Mount St. Joseph University
School of Education

Course Number: RDG 202: Word Recognition/Decoding	**Instructor:** Meghan Martin
Semester: Spring 2023	**E-Mail:** meghan.martin@msj.edu
Class Time: Tuesday/Thursday 10:00 am -11:30 am	**Office Phone:** 815-814-6281 **Office Location:** Gillingham Building; Office #26
Class Location: Orton Hall; Room #44 **Credit Hours:** 3 credit hours	**Office Hours:** Tuesdays/Thursdays 5-7 pm or by appointment

Instructor

Meghan Martin, MA CCC-SLP, C-SLDS

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I am the lead speech-language pathologist and an instructional support coach for a large school district in Illinois. I am certified by the Center for Effective Reading Instruction as a Structured Literacy Dyslexia Specialist. I am a second-year doctoral student in reading science at Mount St Joseph University. My research interests include early intervention, MTSS, oral language, and improving the response to structured literacy interventions.

When I am not working or studying, I enjoy spending time with my son- Colt, my husband- Brian, and our two crazy Airedale Terriers- Ivy & Archer. We enjoy all outdoor activities, especially boating, skiing, biking, pickle ball, tennis, and running. I love to read and watch movies.

Prerequisites:

RDG 101 Foundations of Literacy

Required Texts &/or Materials

Textbooks:

Bishop, M. C. (1986). The ABC's and all their tricks. Fenton: Mott Media. *(optional, for your reference)*

Honig, B., Diamond, L. & Gutlohn, L. (2018). Teaching reading sourcebook (3rd Edition). Novato: Arena Press.

Hougan, M. C. & Smartt, S. M. (2020). Literacy instruction & assessment (2nd Edition). Baltimore: Paul H. Brookes Publishing Co.

Readings (linked on Blackboard):

Adams, M., Foorman, B., Lundberg, I & Beeler, T. (1998). The elusive phoneme. *American Educator Spring/Summer*, 18-22.
https://www.literacyhow.org/wp-content/uploads/2020/06/the-elusive-phoneme.pdf

Ashby, J., McBride, M., Naftel, S., Hart Paulson, L., Kilpatrick, D. & Moats, L. (2022). Teaching phoneme awareness in 2022: A guide for educators (Version 4).
https://drive.google.com/file/d/1ex1UlyzEMTmwCekUkxT0Qdiei9YgoIqR/view?usp=sharing

Berninger, V. (2012). Strengthening the Mind's Eye. *Principal, 91*(5), 28–31.

Bowers, J. S., & Bowers, P. N. (2018). Progress in reading instruction requires a better understanding of the English spelling system. *Current Directions in Psychological Science, 27*(6), 407–412. https://doi.org/10.1177/0963721418773749

Ehri, L. C., & McCormick, S. (1998). Phases of Word Learning: Implications for Instruction with Delayed and Disabled Readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 14(*2), 135–164.

Foorman, B., Franics, D., Shaywitz, S., Shaywitz, B & Fletcher, J. (1997). The case of early reading intervention. In B. Blachman (Ed.), *Foundations of reading acquistion and dyslexia* (pp.243-264). Lawerence Erlbaum Associates, Inc.

Kearns, D. M., & Whaley, V. M. (2019). Helping Students with Dyslexia Read Long Words: Using Syllables and Morphemes. *TEACHING Exceptional Children*, *51*(3), 212–225.

Lovelace-Gonzalez, V. (2020). Phonological Awareness Development Among English Learners. In Cárdenas-Hagan, E. (Ed.), *Literacy Foundations for English Learners* (pp. 45-60). Paul H. Brookes Publishing Co.

Nieser, L & Cárdenas-Hagan, E. (2020). Phonics Development Among English Learners. In

Cárdenas-Hagan, E. (Ed.), *Literacy Foundations for English Learners* (pp. 61-87). Paul H. Brookes Publishing Co.

Piasta, S & Wagner, R. (2010). Learning letter names adn sounds: Effects of instruction, letter type, and phonological processing skill. *Journal of Experimental Child Psychology, 104(4),* pp. 324-344.

Scarborough, H. S. (2001). Connecting early language and literacy of later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp. 97–110). Guilford Press.

Shaywitz, S. E., Fletcher, J. M., Holahan, J. M., Shneider, A. E., Marchione, K. E., Stuebing, K. K., Francis, D. J., Pugh, K. R., & Shaywitz, B. A. (1999). Persistence of dyslexia: the Connecticut Longitudinal Study at adolescence. *Pediatrics*, *104*(6), 1351–1359. https://doi.org/10.1542/peds.104.6.1351

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51, 201-211.

Vaughn, S., & Fletcher, J. (2021). Explicit instruction as the essential tool for executing the science of reading. *The Reading League Journal*, 2(2), 4-11.

