

EDRG 2520

Syllabus



## Course Information

EDRG 2520

Foundations of Elementary Literacy Instruction

Spring Semester 2022



## Catalog Description

This foundational course utilizes a comprehensive approach to elementary literacy instruction. Methods, materials, and assessments for diverse populations are taught. Teacher candidates will acquire an understanding of phonemic awareness, phonics, fluency, vocabulary acquisition and comprehension, and corresponding instructional strategies. They will also learn and practice strategies related to writing, speaking, and listening. (Fall, Spring) [Graded (Standard Letter)]

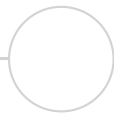
*Registration Restriction(s):* None



## Course Materials

- Honig, B., Diamond, L., Gutlohn, L., (2018). *Teaching Reading Sourcebook, Third Edition*. Berkeley, CA.: CORE, Consortium on Reading Excellence
- Diamond, L., Thorsnes, B.J., (2018). *Assessing Reading: Multiple Measures, Revised Second Edition*. Berkeley, CA.: CORE, Consortium on Reading Excellence





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## Course Outcomes

By the end of this course, you will:

1. Learn the history of reading instruction in the United States, how research has informed teacher practice, and the importance of scientifically-based reading research.
2. Know the components and developmental progression of oral language, alphabetic principle, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and the interplay of environmental, cultural, and social factors that contribute to literacy development.
3. Understand the science of reading, including the four-part processor (orthographic, phonological, meaning, context).
4. Describe the Simple View of Reading and Scarborough's Reading Rope models and how they are used to understand reading development, instructional needs, and reading concerns.
5. Understand the connection between oral language development and the acquisition of reading and writing skills for all students.
6. Identify core components of Multi- Tiered System of Support, including high-quality core instruction (Tier 1), universal screening, student academic data, diagnostic assessment, continuous progress monitoring, research-based interventions (Tier 2 and Tier 3), and fidelity of instructional intervention.
7. Use assessment to plan and explicitly teach components of effective literacy instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension and reflect on the lesson to identify ways to improve instruction.
8. Become familiar with Utah State Core Standards for reading instruction.
9. Know how to obtain information and instructional support for second-language learners in phonemic awareness.
10. Demonstrate knowledge of reading disability (Dyslexia and other reading problems) including the laws pertaining to children with reading disabilities (Federal and State) and become familiar with the Utah Dyslexia Handbook.



## Assignment Outline

### Quizzes

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Quizzes are in each modules. They will test you on the module objectives. Quizzes are worth 100 points each.

### Discussions

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Discussions are in each module and will ask in-depth questions. You will need to make a post of your own and respond to your peers. Discussions will be related to module objectives. Each discussion is worth 25 points.

### Module Assignments

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There will be an assignment associated with each module. Assignments will be related to module objectives. Each assignment is worth 100 points.

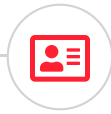
### Midterm/Final

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The Midterm will require you to submit your own lesson plan, video of you teaching the lesson, and a reflection of your teaching. You will be asked to decide on a ELA standard and a Core Content Standard. Your score will be based on how well you apply the methods from the class into the lesson plans, instruction, and depth of reflection.

The final will be a response to an academic paper about reading instruction. Your score will be based in part on how well you relate the information in the article to the content of this course.

The midterm and final are each worth 500 points.



## Module/Assignments Details

### **Module 1: Brief History of Reading Instruction**

#### Assignment: Five Books Essay

Write an essay describing 5 books that have influenced your life in some way. You can discuss a favorite book from childhood, books you think are funny, books you've hated, etc. The essay should be 7 paragraphs long (but not limited to 7).

The first paragraph should include a list of each book titles and author. The 2nd-6th paragraphs should be one paragraph about each book. You can explain the significance of the book, how old you were when you read it, what was going on in your life at the time, or anything else you want to discuss about each book. The final paragraph should explain what your book list says about you. If you would like to mention those that did not make the cut and why, feel free. Finally, include a list of each book and author on a bibliography page.

