



Mount St. Joseph University School of Education

Foundations of Reading

Course Number: RDG 200	Instructor: Lisa Cipolletti
Semester: S1	E-Mail: Lisa.Cipolletti@msj.edu
Class Time: M/W 9:00-10:15 AM; Weeks 1, 3, 4, and 7 are face-to-face class meetings. Weeks 2, 5, and 8 are asynchronous.	Cell Phone: (804) XXX-XXXX Office Location: School of Education Room 16
Class Location: Hybrid Synchronous Credit Hours: 3	Student Office Hours: Monday 1-2, Tuesday 10-12, and Wednesday 1-2 I am available in person or via Zoom during these times. A Zoom link will be posted on the course site should you prefer to join virtually.

Instructor Availability: 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. Emails received during the weekend (Friday 5 PM-Sunday 8 PM) will be replied to within 48 hours. Phone calls are accepted prior to 8 PM. You may also text me, but please ensure that you introduce yourself and then text your question.

I am available to meet with you in person should that be your preference. I hold student office hours during the times listed above. You do not need to make an appointment in advance; you can come by my office located in the School of Education or join using the Zoom link provided. If those times do not work with your schedule, please contact me to set up an appointment, and I will work with you to find a time that works with your schedule.

Course Prerequisites

Prerequisites: Pre-Module prior to Week 1. Given that this is the first course in the reading core, the pre-module introduces you to online learning considerations as well as the professional practices and dispositions of the School of Education and the IDA Knowledge and Practice Standards. The pre-module is approximately a 3-hour time commitment.

Course Description

The Foundations of Reading course provides a scientifically-based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course

presents the key scientifically-based reading research foundations needed to understand how reading develops and informs effective methods and strategies used to teach and assess literacy skills to young children through grade six. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the phases of learning to read, the essential components of effective reading instruction and assessment, and dyslexia and reading disability.

REQUIRED TEXTS AND/OR MATERIALS:

Textbooks:

Hougen, M. & Smartt, S., (2020). *Fundamentals of literacy instruction & assessment, pre-K-6*. Brookes Publishing.

Core Literacy Library (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement* (3rd ed.). Arena Press.

Readings: *All articles will be provided through the learning management system.*

Ehri, L. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) *Learning and teaching reading*. London: British Journal of Educational Psychology Monograph Series II.

Harvey, & Goudvis, A. (2013). Comprehension at the Core. *The Reading Teacher*, 66(6), 432–439. <https://doi.org/10.1002/TRTR.1145>

International Dyslexia Association (2018). Knowledge and Practice Standards.

International Dyslexia Association (2017). *Dyslexia in the Classroom: What Every Teacher Needs to Know*.

International Dyslexia Association (2015). *Structured Literacy*.

Lyon, G. R., & Chhabra, V. (2004). The Science of Reading Research. *Educational Leadership*, 6, 12-17.

Miciak, J. & Fletcher, J.M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. *Journal of Learning Disabilities*, 1-11.

Moats, L. C. (2020). *Teaching reading Is rocket science, 2020*. American Federation of Teachers.

National Institute of Child Health & Human Development (NICHD). (2000). Report of the National Reading Panel Report. *Teaching children to read: An of the scientific research literature on reading and its implications for reading instruction*.

National Early Literacy Panel (NELP). (2008). Developing early literacy: Report of the National Early Literacy Panel. Washington, DC: National Institute for Literacy.

The Reading League. (2022, September, 12). Science of Reading: Defining Guide.
<https://www.thereadingleague.org/what-is-thescience-of-reading/>

Washington, J. & Seidenberg, M. (2021). Teaching reading to African American children: When home and school languages differ. *American Educator*, 45(2), 26-40.

