe a full lesson.	10	5%	4C.3
Lesson Plan	Effectively teach all steps in an explicit phonics lesson: phonemic awareness, introduce sound/spelling correspondence, blend and read words, build automatic word recognition, spell and write selected lesson words, and apply to	40 2 plans at 20 points each	20%	4A.1 4A.2 4A.3

	decodable text reading.			4B.4 4C.2- 4C.6
Final Exam	The purpose of this assignment is to assess mastery of key content from the course	30	15%	All
Class Participation	Participation is based on attendance, active participation, collaboration, and in-class activity performance.	20	10%	

Grading Policy

It is important to keep up with the class content (readings & videos) as well as the discussions and assignments. Check the course schedule regularly to familiarize yourself with the work and due dates. All assignments have a “best by” or target due date. In order to provide timely feedback and to keep you progressing in the course, assignments have a “best by” or target due date. If you are unable to submit the assignment on the date provided, please communicate with your instructor.

All due dates are in Eastern Standard Time. If you have a reason for your extended absence from your academic studies, please contact me.

Grading Scale

Letter Grade	Points	Percentage
A	186-200	93-100
B	170-185	85-92
C	154-169	77-84
D	140-153	70-76
F	0-139	0-69

Policies

- [Instructor Availability](#)
- [Participation and Attendance](#)
- [Grading Policy](#)
- [Grading Scale](#)



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Week & Dates	Topics	Weekly Objectives (connection to course objectives)	In-Class Work (lecture, activity, assessment)	Readings Due	Assignments Due
<p><u>Week 1</u></p> <p><u>asynchronous</u></p>	<p><u>Review models of reading</u></p> <ul style="list-style-type: none"> -Simple View -Scarborough’s Rope -Four part Processor <p><u>Structured literacy</u> -</p> <ul style="list-style-type: none"> Explicit instruction -Multisensory, Multimodal techniques -Adaptions of instruction for student needs 	<p>Review the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing. (CO 1)</p> <p>Identify and explain the lesson elements of explicit instruction from major research in the science of reading connected to the National Reading Panel findings. (CO 2)</p> <p>Explain the characteristics of systematic, cumulative instruction incorporating multisensory, multimodal techniques. (CO 2)</p> <p>Identify adaptions for students with different learning profiles.(CO 7)</p>	<p>Syllabus Introduction</p> <p>Lecture What does the science of reading say about learning to read? Explore NRP findings.</p> <p>View Archer, A, explicit instruction. Discuss key elements of explicit instruction.</p> <p>Lecture How is structured literacy different from typical literacy? Identify adaptions to instruction for student learning.</p>	<p>Archer, A.L. & Hughes, C. A. (2011) pp 1-22, 23-52 (review from 200)</p> <p>Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2012). The simple view of reading: Research of Importance to all educators. <i>Readsters</i></p> <p>Spear-Swerling, L. (2019). Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities. <i>TEACHING Exceptional Children, 51(3)</i>, 201–211.</p> <p>Tolman, C. (2005) Working Smarter, Not Harder. <i>Perspectives, Fall, The International Dyslexia Association.</i></p>	<p>Syllabus Agreement</p> <p>Discussion post: the difference between structured and typical literacy. Use a quote from your reading</p> <p>List the elements of an explicit lesson and provide a brief summary of each step (I do, We do, You do)</p>
<p><u>Week 2</u></p> <p>face-to-face</p>	<p><u>Phonology/Phonemic awareness</u></p>	<p>Describe why Phonemic Awareness is necessary for an alphabetic language and the impact phonology has on oral and written</p>	<p>Lecture: Umbrella: What is the difference between phonological and phoneme</p>	<p>Ball, E. W., & Blachman, B.A. (1991). Does phonemic awareness training in kindergarten make a difference in early word recognition and developmental</p>	<p>Retrieval Practice (1) Phonological components of a word.</p>