### **Module 2: Introduction to the Science of Reading**

#### Assignment: 4, 3, 2, 1 Response to "The Science of Reading: Evidence for a New Era of Reading Instruction"

As you read the white paper, *The Science of Reading: Evidence for a New Era of Reading Instruction* by Laura Stewart, write a response in the following 4, 3, 2, 1 format. Use this document to respond to the following:

Write 4 important things that you learned that you didn't know before. When applicable, include the page numbers from the article where the information was stated.

Write 3 things from the article that were interesting to you and why.

Write 2 reasons this information is important for teachers to know and understand.

Write 1 question that you still have after reading.

### **Module 3: Language Development and Comprehension**

#### Assignment: Dialogic Read Aloud

Using a children's book, demonstrate a read-aloud applying the PEER model to create conversation as you read and interact with your listener(s). Include five dialogic reading prompts represented in the acronym CROWD as you read. Reflect on your experience.

## **Module 4: How the Brain Reads and Print Awareness**

### Assignment: Print Referencing Lesson and Assessment

After reading the model lesson on pages 78-81 in the *Teaching Reading Sourcebook*, select an appropriate book to read to a 4-6 year old child.

As you read the book to a 4-6 year old child, teach and model the conventions of books and print modeled in the example lesson (pp. 78-81).

Using page 82 as a guide, assess the student for Print Awareness by asking the questions listed.

Submit the specified (<https://docs.google.com/document/d/1YZZJhMTPOvIH-S33IbGQ-uzdz0u98G8staAph9ZE5uM/copy>) form as a record of your experience.

## **Module 5: Structure of English and Letter Knowledge**

### Assignment: Letter Knowledge Activity

The purpose of this assignment is for you to have practice applying what you are learning and to develop a habit of reflecting on your practice.

Choose one activity from pages 96-113 in the *Teaching Reading Sourcebook* to first teach to a peer in class and then to conduct with a kindergarten student or struggling 1st grader. You will record your activity but you can complete this assignment either in-person or remotely (e.g. via zoom) with your student as long as it is recorded.

## **Module 6: Phonological and Phonemic Awareness**

### Assignment: Assessing Phonological Awareness

From the *Assessing Reading Multiple Measures* book, administer the **CORE Phonological Segmentation Tests** (pg. 19-23), the **CORE Phoneme Deletion Tests** (pg. 24-29), and the **CORE Phoneme Segmentation Tests** (pg. 30-33), to a student in grades K-3. We will practice administering the test to peers in class. You will analyze and the score and include a narrative paragraph summarizing the student's performance. You will also make instructional recommendations based on the student's phonological awareness profile.

## **Module 7: Phonological and Phonemic Awareness (continued) MIDTERM**

### Assignment:

The purpose of this midterm assignment is for you to 1) apply what you have learned about phonological awareness instruction and assessment, 2) to develop the practice of standards-

based teaching, and 3) to practice lesson planning using the ICAP lesson plan format.

## General Instructions

This midterm will consist of planning, teaching, and reflecting on a lesson specific to phonological/phonemic awareness and submitting a video of your lesson.

1. Start by reviewing the phonological awareness assessments you administered in the last module.
2. From the Utah Core ELA Standards locate a standard SPECIFIC TO PHONOLOGICAL/PHONEMIC AWARENESS (found in Foundational Skills ELA standards for grades K-1) that relates to the need of the student you tested OR that is listed for the grade level of the student you tested (e.g. a standard addressing phoneme blending and/or segmentation). If your student is in 2nd grade (or above), choose a 1st grade standard for the purposes of this assignment.
3. Choose an activity that aligns with the assessment data and corresponding standard. For example: if your student didn't do well with the final-phoneme deletion part of the assessment, your lesson plan will focus on final-phoneme deletion. Reminder: There are plenty of activities that will address phonemic awareness described in the *Teaching Reading Sourcebook* (pages 128-158).
4. Create a lesson plan following the ICAP format. NOTE: This part of the assignment will take the most amount of time.
5. Teach the lesson. You can teach the student you tested or another student or group of students. Remember that phonemic awareness lessons are short in nature; usually no longer than 10-15 minutes. The lesson can be online via Zoom (or any other platform) or in person. You will be required to submit a recording so make sure to plan to record the lesson.
6. After the lesson, watch your video and complete the Reflection and Next Steps sections of the lesson plan. This reflection section is for you to reflect on your teaching, how the student responded to the lesson, and what you would do next instruction-wise if you were to continue to work with this student.
7. Submit your lesson plan and video. There is a place on the lesson plan template for you to include a link to your video.