Web Resources:
Explicit Instruction: https://explicitinstruction.org/
Phonological Awareness Screening Test (PAST) www.thepasttest.com

Other Materials:
2022 Basic Deck* TE; from the MA Rooney Foundation; $23.75

Course Description
This course is designed to teach pre-service teachers the fundamental principles and concepts of the structure of language. Students will 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 also study the six syllable types, syllablication of multisyllabic words and be introduced to the role of morphology and etymology in decoding and encoding.

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

Course Objectives *Students will know and be able to:*	IDA-KPS

1. State and explain the seven pillars of reading science (Murdoch, 2021).
    a. Neural systems of reading and the 4-part processor model
    b. The Simple View of Reading and the Reading Rope
    c. Explicit Instruction
    d. Multi-Tiered Systems of Support
    e. Understanding Reading Disability
    f. Early Intervention
    g. Equity in Education
	4A.1
	1.2
	1.4
	1.6
	1.7

2. Demonstrate understanding of the elements of explicit instruction.	4A.2
3. Articulate differences between code-emphasis and whole languages to teaching reading and why code-based instruction is integral to building the reading-writing circuit in the brain.	1.9 4C.4
4. Understand the research base supporting why phonological awareness plays a critical and non-negotiable role in the development of reading	1.1 4B.7 4B.3
5. Develop a deep understanding of the continuum of skills development, especially the KEY areas of phonological awareness and the sequence of instruction from less complex (broad) to more complex (narrow).	4B.2 4B.4 4B.5 4B.6
6. Correctly pronounce phonemes; correctly segment and blend phonemes and syllables in words; and analyze and describe the phonological, orthographic, and morphological structure of individual words.	4B.1 4B.5 4B.6
7. Recognize phonemic awareness development in EL students and begin to understand the power of cross-linguistic transfer.	4B.7 4B.3
8. Describe why English is a morphophonemic language and how the features of English impact decoding and encoding skills.	1.1
9. Understand basic phonic elements of English orthography.	4C.1, 4C.2 4C.3 4C.7
10. Articulate power of learning letter names with letter sounds and the role of handwriting.	4G.2 4G.3
11. Identify the six syllable types of English orthography and their role in decoding.	4C.1 4C.3
12. Apply syllabication rules to decode multi-syllabic words.	4C.1 4C.4 4C.7 4C.3

13. Demonstrate basic understanding of morphology and the role of morphology in English orthography.	1.1 4C.1
14. Relate how language of origin impacts the spelling of English words.	1.1 4C.1 4C.6
15. Describe the role of assessment in planning explicit instruction for word recognition.	4A.2 4A.3 1.7 3.1 3.4 3.5 3.6 3.7
16. Utilize course information to create basic or advanced decoding instructional plan.	4A.2

International Dyslexia Association's Knowledge and Practice Standards

KPS Statement from IDA: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses the foundational concepts, derived from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Stand four addresses Structured Literacy™ teaching, offering detailed guidance concerning the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in fieldwork or practicum (e.g., in the interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: https:// app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk

STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION

1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.

1.2 Understand that learning to read, for most people, requires explicit instruction.

1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.

1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.

1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.

1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.

1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES, INCLUDING DYSLEXIA

2.1 Recognize the tenets of the (2003) IDA definition of dyslexia or any accepted revisions thereof.

2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

2.3 Identify the distinguishing characteristics of dyslexia.

2.4 Understand how reading disabilities vary in presentation and degree.

2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

STANDARD 3: ASSESSMENT

3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).

3.3 Interpret basic statistics commonly utilized in formal and informal assessment.

3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.

3.5 Understand/apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

STANDARD 4: STRUCTURED LITERACY INSTRUCTION

SUBSTANDARD A: ESSENTIAL PRINCIPLES AND PRACTICES OF STRUCTURED LITERACY INSTRUCTION

4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.

4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.

4A.3 Understand the rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

SUBSTANDARD B: PHONOLOGICAL AND PHONEMIC AWARENESS

4B.1 Understand the rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.

4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.

4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development across age and grade.

4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.

4B.7 Know/apply in practice considerations for the principles of phonemic-awareness instruction; brief, multisensory, conceptual, articulatory, auditory-verbal

SUBSTANDARD C: PHONICS AND WORD RECOGNITION

4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.

4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.

4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.

4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

4C.5-Know apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.

4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

4C.8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

SUBSTANDARD D: AUTOMATIC, FLUENT READING OF TEXT

4D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.

4D.3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency

SUBSTANDARD F: LISTENING AND READING COMPREHENSION

4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

4F.5 Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

SUBSTANDARD G: WRITTEN EXPRESSION

4G.1 Understand the major skill domains that contribute to written expression.

4G.2 Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.

