| Course Number: | Instructor: |
|---|---|
| RDG 101: Foundations of Literacy | Erin Pzinski |
| **Semester:** Fall 2022 | **E-Mail:** Erin.Pzinski@msj.edu |
| **Class Time:** Tuesday/Thursdays 2:00-4:00 | **Office Phone:** 555.555.5555 <br><br> **Office Location:** Moats Hall Rm. 303 |
| **Class Location:** Scarborough Bldg. Rm 201 <br> **Credit Hours:** 3 | **Office Hours:** <br><br> Tuesdays/Thursdays 5-7 pm by appointment |

## Meet Your Instructor

**Professional Bio:** This is my 17th year in education. In addition to teaching this course, I am the K-12 Literacy facilitator and Local LETRS trainer for Weston County School District #1 in northeastern Wyoming. This is my third year in this role. Prior to this position, I served as a classroom teacher. In addition to working for the school district, I have spent the past four years contracting as a National LETRS trainer. One of my career highlights was the opportunity to have my classroom serve as a filming site for LETRS 3rd Edition's online component.

In addition to presenting LETRS, I have presented at the Mount St. Joseph Reading Science Summit, Wyoming's Embracing Literacy conference and The Voyager Sopris Literacy Symposium. When the first edition of the Reading League's Journal was released a few years ago, I was honored to be included as an author telling my story changing my practice as I learned about the science of reading after leaving college lacking the necessary knowledge to meet the needs of my students.

**Personal Bio:** I live in rural Wyoming where my husband, Matt, works as part of our family's farming/ranching operation. We have one son, Charlie, who will be starting first grade this fall. Charlie's wild ideas and love of adventure keeps us on our toes! Charlie and I enjoy checking out audiobooks to share together as we travel between our farm and home and have a deep love for Harry Potter and Mercy Watson!

**Communication Policy:** I will use multiple forms of communication in this course. My preferred method of communication is email, however calls and texts are welcome.

**Prerequisites:** None. This is the first course in the reading core and provides an overview to the study and teaching of literacy.

## REQUIRED TEXTS AND/OR MATERIALS:

**Textbook:**

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

**Readings/Web Resources (also linked in Blackboard):**

Dehaene, S. (2013, October 25). *How the brain learns to read - prof. Stanislas Dehaene*. YouTube.
Retrieved September 27, 2022, from https://www.youtube.com/watch?v=25GI3-kiLdo

Elia, M. (2020, August 24). *Ehri's phases*. YouTube. Retrieved September 27, 2022, from
https://youtu.be/Zkttr5GcUhc

Farrell, L., Hunter, M., Davidson, M., & Osenga, T. (2022, February 24). *The simple view of reading*.
Reading Rockets. Retrieved September 27, 2022, from
https://www.readingrockets.org/article/simple-view-reading

Hanford, E. (2021, January 25). *Why aren't kids being taught to read?* Why aren't kids being taught to
read? | Hard Words | APM Reports. Retrieved September 27, 2022, from
https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-t
aught-to-read

Hanford, E. (2022, January 20). *How a flawed idea is teaching millions of kids to be poor readers*. How a
flawed idea is teaching millions of kids to be poor readers | At a Loss for Words | APM Reports.
Retrieved September 27, 2022, from
https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading

Hart-Paulson, L. (2021). *Phonology/Phonemic Awareness*. *YouTube*. Retrieved September 27, 2022, from
Kastner, P., & Hennessy, N. (n.d.). Celebrating 20 years of Scarborough's Rope. YouTube.
Retrieved September 27, 2022, from https://www.youtube.com/watch?v=YhQvybbDNkE.

Kastner, P., & Hennessy, N. (2021). *Celebrating 20 years of Scarborough's Rope*. *YouTube*. Retrieved
September 27, 2022, from https://www.youtube.com/watch?v=YhQvybbDNkE.