## Module 8: Phonics (Part 1)

Assignment: CORE Phonics Survey

From the *Assessing Reading Multiple Measures* book, administer the **CORE Phonics**

**Survey**(pg. 41-52), to a student in grades K-3. We will practice administering the test to peers in class. You will analyze and the score and include a narrative paragraph summarizing the student's performance. You will also make instructional recommendations based on the student's performance.

## **Module 9: Phonics (Part 2)**

### Assignment: RISE Online Workshop

The purpose of this assignment is to give you exposure to, and experience with, one method of phonics instruction that is aligned with the science of reading and to teach you about the spelling structure of English. It will give you a good idea of what to look for when determining phonics instruction for your students.

You will receive a link in an invitation to the workshop. You will be asked to create an account by entering your first and last name and by providing an email address and creating a password. Once you login, you will receive an introduction to the workshop. Follow the directions (including downloading the syllabus). **FOR YOUR ASSIGNMENT, you will submit a copy of your completion certificate.** You will be required to take an assessment in order to get your certificate so I STRONGLY recommend that you download the syllabus and follow it as you go through the course. You will also be required to "prove" 3 words at the end of each section of the workshop. This assignment can take anywhere from 4-6 hours (this assignment is made available two weeks before it is due) but you can start and stop throughout and your progress will be saved.

## **Module 10: Fluency**

### Assignment: CORE Fluency Assessment MASI-R

From the *Assessing Reading Multiple Measures* book, administer the **CORE MASI-R Reading Fluency Measure** (pg. 77-81), to one student in grades 1-3. Pages 77-81 in the book *Assessing Reading Multiple Measures* explains how to administer and score each section of the assessment as well as how to analyze the assessment (under the section titled *What it Means*).

For this assignment, you will submit your copy of each of the completed Teacher Record Forms (so there are 3 forms A-C) that you used to administer the assessment. In addition, submit this form to answer the following questions.

1) What is the percentile score for this student? (Using the Hasbrouk and Tindal norms on page 80).

2) Is the student meeting grade level expectations in reading fluency?



3) What is the student's median accuracy score?

4) According to the *What it Means* section on page 79, is the student reading at grade level specific to accuracy?

5) What did you notice about the student's prosody?

6) As a teacher and based on the results of this assessment, what would you do next for this student?

## **Module 11: Word Learning Strategies and Word Awareness**

### Assignment: Google Slide Activity Share

The purpose of this assignment is for you to learn about one strategy from the *Teaching Reading Sourcebook* and share it with the class.

Step 1: Choose **one** Word-Learning strategy from Chapter 12 pages 506-568 (i.e. the *How* section of the chapter) **OR** one Word Consciousness activity from Chapter 13 pages 580-606 (also the *How* section of the chapter).

Step 2: Create a google slideshow to explain and illustrate the strategy or activity. I created a rough template that you can access to get you started but you can be as creative as you would like as long as your slides contain the required elements.

## **Module 12: Vocabulary**

### Assignment: Frayer Model

Choose five words or concepts from the assigned readings for this module that you feel are essential for you to remember about vocabulary instruction. Using Google Slides, create a Frayer Model diagram for each word. Click on the link below to access the templates. Be sure to click the SUBMIT button when you are finished.

This assignment is worth a total of 100 points. Point values for this assignment will be as follows: 20 points for each slide; 4 points for a relevant word or concept, 4 points for an accurate definition, 4 points for listing an adequate number of facts or characteristics, 4 points for a clear example, and 4 points for a correct non-example.

## **Module 13: Dyslexia 101**

### Assignment: ABC Summary of Dyslexia Handbook

For this assignment you will use the Utah Dyslexia Handbook and information from the video included in the Resources section of this module (Titled Dyslexia 101). Read the handbook

before completing the assignment.

For each letter of the alphabet choose one concept or vocabulary word pertaining to dyslexia that starts with that letter. Write it on the first Google Slide (link is in this assignment; you will be asked to make a copy).