4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

4G.4 Know/apply in practice considerations for the developmental phases of the writing process

4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

STANDARD 5: PROFESSIONAL DISPOSITIONS AND PRACTICES

5.1 Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.

5.2 Maintain public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.

5.3 Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.

5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.

5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.

5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.

5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.

5.8 Support just treatment of individuals with dyslexia and related learning difficulties.

5.9 Respect the confidentiality of students or clients.

5.10 Respect the intellectual property of others.

Measurements of Learning
- ➔ *Read and Take Notes (70 points)*
    - ◆ This course is foundational in your knowledge of word recognition skills. It is very important that you complete all the assigned readings each week. Your notes should include a minimum of 5 takeaways from each reading. Please see Read and Take Notes Rubric for detailed information.
- ➔ *Phoneme Production Flip Grids (20 points)*
    - ◆ Using the guide linked on Blackboard, please record yourself pronouncing the phonemes of English. As teachers of reading and writing, you must be pronouncing the sounds correctly. Be sure to check the quality of your audio. Please see Phoneme Production Rubric for detailed information.
- ➔ *Instructional Demonstration Flip Grids (10 points)*
    - ◆ Choose one phonological awareness skill and one phonics concept and create two separate short instructional demonstration Flip Grid videos. Videos should be no more than 10 minutes. Use explicit instructional principles during your instruction demonstration. Please see Instructional Demonstration Rubric for detailed information.
- ➔ *PHO Words Definition Sheet (5 points)*
    - ◆ There are many words related to word recognition that start with the grapheme <ph>. As educators, it is important that you understand the difference in the meaning of these words and use them appropriately. You will fill in the definitions for the PHO words as you come across them in your readings and course lectures. Please see PHO Words Definition Rubric for detailed information.

➔ *Word Story Presentation (5 points)*
  ◆ Your word story presentation will allow you to investigate the origin of a word. You will choose one word from the list on Blackboard. Investigate the word using etymology online or other etymological resources. Prepare a short presentation (5-10 minutes) highlighting the word's history. Please see Word Story Rubric for detailed information.

➔ *Exam Questions (10 points)*
  ◆ Throughout the course you will have the opportunity to help create the exams! At the end of class on most Thursdays, you will take the last 15 minutes of class time to write a thoughtful exam question. These questions will be submitted via a link on blackboard. Please see Exam Questions Rubric for detailed information.

➔ *Adapt a Game! project (20 points)*
  ◆ Choose a common game that you can adapt to practice any phonological awareness or phonics skill. This activity would be a purposeful practice option for your targeted skills. Fill out the template linked on blackboard. At the end of the course, you will receive a google drive folder with your classmate's adapted game ideas and directions. Be sure to review the rubric. There is a strict expectation on quality, because your work will be shared in the class. Please see Adapt a Game! Rubric for detailed information.

➔ *Pre-test (0 points)*
  ◆ This is a 16 question survey of your baseline knowledge.

➔ *Auditory & Visual Assessment (15 points)*
  ◆ Description: This assignment requires you to successfully complete an assessment that evaluates your knowledge of phoneme – grapheme relationships. This knowledge will be demonstrated using both visual and auditory means. You will sign up for a 30 minute time slot with the instructor. 20 minutes will be used for the assessment and 10 minutes for a mid course check in.
    ● Auditory Assessment: In this portion of the assessment a sampling of phonemes (15) will be presented orally by your instructor. You will list all corresponding graphemes:
      ○ without using resources
      ○ in "best bet" order
      ○ within a 10 second window
    ● Visual Assessment: In this portion of the assessment you will view a sampling of graphemes (15) presented by your instructor. You will announce the corresponding phonemes:
      ○ without using resources
      ○ in "best bet" order
      ○ begin within a 3 second window.

➔ *Midterm (15 points)*

- ◆ *The midterm exam will be a mix of multiple choice, true/false and short answer responses. Course content from the first six week of class will be the focus. A study guide will be provided.*
- ➔ *Final Exam (30 points)*
  - ◆ *The final exam will be a mix of multiple choice, true/false and short answer responses. The exam will cover all course content, but mainly foused on the second half of the course. A study guide will be provided.*