	<p>Connection to 4 part processor</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> - Alphabetic writing system -Phonological awareness and Phoneme awareness -Continuum of PA skills -Phoneme confusion 	<p>language. (CO 4)</p> <p>Explain the importance of phonological awareness for all students and the difference between phonological and phonemic awareness. (CO 4)</p> <p>Explain a general progression of phonological skills for each grade level. (CO 4)</p> <p>Identify which phonemes would be more likely to be confused because of sound and coarticulation. (CO 4)</p> <p>Identify syllables, onset-rime, and phonemes in a spoken word and isolate specific phonemes in words. (CO 5)</p>	<p>awareness? Explore each skill and the progression of skills</p> <p>Lecture: Why is Phoneme awareness important?</p> <p>View: Reading Rockets, Phonological Awareness</p> <p>Group Work: Explore activities for PA. Use FCRR, CORE, UFLI to select an activity and practice directly teaching</p>	<p>spelling? Reading Research Quarterly, 26(1), 44-66.</p> <p>O'Connor, R. (2014) pp 27-42</p> <p>Yopp, H. K., & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. <i>The Reading Teacher</i>, 54(2), 130-143.</p> <p>Watch: Pattan Quick https://sites.google.com/pattan.net/pattan-literacy/pattan-literacy-quick-picks</p>	<p>Create an activity for a phonological awareness skill using an explicit plan (sign up on google) and share during class.</p> <p>Write a one-page summary of the difference between Phonological and Phoneme Awareness</p>
<p><u>Week 3</u></p> <p>asynchronous</p>	<p><u>Phonemic Awareness Phonics Connection</u></p> <p>Words are composed of sounds</p> <ul style="list-style-type: none"> -Sound wall, consonant placement -Phoneme/Gapheme Relationship -Blending sounds - Teach letter formation -Code emphasis 	<ul style="list-style-type: none"> -Define key terms (e.g., <i>grapheme, phoneme, syllable, suffix</i>), and identify examples of each. (CO 6) -Describe accurate and fluent letter naming, letter formation, and alphabet knowledge (CO 5 & 6) -Link phonemes to graphemes, map regular words and describe the development of automatic word recognition. (CO 6) 	<p>View: Reading Rockets Mastering short vowels and whole word reading</p> <p>Lecture: Sound symbols of the English language, 26 letters, 44 sounds</p> <p>View: Dahlgren, Mary. Sound Wall, making sounds and mouth placement (Begin at 37:28)</p> <p>Lecture: Scope and sequence of skills for lesson planning - simple to complex</p>	<p>Brady, S. (2020) Perspective on research findings on alphabets (phoneme Awareness and Phonics): Implications for Instructions. <i>Reading League Journal</i>. September 3(1).</p> <p>Cárdenas-Hagan, E. (2018). Cross-Language Connections for English Learners' Literacy Development. <i>Intervention in School and Clinic</i>, 54(1), 14–21.</p> <p>Graham, S. (2010) Want to improve children's writing, don't neglect handwriting. <i>American Educator</i>, Winter 2009-10</p> <p>O'Connor, R. (2014) pp 54-70</p> <p>Spear-Swerling, L. (2021) pp 23-38</p>	<p>Retrieval practice (2)</p> <p>Consonant placement</p> <p>Discussion Post insight gained from the reading league article</p>

		-Know and apply research to plan identification and application of the six syllable types in English. (CO 6)	Lecture: Handwriting importance and instruction in letter formation		
<u>Week 4</u> face-to-face	<u>Phonology</u> -syllable types <u>Assessment of skills</u> -Valid, reliable screener -diagnostics assessments in PA, phonics, and spelling -progress monitoring with CBMs Impact of difficulty with -decoding -encoding	Teach single-syllable regular words according to written syllable type (closed, open, vowel-consonant-e, vowel team, r-controlled, consonant-le). (CO 6) Understand informal diagnostic surveys and inventories to identify instructional needs on PA and phonics. (CO 3)	Lecture: Six syllables types Lecture: Overview of Acadience purpose and different assessments Lecture: Really Great Reading -Pre-decoding Survey - Decoding survey -Spelling Inventory Neuhaus View: Student assessment using the beginning decoding survey; score as we watch. What does the data tell us? Practice: give the assessment to a peer and share in a small group Knowledge check visual and auditory drill	Gough, P., & Turner, W. (1986). Decoding, reading, and reading disability. Remedial and Special Education, (7) 6-10. Foorman, B.R. & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. <i>Learning Disabilities Research & Practices, 16</i> , 203-212. Torgesen, J. (1998) Catch them before they fall; identification and Assessment to prevent reading failure in young children. American Educator. Really Great Reading Diagnostics	Retrieval practice (3) vowel sounds, vowel valley Foundational skill and decoding surveys (Really Great Reading) Write a summary of when a teacher could use the assessment and how it will inform instruction.
<u>Week 5</u> asynchronous	<u>Spelling skills</u> <u>Decoding and Encoding Activities</u> -Phonics skill progression -Selection of target skills -spelling syllable types	Phonics and application of introductory and advanced phonics to spelling and word reading (CO 9) Automatic recognition of high-frequency words (CO 9) Identify which part of a given	View: Reading Rockets, Orthographic mapping Lecture: Spelling patterns and rules (short vowel markers, soft c and g.) View: PaTTAN Literacy Decodable Readers, How and when to use	Carreker, S. (2018). Teaching spelling. In J.R. Birsh & S. Carreker (Eds.), <i>Multisensory Teaching of Basic Language Skills</i> (4 th ed., pp. 389-434). Paul H. Brookes Publishing Co Joshi, M., Treiman, R., Carreker, S., & Moats, L. C. (2008/2009) How words cast their spell: Spelling is an integral part of learning the language, not a matter of	Retrieval practice (4) syllable sort Create an explicit lesson to teach a short vowel closed syllable. Teach vowel sound with reading sheet, and spelling.