On the next slide choose 3 words from your ABC Summary paper and write one sentence about each of the 3 words you choose (e.g. If you wrote the word 'dyscalculia' for 'D' you could write, "*Sometimes students with dyslexia also have dyscalculia; but not always.*")

## **Module 14: Comprehension**

### Assignment: Story Structure

The purpose of this assignment is for you to apply one strategy that will enhance your students' comprehension of literary text by recording elements of story structure represented in the books they read.

After reviewing the ppt for this module and pages 651-658 in the *Teaching Reading Sourcebook*, watch the video of the book *One Green Apple* by Eve Bunting and fill out the graphic organizer included below. Click on each section of the graphic organizer to type your responses.

Note: The last section of the graphic organizer is where you will state the theme of the book. Your theme will be addressed again in this week's discussion board.







## **Module 15: Final**

### Assignment: Course Synthesis: Teaching Reading is Rocket Science

his final activity will help you synthesize the information that we have covered in class this semester and hopefully leave you with a reminder of how valued your expertise in teaching reading will be to the lives of your future students. You will read an article and document your thoughts throughout.


As you read *Teaching Reading IS Rocket Science* by Louisa Moats, use this form to record your thoughts and reactions to what you read throughout the article as well as how what is addressed in the article relates to what we have learned in class this semester. Submit the completed form for your assignment.

# Course Summary:


Date	Details	Due
Mon Jan 17, 2022	 <a href="https://suu.instructure.com/courses/745459/assignments/10273139">Commenced Attendance Quiz</a> ( <a href="https://suu.instructure.com/courses/745459/assignments/10273139">https://suu.instructure.com/courses/745459/assignments/10273139</a> )	due by 11:59pm
	 <a href="https://suu.instructure.com/courses/745459/assignments/10392156">Intro Quiz</a> ( <a href="https://suu.instructure.com/courses/745459/assignments/10392156">https://suu.instructure.com/courses/745459/assignments/10392156</a> )	due by 11:59pm
	 <a href="https://suu.instructure.com/courses/745459/assignments/10392162">Module 1 Introduction Discussion</a> ( <a href="https://suu.instructure.com/courses/745459/assignments/10392162">https://suu.instructure.com/courses/745459/assignments/10392162</a> )	due by 11:59pm
	 <a href="https://suu.instructure.com/courses/745459/assignments/10392148">Module 1 Quiz: History of Reading Instruction</a> ( <a href="https://suu.instructure.com/courses/745459/assignments/10392148">https://suu.instructure.com/courses/745459/assignments/10392148</a> )	due by 11:59pm
	 <a href="https://suu.instructure.com/courses/745459/assignments/10392183">Module 1 Assignment: Five Books Essay</a> ( <a href="https://suu.instructure.com/courses/745459/assignments/10392183">https://suu.instructure.com/courses/745459/assignments/10392183</a> )	due by 11:59pm
	 <a href="https://suu.instructure.com/courses/745459/assignments/10392165">Module 1 Discussion: Five Influential Books</a> ( <a href="https://suu.instructure.com/courses/745459/assignments/10392165">https://suu.instructure.com/courses/745459/assignments/10392165</a> )	due by 11:59pm

Mon Jan 24, 2022


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 **Module 2 Discussion: Response to Emily Hanford Article "At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers"** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392163>)

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 **Module 2 Quiz: The Science of Reading** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392154>)

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 **Module 2 Assignment: 4, 3, 2, 1 Response to "The Science of Reading: Evidence for a New Era of Reading Instruction"** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392184>)

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Fri Jan 28, 2022

 **Module 2 Quiz: The Science of Reading** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392154>)  
(1 student)

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 **Module 3 Discussion: Read-Aloud Books and Selected Vocabulary Words** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392164>)

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Mon Jan 31, 2022

 **Module 3 Quiz: Language Development and Comprehension** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392152>)

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 **Module 3 Assignment: Dialogic Reading Read-Aloud** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392185>)

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 **Module 4 Discussion: New Understanding** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10396132>)

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Mon Feb 7, 2022

 **Module 4 Quiz: Reading in the Brain and Print Awareness** due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392151>)