Activity	Description	Points	Percent	KPS Alignment
Pre-test	Baseline assessment of knowledge	0	0	*– all listed –*
Course Reading	Read and Take Notes document on Spear-Swerling, pp. 201-211 & Vaughn & Fletcher, pp. 4-11	5	2.5%	4A.1
Course Reading	Read and Take Notes document on Shaywitz et al., pp. 1351–1359 & Foorman et al., pp. 243-264	5	2.5%	1.9, 4C.4
Course Reading	Read and Take Notes document on Hougan & Smart, Chapter 7, pp. 108-127	5	2.5%	4B.1, 4B.2, 4B.3, 4B.4, 4B.7
Course Reading	Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 5, pp. 115-158	5	2.5%	4B.1, 4B.2, 4B.3, 4B.4, 4B.7
Course Reading	Read and Take Notes document on Ashby et al. pp. 1-21	5	2.5%	4B.1, 4B.2, 4B.3, 4B.4, 4B.7
Phoneme Production	Submit FlipGrid of consonant phoneme production	10	5%	4B.1
Phoneme Production	Submit FlipGrid of vowel phoneme production	10	5%	4B.1
Course Reading	Read and Take Notes document on Ehri & McCormick, pp. 35-164	5	2.5%	1.2; 1.4; 1.6; 1.7
Course Reading	Read and Take Notes document on Hougan & Smart, Chapter 8, pp. 128-152	5	2.5%	4B.3, 4B.7
PA instruction Demonstration	Flipgrid of a 5-10 minute phonemic awareness activity	5	2.5%	4A.2, 4B.1, 4F.4, 4F.5
PHO Words Definition Sheet	Define and understand all the different PHO words.	5	2.5%	4B.3, 4B.7
Course Reading	Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 4, pp. 83-114	5	2.5%	4B.3, 4B.7
Midterm Exam	Knowledge of first six weeks of course content	15	7.5%	1.2; 1.4; 1.6; 1.7
Course Reading	Read and Take Notes document on Berninger, pp. 28-31	5	2.5%	4G.3, 4G.4, 4G.5
Course Reading	Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 6, pp. 169-189	5	2.5%	4C.1, 4C.2, 4C.3, 4C.4, 4C.7
Course Reading	Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 6, pp. 190-240	5	2.5%	4C.1, 4C.2, 4C.3, 4C.4, 4C.7
Course Reading	Read and Take Notes document on Hougan & Smart, Chapter 9, pp. 153-162	5	2.5%	4C.1, 4C.2, 4C.3, 4C.4, 4C.7

Auditory & Visual Assessment	Knowledge of English graphemes	15	7.5%	1.2; 1.4; 1.6; 1.7 4C.1
Phonics instruction Demonstration	Flipgrid of a 10 minute introduction of a new phonics concept	5	2.5%	4B.1, 4B.2, 4B.3, 4B.4, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.7
Course Reading	Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 8, pp. 259-291	5	2.5%	4C.3
Course Reading	Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 8, pp. 292-320	5	2.5%	4C.3
Word Story Presentation	Create a short presention (5-10 minutes) on the history of word.	5	2.5%	4C.6
Exam questions	Create 10 exam questions over the course of the semester	10	5%	– all listed –
Adapt a Game!	Adapt a game to use in PA or Phonics lesson	20	10%	4B.1, 4B.2, 4B.3, 4B.4, 4B.7
Final Exam		30	15%	
TOTAL POINTS FOR THE COURSE		**200**		

The grading scale for the Reading Science programs is as follows:

A = 93% - 100%

B = 85% – 92%

C = 78% - 84%

F = Below 78%

Opportunities for bonus points:
- *Complete all Read and Take Note activities **on time** +10 points*

Bonus points only added if all assignments have been completed.

<u>Policies:</u>

Attendence

Attendance in class is **mandatory**. Unexcused absences will cause the overall grade average to be lowered. Should you have an *excused absence*, please have a note signed by a doctor, the Provost, or the Registrar. (Note: 3 tardies = 1 absence.)

Late Work

Due to the cumulative nature of this course, work must be completed on time (or early). If you need to turn work in late due to unforeseen circumstances, please reach out to the course instructor. Failing to turn work in on time without approval will result in a loss of points on an assignment.

Adding, Dropping, and Withdrawing from Courses

Please refer to the undergraduate catalog: Important dates and registration information Information on withdrawal policy.

COURSE SCHEDULE— 2 class meetings per week (90 minutes each) in a 15 week semester

Week & Dates	Topics	Weekly Objectives (note connection to course objectives)	In-Class Work (note lecture, activity, assessment)	Homework	Assignments Due
Week 1	*Tuesday* Welcome & Introductions	*Course Objective:* *1. State and explain the seven pillars of reading science (Murdoch, 2021)* *Weekly Objectives:* *- Understand course expectations* *- Meet instructor & classmates* *- Assess baseline knowledge (anticipatory knowledge)* *- Refine understanding of reading science*	***Welcome and Introduction*** Students will review the syllabus, course expectations, assignments, bonus point opportunities and exams. Campus resources shared. (35 minutes) **Community Building:** Get to know you activity (Would you rather?) (30 minutes) **Assessment:** Complete pre-test (25 minutes)	Sign up for Visual and Auditory Drill Assessment times (1:1 with instructor). *This will be during weeks 10, 11 & 12.* Slots will be 30 minutes: 20 minutes for assessment and 10 minutes for midcourse check in & questions/conversation).	n/a
	Thursday Overview of Reading Science		***Overview of Reading Science*** **Lecture:** Reading Science Pillars (35 minutes) **Quick Write:** Explain what is meant by "reading science." (20 minutes) **Walk & Talk:** Review the Reading Science Pillars with a partner during a walk and talk debrief.	Make sure you sign up for Visual and Auditory Drill Assessment times (1:1 with instructor). *This will be during weeks 7, 8 & 9.* Slots will be 30 minutes: 20 minutes for assessment and 10 minutes for questions and conversation).	n/a