Web Resources:

Archer, A. (2019, April 19). *Why explicit instruction?* [Video]. YouTube.
<https://youtu.be/i-qNpFtcynI>

BrainFact.org (2016, November 1). *The brain prize presents: Dr. Stanislas Dehaene.* [Video]. YouTube. https://www.youtube.com/watch?v=wlyZBi_07vk

Irujo, S. (n.d.). *What does research tell us about teaching reading to English language learners?* Reading Rockets.
<https://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

Lambert, S. (Host). (2021, November 3). Dyslexia and developmental trajectories (Season 4 No. 9) [Audio podcast episode]. In *Science of Reading: The Podcast*. Amplify.
<https://amplify.com/science-of-reading-the-podcast/>

Learning Stewards (2021). *Children of the Code*. <https://childrenofthecode.org/tour/index.htm>

Moats, L. & Tolman, C. (2009). *Development of phonological awareness skills*. Reading Rockets.
<https://www.readingrockets.org/article/development-phonological-skills>

Strom, C. (2022, June 30). *Cortex in the classroom: Advancing science of reading in the early years - K-5 Literacy Program & Curriculum* [Video]. YouTube.
<https://youtu.be/5ozikJR3oY8>

WETA Public Broadcasting (n.d.). *Reading in the brain*. [Video]. Reading Rockets.
<https://www.readingrockets.org/shows/launching/brain>

Willingham, D. (n.d.). *Science and Education*. Daniel Willingham—Science and Education.
<https://www.youtube.com/watch?v=2hw3-nX5Azw>

WISE Channel (2013, October 25). *How the brain learns to read: Dr. Stanislas Dehaene*. [Video]. YouTube. <https://youtu.be/25GI3-kiLdo>

Zaner-Bloser (2020, October 25). *Scarborough's reading rope*. [Video]. YouTube. <https://youtu.be/JR7GbAHntQ4>

Zaner-Bloser (2020, October 25). *The simple view of reading*. [Video]. YouTube. <https://youtu.be/QtDEMhMRd8E>

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

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

Course Objective	IDA-KPS
1. Explain the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing.	1.1
2. Identify cognitive, behavioral, environmental, cultural, linguistic, and social factors that contribute to literacy development.	1.2, 1.4, 1.5, 1.6. 1.7, 4B.3
3. Summarize the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	1.3
4. Describe the typical developmental progression of the major components of literacy: phoneme awareness, phonics, fluency, vocabulary, and comprehension.	1.8, 1.9, 4B.4, 4E.1, 4E.2
5. Identify the distinguishing characteristics of dyslexia and other reading disabilities, including the related fundamental provisions of federal and state laws.	2.1, 2.2, 2.3, 2.4, 2.5
6. Describe the basic principles of and purposes for different types of educational assessments.	3.1, 3.2
7. 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, 4F.4
8. Adhere to a professional code of ethics in decision-making and instructional practice.	5.1-5.10

<p>9. Explain the importance of scientifically based reading research and how to access and read research articles.</p>	
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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 22.5 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 posing insightful questions. Students are also expected to **come to class prepared** and ready to **participate in all learning activities**.

Knowledge Checks:

You will complete four non-cumulative knowledge checks in response to the assigned readings throughout the course. The knowledge checks will be used to measure your foundational understanding of the course content. The knowledge checks will consist of true/false, multiple choice, and short answer questions. They are open books and notes. Outside materials are not permitted and the knowledge check must be done independently and completed in the designated time.

Guided Notes:

You will submit guided notes during weeks 1, 2, and 5. Each set of guided notes will contain approximately 10 questions connected to the course readings. Guided notes can be in outline or narrative format. Think of them as notes that you would take to help you study for a test. They will be graded on accuracy and completion.

Component of Reading Peer Teaching:

You will select one instructional activity from the Teaching Reading Sourcebook and prepare a 10-minute mini-lesson to teach to a small group of your peers. You will submit the activity and a

reflection following the experience. Your reflection should be based on peer feedback and your own response to the following questions: What worked well? What was challenging? How would you improve this lesson in the future? What did you learn about yourself as a teacher?

Professional Code of Ethics and Dispositions Self-Evaluation and Final Reflection:

You will be introduced to the IDA Knowledge and Practice Standard 5: Professional Dispositions and Practices in the pre-module. At that time, you will complete a self-evaluation where you will rate yourself on your understanding of and experience with each standard. Then, in week 8 of the course, you will complete the self-evaluation a second time, and you will also write a 3-5 sentence reflection on each standard based upon your new knowledge and experience in the course.

