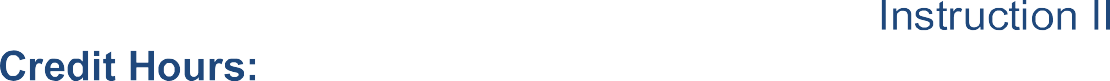
Reading Education

Department of Curriculum and Teaching Auburn University



3010

1. Course Description
   1. Catalog Description:

This course introduces theoretical foundations of children's first and second language acquisition and literacy development and implications for teaching in diverse settings. Clinical experiences in teaching reading in small groups are included.

Objectives

## Essential Questions

* + - SEE individual modules.

# COURSE REQUIREMENTS

## Course Readings and Materials Required Text:

Honig, B., Diamond, L., Gutlohn, L., Fertig, B., Daniel, H., Zemelman, S., & Steineke, N. (2008). *Teaching reading sourcebook* (Vol. 3, No. 2, p. 1). Arena Press; 2nd edition (April 15, 2008).

Hougen, M. (2020). *Fundamentals of literacy instruction & assessment, Pre-K-6*. New edition, Brookes Publishing; 2nd edition.

NOTE: Additional course readings will be made available through Canvas and can be accessed in the module for which the reading is assigned.

## Two STEM Picture Books (These do not have to be purchased; more information will be given during class)

* 1. **Attendance**

Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. Therefore, attendance is required at each class meeting.

# MAY

May 16th 8-2:00 pm (Bring Lunch) May 2**3**, 8-2:00 pm (Bring Lunch) May 24th 8-2:00 pm (Bring Lunch) **JUNE**

June **17**, 8-2:00 pm (Bring Lunch)

June 18, 8-2:00 pm (Bring Lunch)

# JULY

July 2 8-12:30

July 3 12-3:00

## \*\*July 26(Virtual) 8:00-2:00

Dear Cohort B,

We are excited about our summer together! During the summer semester. As discussed when you applied to the program, the summer is a full-time term (but in a condensed time period). A field placement (lab experience) accompanies the CTEE & CTRD courses, and this summer, we will participate in SCORE robotics camps and Science Matters Camps, all run through AU- COSAM.

We have attached the summer calendar. As you review the calendar, please recall the description of the summer semester in the CTEE Handbook:

*Cohorts A & B are scheduled to take summer courses. Auburn University determines the academic calendar for the summer session. The summer session uses accelerated, compact pacing to ensure an entire instructional period in partnership with the lab experience (STEM Camp). CTEE faculty will notify the teacher candidates of the official instructional schedule for the summer session before the end of the Spring semester. The schedule is time intensive.* ***Many times, classes will have multiple class sessions in one period. A six-hour period would equal three class sessions.*** *Daily attendance is expected during the instructional period and lab experience (STEM Camp). In order to complete this semester, teacher candidates need to be available to devote the required time and energy to meet the demands of this intense schedule.*

Regarding attendance, the CTEE Handbook states:

*Attendance is required at each class meeting. Unexcused absences: Two unexcused absences will lower a letter grade on the final grade. For a third unexcused absence, the student will have a conference with the elementary education faculty. They will be referred to the Office of Student Services to be withdrawn from the course.*

*An unexcused absence at field placement will lower your final grade by one letter grade. Upon a second unexcused absence, you will be required to meet with the course professors and clinical educator to discuss if there are any possible conditions for your continuation in the course. It is your responsibility to schedule this meeting.*

We recognize that you may be trying to plan a vacation with your family or friends. Since you are taking a full-time summer semester, we encourage you to look for vacation times from May 6-16 and August 5-14. If there are conflicts with this schedule, please get in touch with us **now** (please email all instructors listed below).

Some important things to note:

-Meet your summer camp mentor teacher reception on May 16, 4:30-6:00

-You will teach full time for 2 weeks- June 3-July 25. That schedule will be announced during the first week of class.

-No field placements during the weeks of June 19 and July 4, but you will have class on the days that are not holidays

-Last week of camp is July 14-18 or July 21-25

-Last day of class is July 31

## Canvas:

All course announcements and emails are sent using Canvas. You are responsible for ensuring that the proper notifications are set in your Canvas student account. “Not seeing email or notifications” will not be accepted as an excuse for late or incorrect assignments.