			(20 minutes) Partner share out (15 minutes)		
Week 2	***Tuesday*** How the Brain Learns to Read	***Course Objective:*** *1. State and explain the seven pillars of reading science (Murdoch, 2021)* ***Weekly Objectives:*** *- Understand that reading is not natural* *- Describe how the reading-writing circuit develops* *- Explain the Simple of reading* *- Detail the 4 Part Processing Model* *- Discuss the skills that support proficient reading*	***Foundational SoR Knowledge*** **Lecture:** - the reading brain - the Simple View of Reading - the Four-Part Processor Model (30 minutes) **Watch:** How the Brain Learns to Read - Professor Stanislas Dehaene (30 Minutes) **Reflect:** Find a partner and describe one of the theoretical models reviewed today (15 minutes) **Quick Write:** How would you (gently) refute the 3 cueing system (15 minutes)	**Retrieval practice:** Write down everything you remember about today's lecture.	n/a
	Thursday How the Brain Learns to Read		***Foundational SoR Knowledge*** **Lecture:** - Scarborough's Rope & Layers of Language (30 minutes) **Watch:** Hollis Scarbourough Award 2019 (10 minutes) **Read:**	**Read:** Spear-Swerling, pp. 201-211 Vaughn & Fletcher, pp. 4-11	Complete Read and Take Notes document on Spear-Swerling, pp. 201-211 & Vaughn & Fletcher, pp. 4-11

			Jigsaw with a triad Scarborough, pp. 97–110 (25 minutes) **Reflect:** Group Share Out of 3 takeaways from article (10 minutes) **Turn in:** Create one exam question from today's content (15 minutes)		
Week 3	*Tuesday* Explicit Instruction & Structured Literacy	*Course Objective:* *2. Demonstrate understanding of the elements of explicit instruction* *3. Articulate differences between code-emphasis and whole languages to teaching reading and why code-based instruction is integral to building the reading-writing circuit in the brain.* *Weekly Objectives:* *- Describe explicit instruction* *- Describe structured literacy* *- Review code-based versus meaning based classrooms and longterm implications for students*	*Explicit Instruction* **Lecture:** What is explicit Instruction and structured literacy? (40 minutes) **Watch:** Word And Sentence Dictation Decoding Instruction K Decoding Instruction 1st (30 minutes) **Quick Write:** Describe structured literacy (20 minutes)	**Read:** Shaywitz et al., pp. 1351–1359 Foorman et al., pp. 243-264	Complete Read and Take Notes document on Shaywitz et al., pp. 1351–1359 & Foorman et al., pp. 243-264
	Thursday Code-based Instruction		*Code Based versus Meaning Based Instruction* **Lecture:** Code-based versus Meaning based instruction-Implications for the Reader (50 minutes) **ACTIVITY**	**Read:** Hougan & Smart, Chapter 7, pp. 108-127	Complete Read and Take Notes document on Hougan & Smart, Chapter 7, pp. 108-127

			Beat the Clock! The class will be divided into groups of four. Each group with have four posters (the reading brain, SVR, Four Part Processor and the Reading Rope). Each poster requires students to recall all they know/learned about that concept. Each group member begins at a particular poster. Students have 30 seconds to write everything they know about that topic or concept. After 30 seconds, groups rotate to the next piece of paper. They add information to the sheet that a different group began. After 30 seconds, groups rotate one more time until all groups have been to each "station" and had an opportunity to add content to each poster. Groups will debrief and share out any questions regarding the theoretical models from week two. (25 minutes) **Turn in:** Create one exam question from today's content (15 minutes)		
Week 4	***Tuesday*** Phonology	***Course Objectives:*** *4. Understand the research base supporting why phonological awareness plays a critical and non-negotiable role in the*	***Phonology: Know your PHO!*** **Lecture:** Introduction to Phonology and How it Develops (45 minutes)	Continue to work on PHO Words Definition sheet	n/a