Memory Cards:

You will be provided with a set of colorful index cards on a 2-inch ring. During the course, you will be required to create a card with the term, idea, or model on the front, and the definition or picture on the back. A list of required content will be provided, and you will use the course resources to create the cards. These cards will provide you with an opportunity to clarify your understanding of the course content and ensure that you have a method to review during the course. The Memory Cards will be useful to you as you progress through the program. There will be periodic check-ins with peers to ensure accuracy, and then the cards will be checked in week 8 for accuracy and completion.

Final Exam:

You will take a cumulative exam in this course. The format will consist of multiple choice and short answer questions. A reflection on the course objectives will be included in the final exam.

Methods of Evaluation

Assignment	Description	Points	Percent	KPS Alignment
Participation/ Attendance	You will engage in collaborative activities in the live and asynchronous class sessions. Participation activities are graded on completion.	45	22.5	1.1,1.2, 1.3, 1.4, 1.5, 1.6., 1.7, 1.8, 1.9, 3.1, 3.2, 4A.1, 4A.2, 4A.3, 4B.4, 4B.3, 4E.1, 4E.2, 4F.4
Knowledge Checks	You will complete four knowledge checks based upon assigned course	45	22.5	1.1,1.2, 1.3, 1.4, 1.5, 1.6., 1.7, 1.8, 1.9,

	readings and will use your notes in responding to the questions.			3.1, 3.2, 4A.1, 4A.2, 4A.3, 4B.4
Guided Notes	You will complete a series of guided notes on the assigned readings and videos. The notes will be graded on accuracy and completion.	30	17.5	1.2, 1.4, 1.5, 1.6., 1.7, 4A.1, 4A.2, 4A.3, 4B.3
Component of Reading Peer Teaching	You will select one instructional activity from the Teaching Reading Sourcebook and teach a peer. You will receive feedback from your peers and will submit your instructional activity and reflection.	10	5	4A.1, 4A.2, 4A.3
Professional Code of Ethics and Dispositions Self-Evaluation and Final Reflection	You will complete a self-evaluation on the IDA Knowledge and Practice Standard 5: Professional Dispositions and Practices during the pre-module. Then, during the final week of the course, you will complete the final self-evaluation along with a written reflection. Both will be graded on completion.	10	5	5.1-5.10
Memory Cards	You will create a series of memory cards on key terms and principles introduced in this course. The memory cards will aid you in the other courses in the program. The memory cards will be graded on accuracy and completion.	30	15	1.1,1.2, 1.3, 1.4, 1.5, 1.6., 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4A.1, 4A.2, 4A.3
Final Exam	You will take a final exam following week 8 of the course. It will be cumulative in nature.	30	15	1.1,1.2, 1.3, 1.4, 1.5, 1.6., 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4A.1, 4A.2, 4A.3, 4B.4, 4B.3, 4E.1, 4E.2, 4F.4

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 an 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/Attendance](#)

[Grading Policy](#)

[Grading Scale](#)

COURSE SCHEDULE— Four Face-to-Face Meetings and Four Asynchronous Class Meetings

Week & Dates	Topics	Weekly Objectives CO: Course Objective	In-Class Work (note lecture, activity, assessment)	Readings Due Complete the readings prior to class	Assignments Due
<p>Orientation class meeting and Pre-Module</p> <p><i>This is an accelerated 8-week course. Successful completion of the pre-module is required prior to the beginning of Week 1.</i></p> <p><i>To assist you with preparing for the pre-module, an online orientation meeting will be held.</i></p>	<p>Introduction to Online Learning</p> <p>Introduction to Professional Dispositions and Practices</p>	<p>Describe the technology requirements and skills necessary for online learning.</p> <p>Adhere to a professional code of ethics in decision-making and instructional practice by demonstrating competency in the following behaviors: (CO 8, KPS 5.1-5.10)</p> <ul style="list-style-type: none"> -Act in the best interests of students. -Avoid conflicts of interest and disclose them when they occur. -Demonstrate knowledge and professionalism when working with community agencies. -Accurately communicate with parents and other stakeholders -Ensure confidentiality regarding students and staff -Accurately represent credentials, training, experience, affiliations, and degrees. -Respect the intellectual property of others. -Be a productive member of the 	<p>Lecture: How to be a Successful Online Learner</p> <p>Lecture: Introduction to Professional Dispositions and Practices</p>	<p>Course Syllabus</p> <p>School of Education Dispositions</p> <p>IDA Knowledge and Practice Standards Document: Standard 5: Professional Dispositions and Practices</p>	<p>Syllabus Agreement</p> <p>Professional Code of Ethics and Dispositions Agreement</p> <p>Professional Code of Ethics and Dispositions Self-Evaluation</p>