Lambert, S. (Ed.). (n.d.). *S4-06: Educator voices: Personal journeys through the science of reading -
science of reading: The podcast*. Buzzsprout. Retrieved September 27, 2022, from
https://www.buzzsprout.com/612361/9212334-s4-06-educator-voices-personal-journeys-throug
h-the-science-of-reading

Lambert, S. (Ed.). (n.d.). *S4-E12: A conversation on growing up with dyslexia with 10th grader Hadyn
Fleming - Science of reading: The podcast*. Buzzsprout. Retrieved September 27, 2022, from
https://www.buzzsprout.com/612361/9712544-s4-e12-a-conversation-on-growing-up-with-dysl
exia-with-10th-grader-hadyn-fleming?t=0

Lane, H. B. (n.d.). *How Children Learn to Read Words*. How Children Learn to Read Words: Ehri's Phases.
Retrieved September 27, 2022, from https://ufli.education.ufl.edu/

Lieberman, M. (Ed.). (2014, December 10). *The history of English*. YouTube. Retrieved September 27, 2022, from https://www.youtube.com/watch?v=BRy-lMMCAC8

Malcolm, U. (2022, March 22). *Evidence-based assessment in the science of reading*. LD@school. Retrieved September 27, 2022, from https://www.ldatschool.ca/evidence-based-assessment-reading/

Moats, L. (2022, March 29). *Teaching reading is rocket science*. American Federation of Teachers. Retrieved September 27, 2022, from https://www.aft.org/ae/summer2020/moats

Moats, L. (n.d.). *Decdoding/Phonics*. *A 20th Year Celebration of Scarborough's Reading Rope*. Retrieved September 27, 2022, from https://www.youtube.com/watch?v=KwLaF55YPPU.

The Reading League. (2022, October, 1). Science of Reading: Defining Guide.https://www.thereadingleague.org/what-is-the-science-of-reading/

Stewart, L. (2020). *The science of reading: Evidence for a new era of instruction*. The Science of Reading: Evidence for a New Era of Instruction. Retrieved September 27, 2022, from https://www.zaner-bloser.com/research/the-science-of-reading-evidence-for-a-new-era-of-reading-instruction.php

Stollar, S. (2021, May 1). *How to read a research article by Stephanie Stollar*. How To Read a Research Article. Retrieved September 27, 2022, from https://www.youtube.com/watch?v=RdoksZHcK90

*What's at stake. 13 free videos.* Children of the Code. (2021, January 15). Retrieved September 27, 2022, from https://childrenofthecode.org/tour/c1/index.htm

## Course Description

This Foundations of Literacy class provides a solid, scientifically based foundation in literacy instruction. The course will cover important historical information and key reading research needed to understand how to effectively teach literacy skills. The Foundations of Literacy Course will provide an introduction to many topics that will be covered in later courses.

| Course Objectives with Alignment to IDA's Knowledge and Practice Standards<br><br>*Students will know and be able to:* | IDA-KPS |
|---|---|
| 1. Understand the importance of scientifically based reading research, different types of research methods/designs, and how to access and to read research articles.<br><br>2. Describe the major theoretical models and how they are used to understand reading development, instructional needs, and reading concerns. | Standard 1: Foundations of Literacy Instruction<br><br>(1.1 - 1.9) |
| 3. Describe key characteristics of good and poor readers including students with reading disabilities.<br><br>4. Understand the evidence that learning to read is a learned skill and is difficult for many children. | Standard 2: Knowledge of Diverse Reading Profiles<br><br>(2.1-2.5) |
| 5. Know the essential components and methods of assessment | Standard 3: Assessment<br><br>(3.1-3.8) |
| 6. Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.<br><br>   a. Know the essential principles and practices of literacy instruction.<br>   b. Understand Phonological and Phonemic Awareness' role in proficient reading<br>   c. Understand the importance of phonics and word recognition's role in proficient reading<br>   d. Understand the importance of automatic, fluent reading of text in proficient reading<br>   e. understand the components of written expression | Standard 4: Structured Literacy Instruction<br><br>(4A.1, 4B.1, 4C.1, 4D.1, 4F.4) |

**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

*NOTE: Because the Foundations of Literacy course is at the beginning of the reading science sequence, students will be introduced to many of the Knowledge and Practice Standards. Please note standards will be revisited and mastered throughout the remaining three courses.*