For this course, an “unexcused absence” will be defined as missing a class meeting.

Tardiness: Tardiness indicates an unprofessional disposition. Continued tardiness (3 times or more) will be considered an unexcused absence. Leaving class early is an absence without prior (not same-day) approval. A tardy consists of being more than five minutes late past the class's scheduled beginning time or leaving class ten or more minutes from the course’s scheduled end time.

Excused absences are granted to students as defined in the Auburn University *Student Policy Handbook*, and include the following: death of an immediate family member, trips for a university-sponsored organization, intercollegiate athletic events, subpoena for court, or religious holiday. When feasible, the student must notify the instructor before the occurrence of any excused absence(s), but the student must provide appropriate documentation to the instructor the day the student returns to class and no later than one calendar week from the absence. Proper documentation for all excused absences is required.

After two unexcused absences, the final grade will be lowered by one letter grade REMINDER each class period is considered three class sections (six hours). At the third unexcused absence, the student will have a conference with the elementary education faculty.

Class Format: The delivery modality for this course instruction is face-to-face with synchronous meetings on campus. There is no remote attendance option via Zoom for a class meeting on campus.

## Assignments

All assignments will be described in detail in Canvas and during Zoom sessions. A tentative assignment plan is as follows:

## Personal Literacy Funds of Knowledge graphic organizer

**Vocabulary Instruction:** Candidates will identify Tier I, II, and III vocabulary words within pictures. They will create vocabulary maps and instructional plans for effective vocabulary instruction.

**Whole Group Lesson Plans (2):** Candidates will create one fictional text-based lesson and one informational text-based lesson, focusing on teaching a specific reading strategy- Comprehension.

**Small Group Guided Practice Lesson Plans (4-6):** Candidates will create small group guided practice lesson plans to support students by scaffolding instruction after planning the whole group lesson plan.

**Developing Questions:** Candidates will create questions around selected text, which challenge students to think in deeper and more meaningful ways in order to construct knowledge about text content and beyond.

**Writing about Reading Prompts:** Candidates will create writing prompts which provide students opportunities to extend their thinking beyond the reading of the text. Theory development:

## Assignment Requirements:

All assignments must be typed using 12-point font, double space, with 1” margins unless otherwise noted by the instructor. If your assignment contains excessive writing errors, *it will not be accepted*. Make sure to proofread any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use Word files when uploading to Canvas.

## Quizzes:

Students are responsible for all pre and post-quizzes. No materials are to be used when taking these exams.

## Late Assignments

Graded course assignments are to be submitted by the listed due date and must be completed in a thorough manner. Major assignments that are incomplete or submitted after the listed due date will be reduced by 10% for each day they are submitted late for up to three calendar days. All assignments must be completed, whether credit is given, in order to pass the course. Late weekly assignments will not receive credit. Unexcused late assignments are unacceptable. It is the candidate’s responsibility to contact the instructor if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work. Candidates must satisfy all course objectives to pass the course. Note: Technology failure and *E-mail errors will not negate late penalties.*

## Grading Plan: The final grade for the course will be:

90%-100%=A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

## Online Expectations:

Candidates are expected to complete the course workload online via Canvas and Zoom sessions. You are expected to check Canvas often for assignments and announcements. The course is set up in modules (see calendar for dates). Instructions for assignments, feedback on assignments, and reading content will be provided in Canvas. Zoom sessions will provide instructional content and collaboration.

## Class Norms:

* Be respectful of yourself and others.
* The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
* Cell phones should be placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

Reading: CAMP LESSON EXPECTATIONS

SCORE: Teacher candidates will use STEM picture books to teach one whole group lesson focused on fictional text and a specific reading strategy to promote comprehension.

\*Students will evaluate their lesson to determine what misconceptions or errors students had; then develop a small group lesson based on those misconceptions (this will not be taught).