			Watch: [The Linguistic Genius of Babies](#) (15 minutes) Activity: Read The Elusive Phoneme and begin to fill out the PHO Words Definition sheet. You will turn in this sheet at the end of week 6. (30 minutes)		
	Thursday Phonology	*development of reading* *5. Develop a deep understanding of the continuum of skills development, especially the KEY areas of phonological awareness and the sequence of instruction from less complex (broad) to more complex (narrow).* ***Week 4 Objectives:*** *- Explain role of phonological processing and demonstrate understanding of PHO words* *- Identify phonological and phonemic awareness tasks hierarchy* *- Summarize why phonemic awareness is essential to reading development*	*Phonology* **Lecture:** Why is Phonemic Awareness Important and How Does it Develop? (60 minutes) **Quick Write:** Explain why phonemic awareness is a non-negotiable part of reading development? (15 minutes) **Turn in:** Create one exam question from today's content (15 minutes)	**Read:** Honig, Diamond & Gutlohn, Chapter 5, pp. 115-158 Continue to work on PHO Words Definition sheet	Complete Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 5, pp. 115-158
Week 5	*Tuesday* Phonology	***Course Objective:*** *5. Develop a deep understanding of the continuum of skills development, especially the KEY areas of phonological awareness and the sequence of instruction from less complex (broad) to more*	*Phonology* **Lecture:** Consonant & Vowel Phonemes of English (45 minutes) **Activity:** Phoneme Production Practice (45 minutes)	Continue to work on PHO Words Definition sheet	n/a

	Thursday Phonology	*complex (narrow).* *6. Correctly pronounce* *phonemes; correctly* *segment and blend* *phonemes and syllables in* *words; and analyze and* *describe the phonological,* *orthographic, and* *morphological structure of* *individual words.* **Week 5 Objectives:** *- Explain consonant and* *vowel phoneme charts* *- Demonstrate accurate* *production of each* *phoneme* *- Administer and score* *common phonological* *awareness assessments* *- Explain results of* *phonological awareness* *assessment and* *implications for instruction*	***Phonology*** **Lecture:** Assessment of Phonology (30 minutes) **Activity:** Practice assessment- student will practice assessing and scoring three different phonological awareness assessments. -PAST -Two Peas in Pod Assessment -Zgonc (2010) PA Assessment (45 minutes) **Turn in:** Create one exam question from today's content (15 minutes)	**Read:** Ashby et al. pp. 1-21 Continue to work on PHO Words Definition sheet Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Ashby et al. pp. 1-21 Submit FlipGrid of consonant phoneme production
Week 6	**Tuesday** Phonology	***Course Objective:*** *5. Develop a deep* *understanding of the* *continuum of skills* *development, especially* *the KEY areas of* *phonological awareness* *and the sequence of* *instruction from less* *complex (broad) to more* *complex (narrow).* *12. Recognize phonemic* *awareness development in*	***Phonology*** **Lecture:** Phonological Awareness Instruction: Who, What & How? (60 minutes) **Activity:** Create a 10 word sound chain (using minimal pairs). Find a partner and take turns being a teacher/student. Use the script for sound chains to ensure your instruction is explicit and	Continue to work on PHO Words Definition sheet Work on your Adapt a Game! project due at the end of week 14	Submit FlipGrid of vowel phoneme production

		EL students and begin to understand the power of cross linguistic transfer.	systematic. Manipulative will be available for use during class. (30 minutes)		
	Thursday Phonology	*Week 6 Objectives:* *- Learn a variety of phonological and phonemic awareness activities to implement with students* *- Recognize impact of linguistic diversity on phonological awareness development* *- Consider power of cross linguistic transfer when planning instruction*	*Phonology* **Lecture:** Phonemic Awareness Development and English Language Students (30 minutes) **Jigsaw:** In triads, read your assigned section, become an expert on your section and be prepared to share your understanding with your group. Lovelace-Gonzalez, pp.45-60 (45 minutes) **Turn in:** Create one exam question from today's content (15 minutes)	**Read:** Ehri & McCormick, pp. 135-164 Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Ehri & McCormick, pp. 135-164 PHO words Definition Sheet due
Week 7	*Tuesday* *Phases of Word Level Reading*	*Course Objective:* *4.Explain how children learn to read and spell Discuss the skills that support proficient reading* *Week 7 Objectives:* *- Recognize characteristics of the developmental phases of word level reading* *- Understand instructional goals across phases*	*Phases of Word Learning* **Lecture:** How Do Children Learn to Read and Spell? (40 minutes) **Activity:** Open Sort In groups of 4, sort phase name, characteristics, spelling examples and instructional next steps into the correct phase. Be prepared to explain one phase to the class. (30 minutes)	**Read:** Hougan & Smart, Chapter 8, pp. 128-152 Visual and Auditory Drill Assessment (sign up for one 30 minutes slot during weeks 10-12. Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Hougan & Smart, Chapter 8, pp. 128-152