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 [Module 4 Assignment: Print Referencing: Lesson and Assessment](https://suu.instructure.com/courses/745459/assignments/10392186) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392186>)

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 [Module 5 Discussion: Three Insights](https://suu.instructure.com/courses/745459/assignments/10392167) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392167>)

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Mon Feb 14, 2022

 [Module 5 Quiz: Phoneme Instruction](https://suu.instructure.com/courses/745459/assignments/10392157) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392157>)

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 [Module 5 Assignment: Video of Letter Knowledge Activity](https://suu.instructure.com/courses/745459/assignments/10392187) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392187>)

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 [Module 6 Discussion: Reading Rockets](https://suu.instructure.com/courses/745459/assignments/10392166) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392166>)

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Mon Feb 21, 2022


 [Module 6 Quiz: Phonological and Phonemic Awareness](https://suu.instructure.com/courses/745459/assignments/10392146) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392146>)

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 [Module 6 Assignment: Assessing Phonological Awareness](https://suu.instructure.com/courses/745459/assignments/10392188) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392188>)

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Mon Feb 28, 2022

 [Module 7 Discussion: Spring Break Plans](https://suu.instructure.com/courses/745459/assignments/10541928) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10541928>)

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 [Module 7 Quiz \(Take after reading instructions for the midterm assignment\)](https://suu.instructure.com/courses/745459/assignments/10542108) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10542108>)

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Wed Mar 9, 2022


 [Midterm Assignment: ELA Phonological Awareness Lesson and ICAP](https://suu.instructure.com/courses/745459/assignments/10392177) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392177>)

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 [Module 8 Discussion:](#)  
[Phonics Instruction](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392168>)

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Mon Mar 14, 2022

 [Module 8 Quiz - Chapter 8](#)  
[Basic Phonics](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392159>)

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 [Module 8 Assignment: CORE](#)  
[Phonics Survey](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392189>)

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 [Module 9 Discussion: New](#)  
[Discoveries](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392169>)

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Mon Mar 21, 2022

 [Module 9 Quiz: Chapter 6](#)  
[Phonics](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392161>)

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 [Module 9 Assignment: RISE](#)  
[Online Workshop](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392191>)

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 [Module 10 Discussion:](#)  
[Fluency Instruction](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392170>)

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Mon Mar 28, 2022

 [Module 10 Quiz Reading](#)  
[Fluency](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392149>)

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 [Module 10 Assignment:](#)  
[CORE Fluency Assessment](#)  
[MASI-R](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392178>)

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 [Module 11 Discussion:](#)  
[Similes, Metaphors, and Idioms](#) due by 11:59pm  
(<https://suu.instructure.com/courses/745459/assignments/10392172>)

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 [Module 11 Quiz: Word](#)

Mon Apr 4, 2022


**Learning and Word**

due by 11:59pm

**Consciousness**

<https://suu.instructure.com/courses/745459/assignments/10392153>


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 **Module 11 Assignment: Word Learning and Consciousness Strategies Google Slide Activity Share**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392180>

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 **Module 12 Discussion: Explicit Vocabulary Instruction**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392171>

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Mon Apr 11, 2022

 **Module 12 Quiz: Vocabulary**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392160>


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 **Module 12 Assignment: Frayer Model**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392179>

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 **Module 13 Discussion: Myth Busters (Dyslexia)**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392174>

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Mon Apr 18, 2022

 **Module 13 Quiz: Dyslexia 101**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392155>


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 **Module 13 Assignment: ABC Summary of Dyslexia Handbook**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392181>

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 **Module 14 Discussion: Theme Transfer**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392173>

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Mon Apr 25, 2022

 **Module 14 Quiz: Informational and Literary Text Comprehension**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392147>


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 **Module 14 Assignment: Story Structure**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392182>


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 **Module 15 Discussion: Major Takeaways**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392175>

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 **Module 15 Quiz: Course Feedback**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392158>

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 **(Final) Course Synthesis: Teaching Reading IS Rocket Science**

due by 11:59pm

<https://suu.instructure.com/courses/745459/assignments/10392176>

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 **Roll Call Attendance**

<https://suu.instructure.com/courses/745459/assignments/10392192>

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Thu Apr 28, 2022