Science Matters: Identify a STEM non-fiction book and develop a whole group lesson focused on non-fictional text features and a specific reading strategy to promote comprehension. (this will not be taught)

## Participation:

Participation will be defined as actively engaging in all learning sessions. All candidates are expected to participate in all class discussions and participate in all exercises. It is the candidate’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

# UNIVERSITY AND COLLEGE POLICIES

## Student eHandbook:

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

## Accommodations:

Candidates who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. In addition, you must provide a copy of your Accommodation Memo and an Instructor Verification Form. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

## Writing Center:

The Miller Writing Center provides free support on any writing you do while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For candidates in distance courses and Candidates temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter)](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu.](mailto:writctr@auburn.edu)

## Academic Honesty Policy:

All portions of the Auburn University Student Academic Honesty Code (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

## Title IX

Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [http://auburn.edu/administration/aaeeo/title-ix/.](http://auburn.edu/administration/aaeeo/title-ix/)

## Professionalism:

Faculty, staff, and candidates in professional settings are expected to demonstrate professional Behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**PROFESSIONAL**: A person who does something with great skill; worthy of the high standards of a profession.

A professional is someone who, without supervision or regulation:

* Is responsible, dependable and punctual.
* Is competent, caring and committed.
* Has a continuing growth plan to achieve and further develop competence.
* Participates in self-evaluation and reflection to enhance competence.
* Strives continuously to raise the level of expectation for oneself and others.
* Respects others and their beliefs
* Communicates fluently using appropriate and grammatically correct oral and written language.
* Seeks to implement the recommendations from evaluations of his/her personal performance.
* Communicates respectfully, striving to understand the other’s point of view.

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| Module | Readings | Assignments | EQ- Essential Question in Class Connection | Standard | ALSDE Standards |
| Module 1 | Revisiting Early Literacy- Section II Pages 67-158 ***Teaching Reading Source Book***  The Foundational Skills of Literacy Acquisition and Instruction Pages 83-152  ***Literacy Instruction &Assessment*** | Gallery Walk checking our understanding- Sticky notes concept (Essential Components of Reading) Vocabulary -Related to early literacy.  Goal Setting  Pre and post-quiz Chapter 1 | 1. What is my understanding of the essential components of reading? 2. How will my understanding support or guide my teaching? | 1.2 Understand that learning to read, for most people, requires explicit instruction.  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. **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse).   2. **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression. |
| Module 2 | Phonics - Section III Pages 159-235 ***Teaching Reading Sourcebook***  Basic Phonics Pages 128- 152 ***Literacy Instruction & Assessment*** | Spin, Say, Write activity Phonics review  Sound wall | 1. How does systematic phonics instruction help prevent students from overcoming reading difficulties? 2. How will my understanding of systematic phonics   instruction support or guide my teaching? | 1.2 Understand that learning to read, for most people, requires explicit instruction.  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. **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse).   2. **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression. |

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| Module 3 | Word Study  Irregular Word Reading and Multisyllabic Word Reading Chapter 7 Pages 241-255 ***Teaching Reading Source Book***  Advanced Word Study Chapter 9 Pages 153-162 ***Literacy Instruction and Assessment*** | Lesson Model Practice Advanced Word Study  Literature Book Selection | 1. What are the stages of word development and how do we get students to the advanced stages if they are having issues? 2. How does understanding the development of word development support or guide my teaching? | 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. | 2.3b **Apply** explicit and systematic phonics instruction.  2.3c **Apply** a wide variety of explicit instructional strategies to support beginning readers and writers*.*  2.1c **Recognize, explain, and apply** in practice a rationale for multisensory and multimodal language- learning techniques.  4.4 **Recognize**, **explain, and apply** differentiated instruction by selecting and using appropriate assessments, including amount of teacher regulation of learning, feedback, group size, instructional time allotment, frequency, duration, evidence-based instructional materials, and opportunities to respond. |

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| Module 4 | Theory  Theory Reading Learning\_Theory\_Resourc es.pdf | Theory Chart Theory Reading  Learning\_Theory\_Resourc es.pdf | 1. How is a theoretical framework similar to blueprints of a house? 2. How does understanding the framework help guide our understanding of the "structure" of our work in the classroom? | * 1. Identify and explain aspects of cognition and behavior that affect reading and writing development.   2. Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.   3. Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.   4. Understand the most common intrinsic differences between good and poor readers (i.e., linguistic,   cognitive, and neurobiological | * 1. **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse).   2. **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression.   2.2g **Apply** knowledge of various learners’ development (e.g., English learners, multilingual learners – including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia) to create a positive, equitable learning environment. |