**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.

## **Description of Assignments:**

I.    In-class assignments/participation activities: Participation will be based on class attendance and the completion of in-class activities.
II.   Guided Notes from Text: Students will complete guided notes on each chapter of the Hougen and Smartt (2020) text. These notes will serve as study guides and resources for the midterm and final exams.
III.  Guided Notes from the Experts: Students will read, watch or listen to information from the experts. These notes will serve as study guides and resources for the midterm and final exams.
IV.   Group Presentation on Theoretical Models: each group will complete a 10-15 minute presentation on their assigned theoretical model. Class time will be used to develop and plan the presentations.
V.    Midterm Assessment: This assessment will be completed during the assigned time. Students may use guided notes from both the expert readings and the textbook.
VI.   Group Presentation on Key Components of Structured Literacy: each group will complete a 15-20 minute presentation on their assigned component of reading instruction. Class time will be used to develop and plan the presentations.
VII.  Final Exam: This assessment will be completed during the assigned time. Students may use guided notes from the course.

## Methods of Evaluation

| Assignment | Description | Points | Percent | KPS Alignment |
|---|---|---|---|---|
| *In Class Activities/ Participation* | Complete in-class assignments. | 15 | 7.5% | (1.1-1.9, 2.1-2.5, 3.1. 4A.1, 4B.1, 4C.1, 4D.1,4F.4) |
| *Guided Notes from Text* | *Read and take notes on Hougen and Smartt using the provided Guided Notes document* | 70 | 35% | (1.1-1.9, 2.1-2.5, 3.1. 4A.1, 4B.1, 4C.1, 4D.1,4F.4) |
| *Guided Notes from the Experts* | *Read and Take Notes on:*<br>*Stollar: How to Read Research*<br>*The SOR Laura Stewart*<br>*How the Brain Learns to Read (Dehaene)*<br>*Scarborough's Reading Rope Introduction*<br>*A Focus on Phonology with Lucy Hart Paulson*<br>*A focus on decoding with Louisa Moats* | 15 | 7.5% | (1.1-1.9, 2.1-2.5, 3.1. 4A.1, 4B.1, 4C.1, 4D.1,4F.4) |
| *Group Presentations on the Theoretical Models* | *Work with a group of peers to research and present on assigned theoretical model.* | 20 | 10% | (1.1 - 1.9) |
| *Midterm Assessment* | *Assessment of knowledge of the history of reading instruction, the most prevalent theoretical models that inform instruction and readings from the first half of the course. (Use guided notes from previous assignments)* | 30 | 15% | (1.1-1.9, 2.1-2.5, 3.1. 4A.1, 4B.1, 4C.1, 4D.1,4F.4) |
| *Group Presentation on the key components of structured literacy* | *Work with a group of peers to research and present on an assigned key component of literacy instruction.* | 20 | 10% | 4A.1-4A.2, 4B.1 - 4B.2, 4C.1-4C.2, 4D.1 - 4D.2, 4F.4) |
| *Final Assessment* | *Assessment of knowledge of key components of effective instruction and readings from the second half of this course. (Use guided notes from previous assignments)* | 30 | 15% | (1.1-1.9, 2.1-2.5, 3.1. 4A.1, 4B.1, 4C.1, 4D.1,4F.4) |
| **TOTAL POINTS FOR THE COURSE** | | **200** | | |

## Grading Scale:

**A = 93% – 100%    B = 85% – 92%    C = 78% – 84%    D = 78 – 83%    F = Below 78%**

**Policies:**

**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** will result in a loss of points unless other arrangements are made with the course instructor.

Trailblazer University offers accommodations and modifications to qualified students with documented disabilities at no charge to allow them full access to and participation at the University as set forth in its Student Disability Accommodation Policy and Grievance Procedure. This policy supports the University's commitment to complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in 2008, and embodies the University's long-standing mission to ensure the inclusion of all members of its community.