	-application in decodable text <u>Lesson Plan</u> -Sequence Language Continual Practice Decodable text	word would be unknown to a student based on previous instruction. (CO 7) Describe how decodable text differs from predictable text and identify word types in decodable texts. (CO 9)	Explore: Examples of phonics lesson plans.	memorization. American Educator, 32 (4), 6–16, 42–43. Spear-Swerling, L. (2021) pp 67-88	Group Review of plans/feedback
<u>Week 6</u> face-to-face	<u>Decoding and Encoding Activities</u> Teaching irregular words Syllable splits VCCV, VCV, VV Morphology base words affixes suffixes	Identify/describe the three factors to consider when determining how to introduce irregular words within a reading program (word frequency, word similarity, word meaning). (CO 8) Morpheme recognition, interpretation, and spelling morphemes in common words, including prefixes, inflectional and derivational suffixes, roots, and combining forms. (CO 8)	View: Reading League, Irregular words Group work, analyze words Lecture: What is a morpheme? Identify a prefix+base+suffix. When does morphology instruction begin and how is it targeted? Most common suffixes and rules Lecture: Syllable splits: VCCV, V.CV, VC.V, V.V Knowledge check visual and auditory drill	Core Literacy Library (2018). pp O'Connor, R. (2014). pp 84-94, pp 115-125 Henry, Marcia. (1988) Beyond Phonics: Integrated Decoding and Spelling Instruction Based on Word Origin and Structure. <i>Annals of Dyslexia</i> , Volume 38, 258-275. Flower, A., & Liberman, I. (1996). Morphological awareness as related to early reading and spelling ability. In L. Feldman, ED., Morphological Aspects of Language Processing, Hillsdale, NJ: Lawrence Erlbaum Press.	Retrieval Practice (5) morphemes in a word (affix+base) Summary, how do we teach irregular words differently from phonetic words, examples of words and teaching plan.
<u>Week 7</u> asynchronous	<u>Fluency</u> Decoding accuracy contributes to reading fluency Fluency Assessment	Understand and apply evidence-based methods for teaching reading fluency. (CO 10) Describe the relationship between automatic word recognition, oral reading fluency, and reading comprehension (CO 10)	View: Reading League, Oral reading fluency Lecture: Oral reading activities to increase reading rate and accuracy. Lecture: Ethical standards educators follow when	O'Connor, R. (2014). pp 126-142 Spear-Swerling, L. (2021) pp 95-111 Samuels, S. J. (1979). The method of repeated reading. <i>The Reading Teacher</i> , 32, 403-408	Follow-up lesson plan targeting a skill in the scope and sequence that follows the first lesson (skill) taught including practice in a decodable text.

			working with students (CO 11)		
<u>Week 8</u> face-to-face	<u>Final Exam</u>	Tools for instruction Phoneme/grapheme deck Sound wall Syllable types and division Morpheme activities	Final Exam Field Experience share and submit		Completed lesson template to share

Appendix

- [Scope and Sequence](#)
- [Lesson Plan](#)
- **Field Experience**