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| Module 5 | Literary Text Selection  Chapter 14 pages 633-  680 **Teaching Reading Source Book**  Selecting Evidence Based Instructional Materials- Page 14 **Fundamentals of Literacy Instruction and Assessment** | Bring in your picture book selections (One fiction and one nonfiction complimentary text) Discussion Posting Picture Book Selection | 1. How does literature mirror life? 2. Why is it important to read a variety of genres? | 4F.1 Know/apply in practice considerations for factors that contribute to deep comprehension.  4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.  4F.3 Know/apply in practice considerations for the role of sentence comprehension in 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 and apply in practice considerations for the teacher’s role as an active mediator of text-  comprehension processes. | 2.6a **Recognize, explain, and apply** comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that are appropriate for the selected text.  2.6b **Apply** in practice considerations for the use of explicit comprehension strategy instruction, as supported by current evidence-based practices aligned with SoR.  2.6c **Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry. |

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| Module 6 | Informational Text Selection  Chapter 15 pages 681-739 ***Teaching Reading Source Book***  Disciplinary Literacy Chapter 15 pages 259-274 ***Fundamentals of Literacy Instruction and Assessment.*** | Review all assignments related to Picture Book Selection | 1. How do *text features* (illustrations, graphs, title, headings, captions, bold print, etc.) help you understand the selection? 2. How will my understanding of nonfiction text features or structures support or guide my teaching? | 4F.1 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation. 4F.2 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.  4F.3 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.  4F. 4 Know and apply in practice considerations for the teacher’s role as an active mediator of text- comprehension processes.  4F.5 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research. | 2.6a **Recognize, explain, and apply** comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that are appropriate for the selected text.  2.6b **Apply** in practice considerations for the use of explicit comprehension strategy instruction, as supported by current evidence-based practices aligned with SoR.  2.6c **Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry. |

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| Module 7 | Fluency  Assessment Chapter 9  Pages 327-355 ***Teaching Reading Source Book-***  Fluency Instruction Chapter 10 359-398 ***Teaching Reading Source Book-***  Fluency Instruction Chapter 11 Pages 183-201 ***Literacy Instruction & Assessment Pre K-6*** | ORF assessment CBM Assessment Pages 342, 343  Look over student profile Page 349  Andrew diagnostic example.docx Download Andrew diagnostic example.docx Prosody Assessment  summary form (handout) | 1. How does student mastery of accuracy, automaticity, rate, and prosody impact students r*eading fluency?* 2. How will my understanding of student mastery skills support or guide my teaching? | 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. | 2.4a **Recognize and explain** the importance of fluency instruction that leads to accuracy, prosody, and automaticity for building reading comprehension.  2.4b **Explain** how appropriate technologies can assist students with serious limitations in reading fluency.  2.4d **Recognize, explain, and apply** in practice a variety of evidence-based instructional strategies for fluency using informed instruction and progress monitoring techniques. |

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| Module 8 | **Data Based Decision Making and Problem Solving**  Assessment Basics pages 34-41 Chapter 3 ***Fundamentals of Literacy Instruction & Assessment.***  Reading Assessment Pages 10-11-12- Please also look at the index and identify other assessment pages for example Oral reading fluency (ORF) assessment page 752.  Please use sticky notes as you are reading to identify areas of assessment for class  discussion. ***Teaching Reading Source Book.*** | In class analysis and Practice | 1. How does my knowledge of ongoing reading assessment support or enhance student instruction? 2. How does the my understanding of formal and informal reading-related assessments (e.g. assessment of phonemic awareness, miscue analyses, Informal Reading Inventories, running records, use of rubrics, portfolio assessment, assessment of authentic tasks) support or enhance student instruction? | * 1. Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.   2. Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).   3. Interpret basic statistics commonly utilized in formal and informal assessment.   4. Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.   5. Understand/apply the principles of progress-monitoring and reporting with Curriculum- Based Measures (CBMs), including graphing techniques.   6. Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.   7. Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational   evaluators. | * 1. **Recognize, explain, and apply** how to select, evaluate, administer, and analyze data from evidence- based assessments (screening, diagnostic, progress monitoring, and outcome-based assessment).   2. **Recognize and explain** core components of the Alabama model of Multi- Tiered System of Support (MTSS), including high-quality core instruction in whole group and small group (Tier 1) using universal screening, student academic data, diagnostic assessment, continuous progress monitoring, evidence-based interventions (Tier 2), and integrity of instructional intervention with a vetted Alabama Literacy Task Force dyslexia specific intervention program (Tier 3).   3. **Recognize and explain** knowledge of Alabama’s Multi-Tier System of Support (MTSS) and Response to Instruction (RtI) model for preventing and remediating reading deficiencies.   4.5 **Recognize, explain, and apply** a variety of different types and formats of assessments for different purposes when assessing reading (e.g., screening, progress monitoring, diagnostic, summative).  2.1b **Recognize, explain, and apply** in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.  3.2 **Recognize and explain** state / federal laws that pertain to learning disabilities, including dyslexia and other reading and language deficiencies.  **KPS 2.2** |