## COURSE SCHEDULE

| Week & Dates | Topics | Weekly Objectives (note connection to course objectives) | In-Class Work (note lecture, activity, assessment) | Homework: | Assignments Due |
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| **Week 1** | <u>Introduction to the Science of Reading</u> | Course Objective:<br><br>Understand the importance of scientifically based reading research, different types of research methods/designs, and how to access and to read research articles.<br><br>Weekly Objective:<br><br>Define reading science (4A.1)<br><br>Describe the gap between research and practice (1.6) | **TUESDAY:**<br>1) Overview of Course Expectations<br><br>2) **Watch:** Children of The Code<br><br>3) **Read:** Pages 1-6 of SOR: Defining Guide<br><br>4) **Lecture:** What is the Science of Reading<br><br>**THURSDAY:**<br>1) **Debrief:** Hard Words<br>2) **Lecture:** Your Journey through Trailblazer University to becoming an effective teacher.<br>3) **Jigsaw:** Knowledge and Practice Standards | **TUESDAY:**<br>Listen: Hard Words<br><br>**Read/Guided Notes:** Hougen & Smartt (2020) Chapter 4: Standards<br><br><br><br><br><br><br><br>**THURSDAY**<br><br><br><br>**Read/Guided Notes:** Hougen & Smartt (2020) Chapter 1 | **TUESDAY:**<br><br>N/A<br><br><br><br><br><br><br><br><br><br><br>**THURSDAY:**<br><br>Hougen & Smartt (2020) Chapter 4 Guided Notes |
| **Week 2** | <u>Why this is important</u> | Course Objective:<br>Understand the evidence that learning to read is a learned skill and is difficult for many children<br><br>Weekly Objectives: | **TUESDAY:**<br>1) **Lecture:** NAEP Scores and the Reading Wars<br>2) **Group Work:** Research the NAEP data for a school, district and state of your choice. Fill out the guiding document. | **TUESDAY:**<br>**Research:** Look for reading legislation in your state, be ready to share | **TUESDAY:**<br>Hougen & Smart (2020) Chapter 1 Guided Notes |

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| | | Interpret current NAEP data on students by reading outcomes by subgroups (3.8)<br><br>State and apply the environmental, cultural, and social contributions to literacy development (1.5) | 3) **Share:** Take turns sharing what you found about NAEP Data<br><br>**THURSDAY:**<br><br>1) **Reflect:** Growing up with Dyslexia<br>2) **Share:** Reading Law Findings<br>3) **Lecture:** Reading Wars Continued | **Listen:** Amplify Season 4 Episode 12 Growing up with Dyslexia<br><br>**THURSDAY:**<br>**Listen:** Amplify Season 4 Episode 6: Personal Journey | NAEP Data recording form (Completed In Class)<br><br>**THURSDAY**<br>State Legislation Findings (oral) |
| **Week 3** | Scientific Approach to Reading Instruction | Weekly Objective: Understand the importance of scientifically based reading research, different types of research methods/designs, and how to access and to read research articles.<br><br>Explain the importance of research in education (1.6)<br><br>Describe the importance of research for educators and the role research has in informing teaching.(1.6) | **TUESDAY:**<br>1) **Reflect:** Amplify Podcast.<br>2) **Lecture:** Research methods, peer review, replication and consensus<br><br>3) **Group Activity**: Practice Reading Research Article and a publication<br><br>   **Read:** Teaching Reading Is Rocket Science (excerpt)<br><br>   **Research Article**:<br><br>4) **Reflect:** How are the research articles and articles different?<br><br>**THURSDAY:**<br><br>1) **Debrief:** At a Loss for Words<br>2) **Lecture:** National Reading Panel/State Standards<br>3) **Jigsaw:** National Reading Panel Report | **TUESDAY:**<br>**Watch +Guided Notes:** How To Read a Research Article By Stephanie Stollar<br><br>**Listen:** At A Loss For Words<br><br><br><br>**THURSDAY:**<br><br>**Read:** NRP Summary (2000) | **TUESDAY:**<br><br><br><br><br><br><br><br><br><br><br><br>**THURSDAY:**<br><br>Guided Notes on How to Read a Research Article by Stephanie Stollar |