		- *Demonstrate understanding of first 6 weeks of course content*	**Quick Chat:** Record a flipgrid explaining the layers of skills that go across Ehri's Phases of Word Level Reading (20 minutes)		
	Thursday		**MIDTERM**		
Week 8	**Tuesday** Basic Phonics	**Course Objective:** *8. Describe why English is a morphophonemic language and how the features of English impact decoding and encoding skills.* *9. Understand basic phonic elements of English orthography.* *12. Articulate power of learning learning letter names with letter sounds and the role of handwriting*	**Basic Phonics** **Lecture:** English Orthography Introduction (45 minutes) **Activity:** Organize card deck (30 minutes) **Practice:** Participate in a visual drill practice (15 minutes)	**Read:** Honig, Diamond & Gutlohn, Chapter 4, pp. 83-114 Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 4, pp. 83-114
	Thursday **Basic Phonics**	**Week 8 Objectives:** - *Explain why English is considered morphophonmic* - *Explore phoneme-grapheme correspondence* - *Classify basic phonic elements* - *Understand power of*	**Basic Phonics** **Lecture:** The Case for Letter Names and Handwriting (35 minutes) **Jigsaw:** In triads, read your assigned section, become an expert on your section and be prepared to share your understanding with your group. Piasta & Wagner, pp. 324-344.	**Read:** Berninger, pp. 28-31 Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Berninger, pp. 28-31

		letter name and handwriting instruction	(40 minutes) **Practice:** Participate in a auditory drill practice (15 minutes)		
Week 9	*Tuesday*	***Course Objective:*** *9. Understand basic phonic elements of English orthography.* ***Week 9 Objectives:*** *- Recall basic phonic structures* *- Explain how to teach consonant and vowel graphemes* *- Articulate rules for spelling words with certain graphemes*	***Basic Phonics*** **Lecture:** Consonant and Vowels, Oh My! - How to Teach - Basic Consonant Rules - Basic Vowel Rules (60 minutes) **Group discussion** Rose, Thorn, Bud Given the last eight weeks of learning, please share: Rose: one concept you've learned really well Thorn: one concept that has been a challenge Bud: one concept that has sparked new ideas (15 minutes) **Practice:** Participate in a visual drill practice (15 minutes)	Retrieval practice: Write down everything you remember about today's lecture. Work on your Adapt a Game! project due at the end of week 14	n/a
	Thursday		***Basic Phonics*** **Lecture:** What Do Those Letters Do? - Short Vowel Markers - Flexible Pronunciation of <s>, <c>, <g> (30 minutes)	**Read:** Honig, Diamond & Gutlohn, Chapter 6, pp. 169-189 Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 6, pp. 169-189

			Activity: Brain Dump! Write down everything you can remember from the the lecture, What Do Those Letters Do? (15 minutes) Practice: Participate in a auditory drill practice (15 minutes)		
Week 10	*Tuesday*	*Course Objective:* *15. Describe the role of assessment in planning explicit instruction for word recognition.* *Week 10 Objectives:* *- Develop understanding of encoding practices* *- Understand how to score a phonics and word level reading survey*	*Basic Phonics* **Lecture:** Elusive Encoding (45 minutes) **Activity:** Tic Tac Toe Class will be split into two teams. Each team will collaboratively write 5 questions regarding the basic phonics content. Teams will present their questions. Correct answers allow you to add your X/O to the game board. (30 minutes) **Practice:** Participate in a visual drill practice (15 minutes)	**Read:** Honig, Diamond & Gutlohn, Chapter 6, pp. 190-240 Visual and Auditory Drill Assessment (sign up for one 30 minutes slot during weeks 10-12. Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 6, pp. 190-240
	Thursday		*Basic Phonics* **Lecture:** Assessment Practices (20 minutes)	**Read:** Hougan & Smart, Chapter 9, pp. 153-162 Visual and Auditory Drill Assessment (sign up for one	Complete Read and Take Notes document on Hougan & Smart, Chapter 9, pp. 153-162

			Activity: Phonics Assessment Scoring Students will listen to and score a phonics assessments and word level reading survey. Determine know PGCs and word level reading. Make instructional recommendations. Be prepared to share out with the class. (40 minutes) Turn in: Create one exam question from today's content (15 minutes) Practice: Participate in a auditory drill practice (15 minutes)	30 minutes slot during weeks 10-12. Work on your Adapt a Game! project due at the end of week 14	
Week 11	*Tuesday* 6 Syllable Types	*Course Objective:* *12. Identify the six syllable types of English orthography and their role in decoding.* *Week 11 Objectives:* *- Understand the reasons for teaching syllable patterns* *- Identify and manipulate six syllable types* *- Develop an instructional routine for teaching the six syllable types*	*6 Syllable Types* **Lecture:** What are the 6 Syllable Types? (45 minutes) **Activity:** Create a word sort using the six syllable types. You must include five words for each type (30 total words). 15 of the words much be more than one syllable. Materials will be provided in class to create your sorting mat and word cards. (30 minutes) **Practice:**	**Read:** Honig, Diamond & Gutlohn, Chapter 8, pp. 259-291 Visual and Auditory Drill Assessment (sign up for one 30 minutes slot during weeks 10-12. Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 8, pp. 259-291