		scientific community -Commit to implementing research-based best practices.			
Week 1 <i>Face-to-Face</i>	Foundational Knowledge in Reading: <i>Why is this class a required course in your program?</i>	Describe the key features of the definition of reading science. (CO 7, KPS 1.2, 4A.1) Interpret current NAEP data on student reading outcomes by subgroups. (CO 9) Engage effectively on collaborative teams. (CO 8) Describe the gap between research and practice. (CO 9) Explain the importance of research in education. (CO 9) Explain the contribution of cognitive psychology on reading development and instruction, including how the brain learns to read, and the underlying cognitive and linguistic processes that contribute to reading and differentiate good from struggling readers. (CO 2, KPS 1.2, 1.4, 1.5, 1.6, 1.7)	Lecture: Examining Reading in America and the Importance of Scientifically-Based Reading Instruction Video: Reading Matters <i>Children of the Code</i> Video: Reading Crisis <i>Children of the Code</i> Activity: NAEP Jigsaw (participation)	Moats, L. C. (2020). <i>Teaching reading Is rocket science, 2020.</i> American Federation of Teachers. <i>Teaching Reading Sourcebook</i> p. 1-18	Class 1 Exit ticket: Questions align with Week 1 objectives (participation/completed in class) NAEP Jigsaw (completed in class) Guided Notes 1 on assigned readings: article and textbook VoiceThread Student Introduction due prior to Class 2 (participation) Complete Getting to Know You Student Google Form prior to Class 2 (participation)
Week 2 <i>Asynchronous</i>	Foundational Knowledge in Reading: The Reading Brain	Explain the contribution of cognitive psychology on reading development and instruction,	Lecture: Reading Models - What Do We Know from Brain Research?	Hougen and Smartt, Chapter 2	Memory Cards: create individual memory cards for the following

	<p>4-Part Processor</p> <p>How Research Informs Reading Instruction</p>	<p>including how the brain learns to read, and the underlying cognitive and linguistic processes that contribute to reading and differentiate good from struggling readers. (CO 2, KPS 1.2, 1.4, 1.5, 1.6, 1.7)</p> <p>Describe the importance of research for educators and the role research has in informing teaching. (CO 9)</p> <p>Define explicit, systematic, and cumulative instruction. (CO 7, KPS 4A.1)</p>		<p>Article: Lyon, G. R., & Chhabra, V. (2004). The Science of Reading Research. <i>Educational Leadership</i>, 6, 12-17.</p> <p>Video: Daniel Willingham: Writing is a Recent Invention Cool Facts #1</p> <p>Videos: Dr. Carolyn Strom Cortex in the Classroom The Brain Prize Presents: Dr. Stanislas Dehaene How the Brain Learns to Read: Dr. Stanislas Dehaene Reading Rockets Reading in the Brain</p> <p>Video: Dr. Anita Archer Why Explicit Instruction?</p>	<p>terms: explicit, systematic, cumulative, 4-part processor (draw), reading science, brain's letter box <i>Memory Cards will be checked for accuracy by peers in Week 3. Utilize the course materials from Weeks 1 and 2 to create the Memory Cards.</i></p> <p>Knowledge Check 1 Drag and Drop: The Reading Brain</p> <p>Guided Notes 2 on assigned textbook chapter and video series</p>
<p>Week 3</p> <p><i>Face-to-Face</i></p>	<p>Foundational Knowledge in Reading: Models - Simple View of Reading, Scarborough's Reading Rope</p> <p>Structured Literacy</p>	<p>Understand the differences between and the relationship between written and spoken language (CO 1, KPS 1.1)</p> <p>Explain the contribution of cognitive psychology on reading development and instruction,</p>	<p>Lecture: Reading Models and the Implications for Instruction</p> <p>Activity: Jigsaw reading: Read your assigned section and respond to the 4-box: What is it?</p>	<p>Article: Spear-Swerling, L. (2018). Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities.</p>	<p>Knowledge Check 2 on assigned readings</p> <p>Submit a picture of Scarborough's Reading Rope visual representation (participation/complete</p>