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| | | | | **Read+ Guided Notes:** Hougen and Smartt (2020) Chapter 2 | |
| **Week 4** | The Simple View of Reading<br><br>Ehri's Phases of Reading Development | Course Objective: Describe the major theoretical models and how they are used to understand reading development, instructional needs, and reading concerns.<br><br>Demonstrate understanding of the Simple View of Reading and articulate appropriate use in guiding assessment and instruction (4G.5)<br><br>Describe the relationship between reading and listening comprehension (4F.3) | **TUESDAY:**<br>1) **Lecture/Activity:** Act out the Simple View Of Reading<br>2) **Read:** Gough & Tunmer (1986)<br>3) Quick Write: SVR is important because/but/so<br><br>**THURSDAY:**<br><br>1) **Share:** Share because/but/so writing.<br>2) Read and Report: How Children Learn to Read Words: Ehri's Phases by Holly B. Lane<br>3) Lecture/Activity: Ehri's Phases | **TUESDAY:**<br>**Read/ Watch:** The Simple View of Reading by Farrell et al.<br><br>**THURSDAY:**<br><br>**Watch**: Ehri's Phases by Michelle Elia<br><br>**Read and Take Notes:** The Science of Reading: Evidence for a New Era of Reading Instruction by Laura Stewart | **TUESDAY:** Guided Notes on Chapter 2 of Hougen and Smartt (2020)<br><br>**THURSDAY:** Because/But/So quick write (in class) |
| **Week 5** | The Reading Brain | Course Objectives: Describe key characteristics of good and poor readers including students with reading disabilities. | **TUESDAY:**<br>1) **Lecture:** The Reading Brain | **TUESDAY:** **Watch/Guided Notes**: How the Brain Learns to Read by Prof. Dehaene | **Read and Take Notes:** The Science of Reading: Evidence for a New Era of Reading Instruction by Laura Stewart |

| | | | THURSDAY: | THURSDAY: | THURSDAY: |
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| | Four Part Processing Model | Understand the evidence that learning to read is a learned skill and is difficult for many children.<br><br>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. (1.2;1.4;1.6,1.7)<br><br>Know the phases of typical reading and writing development and how they impact assessment and instruction (1.8)<br><br>Describe and apply research-supported methods for teaching phoneme/grapheme relationships for word recognition and spelling (4C.4) | 1) **Lecture and Activity:** Four Part Processing Model<br>2) **Sketch** the Four Part Processor and add notes | | **Watch/Guided Notes**: How the Brain Learns to Read by Prof. Dehaene |
| **Week 6** | Scarborough's Reading Rope | Course Objective: Describe the major theoretical models and how they are used to understand reading development, instructional needs, and reading concerns.<br><br>Explain the contribution of cognitive psychology on reading development and instruction, including how the | **TUESDAY:**<br><br>1) Quiz- Sketch the Four Part Processor<br>2) Lecture/Activity w/pipe cleaners: Reading Rope | **TUESDAY:**<br>**Watch/Guided Notes:** A 20 Year Celebration of Scarborough's Reading Rope- Introduction | **TUESDAY:**<br>Four Part Processor Sketch |

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| | | brain learns to read, and the underlying cognitive and linguistic processes that contribute to reading and differentiate good from struggling readers. (1.2;1.4;1.6,1.7) | **THURSDAY:**<br><br>1) Group Work Time: Theoretical Models | **THURSDAY:**<br>Review and Practice for Presentations | **THURSDAY:**<br>**Watch/Guided Notes:** A 20 Year Celebration of Scarborough's Reading Rope-Introduction |
| **Week 7** | Group Presentation Gallery Walks | Course Objective: Describe the major theoretical models and how they are used to understand reading development, instructional needs, and reading concerns.<br><br><br>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. (1.2;1.4;1.6,1.7) | **TUESDAY:**<br>**Present:** Groups will present on their Theoretical Model<br><br>**THURSDAY:**<br><br>Mid-Term Assessment | **TUESDAY:**<br><br><br>**THURSDAY:** | **TUESDAY:**<br><br><br>**THURSDAY:** |
| **Week 8** | NELP<br><br><br><br><br>Early Literacy | Course Objective: Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.<br><br><br>Understand the importance of print awareness and early print concepts | **TUESDAY:**<br><br>1) **Lecture:** NELP<br>2) **Jigsaw:** NELP<br><br>**THURSDAY:**<br>1) **Lecture:** Foundational Skills/EC Standards<br>2) **Partner Activity:** Create an instructional routine introducing a Book and Print Concepts | **TUESDAY:**<br>Read/Guided Notes on Hougen & Smartt Chapter 5<br><br>**THURSDAY**:<br>**Read/Guided Notes:** Hougen & Smartt Chapter 3: Assessment: | **TUESDAY:**<br><br><br><br>**THURSDAY:** |