			Participate in a visual drill practice (15 minutes)		
	Thursday 6 Syllable Types		**6 Syllable Types** **Lecture:** How to Teach the 6 Syllable Types? (30 minutes) **Activity:** Headbands! In groups of 3-5, take turns playing headbands. When it is your turn, without looking at the card, place it on your forehead, group members with describe the features of the syllable type. After at least two characteristics are shared identify the syllable type on your card. (30 minutes) **Turn in:** Create one exam question from today's content (15 minutes) **Practice:** Participate in a auditory drill practice (15 minutes)	**Read:** Honig, Diamond & Gutlohn, Chapter 8, pp. 292-320 Visual and Auditory Drill Assessment (sign up for one 30 minutes slot during weeks 10-12. Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Honig, Diamond & Gutlohn, Chapter 8, pp. 292-320
Week 12	**Tuesday** Syllabication	*Course Objective:* *11. Apply syllabication rules to decode multisyllabic words..* *Week 11 Objectives:*	*Syllabication* **Lecture:** Syllable Division Rules Basic and Advanced (60 minutes)	Visual and Auditory Drill Assessment (sign up for one 30 minutes slot during weeks 10-12.	n/a

		- *Understand how to decode longer words using principles of syllable division*	**Activity:** Let's practice syllable division (30 minutes)	Work on your Adapt a Game! project due at the end of week 14	
	Thursday Syllabication	- *State the difference between spoken and written syllables* - *Define and identify spoken schwa and impact on spelling.*	***Syllabication*** **Lecture:** Don't Stress! Schwa is here! (45 minutes) **Activity:** Find Schwa (30 minutes) **Turn in:** Create one exam question from today's content (15 minutes)	Visual and Auditory Drill Assessment (sign up for one 30 minutes slot during weeks 10-12. Work on your Adapt a Game! project due at the end of week 14	n/a
Week 13	**Tuesday** Introduction to Morphology	***Course Objective:*** 13. *Demonstrate basic understanding of morphology and the role of morphology in English orthography.* ***Week 13 Objectives:*** - *Define and give examples of free and bound morphemes* - *Explain suffix addition rules*	***Introduction to Morphology*** **Lecture:** Introduction to Morphology Instruction (45 minutes) **Jigsaw:** In triads, read your assigned section, become an expert on your section and be prepared to share your understanding with your group. Kearns & Whaley, pp. 212-225 (45 minutes)	**Read:** Bowers & Bowers, pp. 407-412 Utilize retrieval practice guide to prepare for the final exam Work on your Adapt a Game! project due at the end of week 14	Complete Read and Take Notes document on Bowers & Bowers, pp. 407-412
	Thursday Introduction to Morphology		***Introduction to Morphology*** **Lecture:** Suffix Addition Rules (Add, Drop, Double) (45 minutes)	Utilize retrieval practice guide to prepare for the final exam Work on your Adapt a Game! project due at the end of week 14	Flipgrid: Record yourself introducing a new phonics concepts (10 minutes) using principles of explicit instruction.

			Activity: Complete word sum practice sheet. Be sure to note the suffix addition rule in each word sum and detail the rules in the boxes at the bottom. (30 minutes) Turn in: Create one exam question from today's content (15 minutes)		
Week 14	**Tuesday** Introduction to Etymology	*Course Objective:* *14. Relate how language of origin impacts the spelling of English words.* *Week 14 Objectives:* *- Describe features of words from Anglo-Saxon, French, Latin and Greek* *- Research the history of a word* *- Present a word's story to the class*	***Introduction to Etymology*** **Lecture:** All words Tell a Story (45 minutes) **Activity:** Begin working on "Hollywood True Word Origin Story." You will share your stories on Thursdays. (45 minutes)	Finish your Word Stories Utilize retrieval practice guide to prepare for the final exam Work on your Adapt a Game! project due at the end of week 14	n/a
	Thursday Introduction to Etymology		***Introduction to Etymology*** **Activity:** Share your word stories with the class. (90 minutes)	Utilize retrieval practice guide to prepare for the final exam	Adapt a Game! project due.
Week 15	**Tuesday** Putting it all together Lesson Planning	*Course Objectives:* *16. Utilize course information to create a basic or advanced decoding instructional plan.* *Week 15 Objectives:* *- Describe features of an explicit phonics plan*	***Putting it all together: Lesson Planning*** Lecture: Explicit and Systematic Phonics Lesson Modeled Basic: 30 minutes Advanced: 30 minutes (60 minutes) Lesson debrief: (30 minutes)	Utilize retrieval practice guide to prepare for the final exam	n/a

	Thursday	- Use baseline data to create a phonics lesson plan - Demonstrate knowledge of course content	**FINAL EXAM**