	<p>Ehri's Stages Explicit Instruction</p>	<p>including how the brain learns to read, and the underlying cognitive and linguistic processes that contribute to reading and differentiate good from struggling readers. (CO 2, KPS 1.2, 1.4, 1.5, 1.6, 1.7)</p> <p>Demonstrate understanding of the Simple View of Reading and articulate appropriate use in guiding assessment and instruction (CO 1, KPS 1.1, 1.3)</p> <p>Define and describe the components of effective reading instruction (CO 3 CO 7, KPS 1.2, 1.3, 4A.1, 4A.2)</p> <p>Know the phases of typical reading and writing development and how they impact assessment and instruction (CO 4, KPS 1.8, 1.9)</p> <p>Define the components of literacy: Phonics, Phonological Awareness, Comprehension, Fluency, Vocabulary (CO 3, KPS 1.3)</p>	<p>Why is it important? How do you teach it? National Reading Panel - Summary (2000) and National Early Literacy Panel - Summary (2008) (participation)</p> <p>Activity: With your team and available materials, design a 3D visual representation of Scarborough's Reading Rope. (participation)</p>	<p>TEACHING Exceptional Children,51(3), 201-211. doi:10.1177/0040059917750160</p> <p>Article: Ehri, L. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) <i>Learning and teaching reading</i>. London: British Journal of Educational Psychology Monograph Series II.</p> <p>National Reading Panel - Summary (2000) and National Early Literacy Panel - Summary (2008) <i>*You will be assigned one section to read to complete the jigsaw.*</i></p> <p>International Dyslexia Association (2015). Structured Literacy. Structured Literacy</p> <p>Video: Introduction - Thinking Differently About Reading <i>Children of the Code</i></p> <p>Video: Scarborough's</p>	<p>d in class)</p> <p>Memory Cards: Use the assigned readings and class lecture notes to create a Memory Card of the following terms/models: explicit instruction, structured literacy, simple view of reading, Scarborough's rope, Ehri's stages, phonics, phonological awareness, comprehension, fluency, vocabulary (will be checked for accuracy by a peer in week 4)</p>
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				<p>Reading Rope The Science of Reading Basics, Part 3: Scarborough's Reading Rope</p> <p>Video: Simple View of Reading The Science of Reading Basics, Part 2: The Simple View of Reading</p> <p>Optional Article: Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002). How Should Reading be Taught? Scientific American, 286(3), 84-91. doi:10.1038/scientificamerican0302-84</p>	
<p>Week 4 <i>Face-to-Face</i></p>	<p>Principles of Instruction: Word Recognition</p> <p>Phonological Awareness</p> <p>Phonics</p> <p>Early Literacy</p> <p>6 Syllable Types</p>	<p>Identify the essential early literacy skills (CO 3, KPS 1.3)</p> <p>Understand how the instructional emphasis on the essential early literacy skills shifts over time (CO 4, KPS 1.8, 1.9)</p> <p>Demonstrate understanding of the reciprocal nature of the essential early literacy skills (CO 3, KPS 1.3)</p>	<p>Lecture: Exploring the Word Recognition Side of the Simple View</p> <p>Lecture: Introduction to the Six Syllable Types</p> <p>Activity: Memory Cards: Create Memory Cards on the following terms: orthography, phonetics, phonology, morphology, syntax, semantics (peer activity - will also</p>	<p>Hougen and Smartt, Chapters 5, 6, and 7</p> <p>Teaching Reading Sourcebook pp. 69-82, print awareness</p> <p>Article: Moats, L. & Tolman, C. (2009). <i>Development of phonological awareness skills</i>. Reading Rockets. https://www.readingrockets.org/article/developm</p>	<p>Submit Mid-Point Course Evaluation (anonymous)</p> <p>Knowledge Check 3 on assigned readings</p>