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| | | Identify the essential early literacy skills (4B1; 4C; 4D.1, 4E.1, 4F.1)<br><br>Understand how the instructional emphasis on the essential early literacy skills shifts over time (1.9)<br><br>Demonstrate understanding of the reciprocal nature of the essential early literacy skills (1.9) | | | |
| **Week 9** | Assessment/MTSS<br><br><br><br><br><br><br><br><br><br>Oral Language | Course Obective: Know the essential components and methods of assessment<br><br>Describe the relationship between the science of reading and MTSS (3.1, 3.4, 3.5, 3.6)<br><br>Demonstrate understanding and use of assessment data in the collaborative problem solving as the model for making decisions about systems and students in MTSS (3..4; 3.5; 3.6; 3.7)<br><br>Understand the differences between and the relationship between written and spoken language (1.1)<br><br>Know and apply the characteristics of assessments for four purposes (screening, diagnostic, progress monitoring, outcome evaluation). (3.1) | **TUESDAY:**<br>1) Lecture: Assessment and MTSS<br>2) Activity: Elevator Speech on assessment<br><br><br><br><br><br>**THURSDAY:**<br>1) **Lecture:** Oral Language<br>2) **Partner Activity:** Practice a read-aloud with a focus on building vocabulary | **TUESDAY**:<br>**Read:** Evidence-Based Assessment in the Science of Reading by Una Malcolm<br>**Complete:** Assessment Chart<br><br>Read/Guided Notes on Hougen & Smartt Chapter 6<br><br>**THURSDAY:**<br>**Watch:** The History of English from The Ling Space<br><br>**Create:** Timeline Illustration of English | **TUESDAY:**<br><br>**Read/Guided Notes:** Hougen & Smartt Chapter 3: Assessment:<br><br><br><br><br><br>**THURSDAY:**<br>Read/Guided Notes on Hougen & Smartt Chapter 6<br><br>MTSS Triangle Worksheet (completed in class)<br><br>Completed Assessment Chart |

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| **Week 10** | <u>Overview of Language Structure</u><br><br><br><br><br><br><u>Phonological Awareness</u> | Course Objective:<br>Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.<br><br>Define and describe Language Systems: orthography, phonetics, phonology, morphology, syntax, semantics (1.1)<br><br><br><br>Describe how phonology impacts oral and written language development (4B.4) | **TUESDAY:**<br><br>1) **Lecture:** The Structure of Language<br>2) **Group Activity:** Etymology and Figures of Speech<br><br><br>**THURSDAY:**<br>1) **Lecture:** Phonological Awareness | **TUESDAY:**<br>**Read and Guided Notes:** Hougen & Smartt (2020) Chapter 7<br><br><br><br>**THURSDAY:**<br><br>**Watch/Guided Notes:**<br><u>A focus on Phonology with Dr. Lucy Hart Paulson</u> | **TUESDAY:**<br>Timeline of English<br><br><br><br><br>**THURSDAY:**<br>**Read and Guided Notes:** Hougen & Smartt (2020) Chapter 7 |
| **Week 11** | <u>Phonology</u> | Course Objective: Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.<br><br>Identify, pronounce, classify and compare the consonant and vowel phonemes of English (4B.1)<br><br>Apply in practice knowledge of the importance of direct, brief, and cumulative PA instruction and the benefits of using tokens and letters to support conceptual understanding (4B.5; 4B.6) | **TUESDAY:**<br>1) Lecture: Phonemic Awareness and the Speech Sounds of English<br>2) Activity: Speech Sounds of English | **TUESDAY:**<br>Compare the Speech Sounds of English with the Speech Sounds of Spanish Worksheet.<br><br>Read and Guided Notes: Hougen and Smartt (2020) Chapters 8 & 9 | **TUESDAY:**<br>Guided Notes: A focus on Phonology with Dr. Lucy Hart Paulson |