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|  |  |  |  | 3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.  4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.  5.4 Respect objectivity by  reporting assessment and treatment results accurately, and truthfully. |  |
| Module 9 | MTSS  ***Teaching Reading Sourcebook-*** MTSS pages 744-754  ***Fundamentals of Literacy Instruction & Assessment*** RTI pages 8- 9; 15-16; 292 | Find a formal and informal assessment and bring to class be prepared to share the document with your team/ class. You should be knowledgeable about the outcomes of the document and usefulness. | 1. What is my understanding of multi- tiered system of support? 2. How will my understanding small group instruction based on data using a multi- tiered system of support guide my teaching? | Understand the differences among a outcome assessments.  Understand basic principles of test c normed).  Interpret basic statistics commonly  Know and utilize in practice well-va reading difficulties.  Understand/apply the principles of p Measures (CBMs), including graphi  Know and utilize in practice inform decoding skills, oral reading fluency,  Know how to read and interpret the language professionals, and educati  Integrate, summarize, and communi assessment data for sharing with stud | n3d.1pu**R**rp**ec**o**o**se**g**s**ni**f**z**o**e**r **a**sc**n**r**d**ee**e**n**x**i**p**ng**la**,**i**p**n**rothgeretsesn-emtsoonfitdoyrisnlgex, idaiaagnndostic, a other reading and language deficiencies.  o4n.s2tr**R**uc**e**t**c**i**o**o**g**n**n**a**i**n**ze**d **a**fo**n**r**d**m**e**a**x**ts**pl**(**a**e**i**.g**n**.,croerleiacboimlitpyo, nveanlitdsiotyf,tchreiterion, Alabama model of Multi- Tiered System of Support  ut(MTSS), including high-quality core instruction in whole gilriozuepd ainndfosrmmaalll agnroduipnf(oTrimeral1a) susseisnsgmuennitv. ersal screening,  lsidtuadteedntscarceaedneimngictedsattsa,ddesiaiggnneodsttioc iadsesnestisfmy esntut,dceonntstianturoiusks fo  progress monitoring, evidence-based interventions (Tier  r2o)g,raensds-minotengirtoitryinogf ainnsdtrruecptoiortnianlginwtietrhveCnutriorincuwluitmh -aBvaestetded nAg ltaebcahmniaquLeitse.racy Task Force dyslexia specific  alindtieargvneonstitoicnspurrovgeryasmof(Tpiheorn3o)l.ogical and phoneme awarenes 4c.o3m**R**p**e**r**c**e**o**h**g**e**n**n**i**s**z**io**e**n**a**,**n**s**d**pe**e**l**x**li**p**n**l**g**a**,**in**ankdnwowrilteindgg.e of Alabama’s  mMoustltci-oTmiemr SoynstdeiamgnoofsStuicptpeosrtst (uMseTdSbS)yapnsdycRheoslpoognistes,tospeech onInasl tervuacltuioanto(rRs.tI) model for preventing and remediating reading deficiencies. ting) the meaning of educational  cate (orally and in wri  ents, parents, and other teachers. |