		<p>Understand the importance of print awareness and early print concepts (CO 4, KPS 1.8)</p> <p>Define and describe Language Systems: orthography, phonetics, phonology, morphology, syntax, semantics (CO 1, KPS 1.1)</p> <p>Describe how phonology impacts oral and written language development (CO 1, KPS 1.1)</p> <p>Define and differentiate the continuum of PA skills (CO 4, KPS 1.8, 4B.4)</p>	<p>review Memory Cards from week 3)</p> <p>Small group activity: Complete the Phonological Awareness and Phonics 4-box: What is it? Why is it important? How do you teach it? How do you assess it? (participation)</p>	<p>ent-phonological-skills</p>	
<p>Week 5</p> <p><i>Asynchronous</i></p>	<p>Principles of Instruction: Word Recognition and Language Comprehension</p> <p>6 Syllable Types</p> <p>Vocabulary, Fluency, and Comprehension</p> <p>Multilingual Learners and Linguistic Variety</p>	<p>State and apply the environmental, cultural, and social contributions to literacy development (CO 2, KPS 1.5)</p> <p>Demonstrate understanding of the impact of difficulty with phonemic awareness on reading and writing development, including the impact of language and dialect variation on teaching and learning English phonemes (CO 2, CO 3, CO 4, KPS 1.5, 1.6, 1.3, 1.8, 4B.3)</p> <p>Demonstrate understanding of the impact of difficulty with vocabulary on reading and writing development, including</p>	<p>Lecture: Exploring the Language Comprehension Side of the Simple View</p> <p>Lecture: What Does Research Tell Us About Reading Instruction for Our Multilingual Learners and Those Who Speak a Language Variety?</p> <p>Jigsaw: Groups will be assigned a 4-box to complete on vocabulary, fluency, and comprehension What is it? Why is it important? How do you teach it? How do you assess it?</p>	<p>Hougen and Smartt Ch. 8, 9, and 17</p> <p>Article: Washington, J. & Seidenberg, M. (2021). Teaching reading to African American children: When home and school languages differ. <i>American Educator</i>, 45(2), 26-40.</p> <p>Article: Irujo, S. (n.d.). <i>What does research tell us about teaching reading to English language learners?</i> Reading Rockets.</p>	<p>Syllable Types Sort (participation)</p> <p>Guided Notes 3 on Multilingual Learners</p> <p>Wiki Discussion on linguistic variety (participation)</p>

		<p>the impact of language and dialect variation on teaching and learning English phonemes (CO 2, CO 3, CO 4, KPS 1.5, 1.6, 1.3, 1.8, 4B.3)</p> <p>Know and apply the research on the role of vocabulary development and word knowledge for oral and written language comprehension (CO 4, KPS 4E.1)</p> <p>Describe the vocabulary gap (CO 4, KPS 4E.2)</p>	<p>; create and share through Google docs (Weeks 5 and 6) (participation)</p>		
<p>Week 6</p> <p><i>Asynchronous</i></p>	<p>Principles of Instruction: Language Comprehension</p> <p>Vocabulary, Fluency, Comprehension, Writing, and Oral Language</p>	<p>Identify research-based practices for vocabulary development with consideration to the wide differences in students' vocabularies (CO 4, KPS 4E.2)</p> <p>Describe the relationship between reading and listening comprehension (CO 3)</p> <p>Understand and apply research on the importance of building content knowledge to support content-area reading and writing (CO 4, CO 9)</p> <p>Understand the importance of application of principles of explicit instruction in</p>	<p>Lecture: What is the Intersection Between Vocabulary, Fluency, Comprehension, and Writing?</p> <p>Activity: Jigsaw: Groups will be assigned a 4-box to complete on vocabulary, fluency, and comprehension What is it? Why is it important? How do you teach it? How do you assess it? Create and share through Google docs (Weeks 5 and 6) (participation)</p>	<p>Hougen and Smartt Ch. 11, 12,13, and 16</p> <p>Article: Harvey, & Goudvis, A. (2013). Comprehension at the Core. <i>The Reading Teacher</i>, 66(6), 432–439. https://doi.org/10.1002/TRTR.1145</p>	<p>Submit the completed 4-box jigsaw (participation)</p> <p>Course Objectives Reflection: students will reflect on their learning related to course objectives 1-4 and 6-9 (participation)</p> <p>Memory Cards: Use the assigned readings and class lecture notes to create a Memory Card of the following terms: linguistic variety, prosody, 6-syllable types (1 card per syllable type),</p>