| | | 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(4B.7; 4B.3)<br><br>Know and apply in practice the structure of English orthography and the patterns that inform teaching single and multisyllable word reading and spelling (4C.1)<br><br>Describe and apply research-supported methods for teaching phoneme/grapheme relationships for word recognition and spelling (4C.2, 4C.3, 4C.7)<br><br>Recognize phonetically irregular words and apply evidence-based techniques to support instruction (4C.6)<br><br>Know and apply research to teach the decoding of multisyllabic words (4C.5; 1.5) | **THURSDAY:**<br><br>1) Lecture: Phonics<br>2) Activity: Experience Phoneme Grapheme Mapping<br>3) Activity: Syllables | **THURSDAY:**<br>**Watch/Take Notes:** A focus on the decoding strand with Dr. Louisa Moats<br><br>Read and Guided Notes: Hougen and Smartt (2020) Chapter 10 | **THURSDAY:**<br><br>Compare the Speech Sounds of English with the Speech Sounds of Spanish Worksheet. |
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| | Basic Phonics | | | | |
| **Week 12** | Handwriting/Spelling and Writing | Course Objective: Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading. | **TUESDAY:**<br>1) Lecture: Handwriting/Spelling and Writing Overview<br>2) Activity: Gallary Charts using What Students Should Be Able to Do at Different Grade Levels | **TUESDAY:**<br>**Read and Guided Notes:** Hougen and Smartt (2020) Chapter 11 | **TUESDAY:**<br><br>Read and Guided Notes: Hougen and Smartt (2020) Chapter 10 |

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| | Fluency | Understand and apply knowledge of the importance of the major skill domains that contribute to written expression (4G.1)<br><br>Apply research-based practices for teaching manuscript and cursive letter formation. (4G.2; 4G.3)<br><br>Identify and apply the developmental phases of written expression and the instructional implications of each (4G.4)<br><br>Demonstrate understanding of the impact of difficulty with reading fluency on reading and writing development, including the impact of language and dialect variation on teaching and learning English phonemes (4D.4; 1.5)<br><br>Understand and apply evidence-based methods for teaching reading fluency (4D.2. 4D.3) | | | |
| **Week 13** | Vocabulary | Course Objective: Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading. | TUESDAY:<br>1) Lecture: Vocabulary<br>2) Activity: Practice Various Vocabulary Strategies | TUESDAY:<br>Read and Guided Notes: Hougen and Smartt (2020) Chapters 13 & 14 | TUESDAY:<br><br>Read and Guided Notes: Hougen and Smartt (2020) Chapter 12 |

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| | Comprehension | Know and apply the research on the role of vocabulary development and word knowledge for oral and written language comprehension (4E.1)<br><br>Identify research-based practices for vocabulary development with consideration to the wide differences in students' vocabularies (4E.2)<br><br>Know and apply the why and how of indirect methods of vocabulary instruction (4E.3) Know and apply the why and how of direct methods of vocabulary instruction (4E.4)<br><br>Determine the contributions of word reading ability and language use to comprehension (4F.1) | **THURSDAY:**<br>1) Lecture: Comprehension<br>2) Activity: Experience various activities from the text | **THURSDAY**<br>Read and Guided Notes: Hougen and Smartt (2020) Chapter 17 | **THURSDAY:**<br>Read and Guided Notes: Hougen and Smartt (2020) Chapters 13 & 14 |
| **Week 14** | Group Presentations | Course Objective: Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.<br><br>Define and describe the components of effective reading instruction (4A.2)<br><br>Understand the importance of application of principles of explicit instruction in comprehension instruction (4.F4; 4F.5) | **TUESDAY:** Prepare for group presentations (Oral Language, Phonology, Phonics, Fluency, Vocabulary, Comprehension)<br><br>**THURSDAY:**<br><br>Group Presentations to Review for finals | **TUESDAY:** Read and Guided Notes: Hougen and Smartt (2020) Chapters 18 & 19 + Conclusion<br><br>**THURSDAY:** | **TUESDAY:** Read and Guided Notes: Hougen and Smartt (2020) Chapter 17<br><br>**THURSDAY:** Guided Notes: Hougen and Smartt (2020) Chapters 18 & 19 + Conclusion |
| **Week 15** | Finals | | | | |