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| Module 10 | Assessment to Drive Instruction  Review Alabama MTSS and Lee County MTSS files  alabama-literacy-act- implementation-guide.pdf  Download alabama- literacy-act- implementation- guide.pdfalabama- literacy-act- implementation-guide.pdf |  | 1. What is my understanding of using data for student assessment to determine how best to enhance student academic and behavioral outcomes across all tiers of support? 2. How do I identify the problem? | 5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully. |  |
| Module 11 | Comprehension- Webb’s Depth of Knowledge  Chapter 14 & 15 Webb’s Depth of Knowledge pages 609-632 ***Teaching Reading Source Book***  Using Standards to Guide Instruction- Chapter 4,  pages 42-63 Webb’s  pages 60-61 & 48-49 ***Fundamentals of Literacy Instruction &***  ***Assessment*** | Developing Strong Questions | 1. What is my understanding of the cognitive demands or depth of complexity of thought which must occur for a student to be successful in answering questions, performing a task, or generating a product? 2. How will my understanding of the cognitive demands support or guide my   teaching? | 4F.5 Know and apply in practice considerations for the teacher’s role as an active mediator of text- comprehension processes.  4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.  4F.1 Know/apply in practice considerations for factors that contribute to deep comprehension. | 2.6c **Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry.  2.1b **Recognize, explain, and apply** in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. |

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| Module 12 | Comprehension grades k- 6 & Disciplinary Literacy  Comprehension grades k- 3 pages 223-238;  Comprehension grades 4-  6 pages 239-258; Disciplinary Literacy pages 259-274 ***Teaching Reading Source Book*** Literary Text Pages 633- 680 ***Fundamentals of Literacy Instruction &***  ***Assessment*** | Small Group Lesson | 1. What is my understanding of the essential components of reading? 2. How will my understanding support or guide my teaching? |  |  |

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| Module 13 | Critically Responsive Teaching  *Fundamentals of Literacy Instruction & Assessment-* **pages 300-315** | Funds of Knowledge | 1. What is my understanding of culturally Responsive Teaching and Pedagogy? 2. How will my understanding of culturally responsive teaching and pedagogy support or guide my teaching? | * 1. Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.   2. Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.   3. Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.   4. Respect objectivity by reporting assessment and treatment results accurately, and truthfully. A5.5 void making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.   5. Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.   6. Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.   7. Support just treatment of individuals with dyslexia and   related learning difficulties. |  |

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|  |  |  |  | * 1. Respect confidentiality of students or clients.   2. Respect the intellectual property of others. |  |
| Module 15 | Vocabulary Word Instruction Strategies  ***Teaching Reading Source Book - Specific Word Instruction pages 407-418***  ***Fundamentals of Literacy Instruction & Assessment Vocabulary Development Pages 202-***  ***222*** | Vocabulary Maps | 1. What is my understanding of vocabulary word instruction, and what strategies best support student understanding? 2. How will my understanding of vocabulary instruction support or guide my teaching and implementation of instructional strategies? | 1.2 Understand that learning to read, for most people, requires explicit instruction.  4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. 4E.2 Know/apply in practice considerations for the sources of wide differences in students’ vocabularies.  4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.  4E.4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of  Vocabulary instruction. | 2.1d **Recognize, explain, and apply** in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction.  *2.*5a **Recognize, explain, and apply** explicit vocabulary instruction for Tier 2 and 3 words, as well as incidental instruction in the context of texts (most Tier 1 words).  2.5c **Recognize, explain, and apply** in practice considerations for the sources of wide differences in students’ vocabularies.  2.5b **Recognize, explain, and apply** in practice considerations for the role and characteristics of indirect and direct (incidental) methods of vocabulary instruction, including morphology. |

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| Module 16 | **Word Instruction & Word Consciousness**  ***Teaching Reading Source Book- Pages 419- 568 Word Instruction;***  ***570-606 Word***  ***Consciousness***  ***Fundamentals of Literacy and Assessment- None*** | Writing Prompts | 1. How do I understand developing word consciousness and advanced word study? 2. How will my understanding support or guide my teaching? | 1.2 Understand that learning to read, for most people, requires explicit instruction.  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. | 1.2 **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression.  2.1a **Recognize, explain, and apply** in practice a clear scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing.  2.1d **Recognize, explain, and apply** in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction.  2.3a **Apply** a systematic scope and sequence of skills building from simple to complex. |
|  |  | ADDITIONAL ASSIGNMENTS DUE |  |  |  |

Student Signature acknowledgment of reading the Syllabus & Handbook-

**CHANGES TO THE SYLLABUS**

As educators become acquainted with the backgrounds, strengths, needs, and knowledge of their students, decisions are made in how to best teach for that particular audience. The instructor of this course will make changes to the syllabus as needed during the semester. All changes will be communicated to the candidates either through Canvas, university email, or during class.