		comprehension instruction (CO 7, 4F.4)			metacognition (will be checked for accuracy by a peer in week 7)
Week 7 <i>Face-to-Face</i>	MTSS and Assessment	<p>Identify examples of the relationship between the science of reading and MTSS (CO 6, CO 7)</p> <p>Define foundational assessment concepts (reliability, validity, norm-referenced, criterion-referenced, standardized) and match the terms with test selection, use, reporting, and interpretation (CO 6, KPS 3.1, 3.2)</p> <p>Know the characteristics of assessments for four purposes (screening, diagnostic, progress monitoring, outcome evaluation) used in MTSS (CO 6, KPS 3.1)</p> <p>Understand the connection between reading and behavior in the MTSS model (CO 2)</p> <p>Demonstrate the essential principles and practices of structured literacy instruction through the component of</p>	<p>Lecture: Introduction to MTSS and the Role of Assessment, Types and Purposes</p> <p>Activity: Case Study - small groups will be given case studies containing descriptions of instructional activities in a MTSS model to examine and match to a tier of instruction; groups will present their examples to the class; guidelines will be provided (participation)</p>	<p>Hougen and Smartt, Chapter 3</p> <p>Teaching Reading Sourcebook pp 744-754 Review</p> <p>The Reading League. (2022, September, 12). Science of Reading: Defining Guide. https://www.theReadingLeague.org/what-is-the-science-of-reading/</p>	<p>Knowledge Check 4 on assigned readings</p> <p>Peer Teaching Due</p> <p>Memory Cards: Use the assigned readings and class lecture notes to create a Memory Card of the following terms: reliability, validity, norm-referenced, criterion-referenced, standardized, screening, diagnostic, progress monitoring, outcome evaluation, collaborative problem-solving model</p>

		reading peer teaching assignment. (CO 7, KPS 4A.1, 4A.2, 4A.3)			
Week 8 Asynchronous	Dyslexia and Reading Disability	<p>Describe the use of tiered instruction in MTSS to prevent and intervene in reading difficulties (CO 5)</p> <p>Describe State and Federal special education laws related to learning disabilities, specifically language-based disabilities such as dyslexia (CO 5, KPS 2.2)</p> <p>Recognize the tenants of IDA's definition of dyslexia and identify the distinguishing characteristics of dyslexia (CO 5, KPS 2.1, 2.3, 2.5)</p> <p>Know and describe the research on the considerations for utilizing assistive technology tools to support students with reading and writing difficulties (CO 5)</p> <p>Adhere to a professional code of ethics in decision making and instructional practice by demonstrating competency in Standard 5 of the IDA Knowledge and Practice Standards. (CO 8, KPS 5.1-5.10)</p>	<p>Lecture: Dyslexia and Reading Disabilities</p> <p>Activity: Small groups: Use the Comprehension Continuum outlined in the Harvey & Goudvis (2013) article from Week 6 and create one question per each of the 5 stages for the assigned readings to be asked in groups using a jigsaw approach (participation)</p>	<p>International Dyslexia Association (2017). Dyslexia in the Classroom: What Every Teacher Needs to Know. IDA Dyslexia in the Classroom: What Every Teacher Needs to Know</p> <p>Article: Miciak, J. & Fletcher, J.M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. <i>Journal of Learning Disabilities</i>, 1-11. <i>*Skim this article prior to class, and in class, you will reread it in small groups.*</i></p> <p>Podcast: Lambert, S. (Host). (2021, November 3). Dyslexia and developmental trajectories (Season 4 No. 9) [Audio podcast episode]. In <i>Science of Reading: The Podcast</i>. Amplify. https://amplify.com/scie</p>	<p>Professional Code of Ethics and Dispositions Self-Evaluation and Reflection</p> <p>Memory Cards: create a card with the IDA definition of dyslexia and then there will be a final check of your cards for completion and accuracy</p> <p>Final Exam Review; the exam will be completed next week according to the university exam schedule</p>

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