

# Mayville State University

## EDUC 318 - Reading in the Elementary School 18999-01

Spring - 2024  
3 Semester Hours

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### Course and Instructor Information

**Instructor Name:** Yvonne H. Cannon

**Contact Information:** Education Building- Office 116K, yvonne.cannon@ndus.edu, and 701-788-4829

**Office Hours:** M-F: 9-noon and 1:00-3:30; Unavailable on Thursdays from noon-2:45 P.M. Individual meetings can be scheduled face to face or via Zoom as needed.

**Instruction Mode:** On-Campus Face to Face

**Time Zone (Online Courses):** All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Times and Location:** Thursday 12:00-2:45 P.M. in EDUCATION Room 118

### Course Description

Reading in Elementary School is a foundational course grounded in scientifically based practices in literacy and language development. Students will explore the key pillars of reading instruction and the instructional implications associated with phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Students explore the impact of direct, systematic, and explicit instruction, learn about the reading and writing process, and consider the needs of special populations of learners. Topics include cognitive processes in reading, literacy, and language development, effective instructional methods and strategies, developmental reading stages, the reciprocal process between reading and writing, and an introduction to research-based approaches to teaching reading across grade bands. This course includes directed study, reflective research in reading and writing instruction, and field-based experience.

This course requires students to have an approved background check and liability insurance prior to the field experience.

**Pre-/Co-requisites:** EDUC 250. Co-requisites: Distance- EDUC 301; On Campus- EDUC 301, EDUC 307, EDUC 324, EDUC 326.

### Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document provided in the Mayville State Teacher Education Handbook located in the Mayville State University website.

### Course Objectives

The teacher candidate will:

1. Examine the importance of scientifically based reading research, the implications for teaching and learning, and the emphasis on direct and explicit instruction.

(InTASC 1, 4, 7, 8; SLO 1, 2; Knowledge and Practice Standards for Teachers of Reading 1.2, 1.4, 1.5, 1.6, 1.7, 4A.1, 4A.2, 4A.3; ND Reading Standards 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 4A.1, 4A.2, 4A.3 ; CEC 3.1, 5.2, 5.3; NAEYC/NDEC 50037.1, 50037.4, 50037.5, )

2. Explore the key components of scientifically based reading instruction and the critical attributes of each area.

(InTASC 1, 4, 7, 8; SLO 1, 2, 4; Knowledge and Practice Standards for Teachers of Reading 1.1, 1.3, 1.8, 1.9, 4B.1 - 4B.7, 4C.1, 4C.2, 4C.3, 4C6, 4C.7, 4C.8, 4D.1 - 4D.4, 4E.1 - 4E. 4, 4F.1 - 4F. 5; ND Reading Standards 1.1, 1.3, 1.8, 1.9, 4B.1-4B.7, 4C.1, 4C.2, 4C.3, 4C6, 4C.7, 4C.8; CEC 3.1; NAEYC/NDEC 50037.1, 50037. 4)

- a) Phonemic Awareness- define, explain, provide examples, and connect its importance to the reading process.
- b) Phonics- define, explain, and provide examples of the importance of direct, systematic, and explicit phonics instruction, how phonics is used in the decoding process, and the importance of phonics in developing reading proficiency.
- c) Fluency- differentiate between automaticity and fluency, understand the role automaticity plays in becoming a fluent and proficient reader, and explore the connection between fluency and comprehension.
- d) Vocabulary- investigate and analyze the connection between vocabulary instruction and comprehension.
- e) Comprehension- research and evaluate various causes for breakdowns in both reading and listening comprehension.
- f) Language Processing Requirements-phonological orthographic, semantic, syntactic, discourse.

3. Summarize and connect the stages of reading, writing, and spelling development from early to advanced, including considerations for written expression.

(InTASC 1, 4, 8; SLO 1, 2, 3; Knowledge and Practice Standards for Teachers of Reading 4G.1 - 4G.5; ND Reading Standards 4G.1 - 4G.5; CEC 2.1; NAEYC/NDEC 50037.1)

4. Evaluate the needs of special populations of readers (diverse reading profiles): struggling readers, students with Dyslexia, English language learners, culturally diverse students, students with exceptionalities, and students who speak language varieties other than mainstream English.

(InTASC 1, 2, 3, 5, 7, 8; SLO 1, 2, 3, 4; Knowledge and Practice Standards for Teachers of Reading 2.1, 2.2, 2.3, 2.4, 2.5, 4A.3, 4B.7, 4C5; ND Reading Standards Reading 2.1, 2.2, 2.3, 2.4, 2.5, 4A.3, 4B.7, 4C5; CEC 1.2, 2.1, 2.2, 3.2, 5.6; NAEYC/NDEC 50037.1, 50037.4)

5. Review teacher dispositions, the Model Code of Ethics for Educators, and the Knowledge and Practice Standards for Teachers of Reading.

(InTASC 2, 3, 5, 9, 10; SLO 3, 4; Knowledge and Practice Standards for Teachers of Reading 5.1 - 5.10; CEC 1.1; NAEYC/NDEC 50037.6)

6. Merge the importance of data-driven decision-making and assessment with teaching and learning strategies that target higher levels of reading proficiency for all students.

(InTASC 6, 7, 8, 9; SLO 1, 2, 3, 4; Knowledge and Practice Standards for Teachers of Reading 3.1, 3.2, 3.3, 3.3, 3.5; CEC 4.1, 4.2, 4.3, 5.2, 5.3; ND Reading Standards 3.1, 3.2, 3.3, 3.3, 3.5; NAEYC/NDEC 50037.3)

7. Participate in a Field Experience: students will engage in a field experience that focuses on the teaching and learning of reading based on Science of Reading research. Pre-service teachers will administer a basic CBM, implement appropriate essential components of reading, carry out systematic, direct, and explicit phonics lessons, identify tier 2 words to support comprehension, and utilize graphic organizers to support identified comprehension strategies to scaffold understanding.

(InTASC 1, 2, 3, 4, 5, 7, 8; SLO 1, 2, 3, 4; Knowledge and Practice Standards for Teachers of Reading 4A.1, 4A. 2, 4A.3, 4B.3, 4C.3; CEC 1.3, 5.2, 7.1; ND Reading Standards 4A.1, 4A. 2, 4A.3, 4B.3, 4C.3; NAEYC/NDEC 50037.1, 50037.3, 50037.4)

## Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs. The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index, so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate Mayville State University - 3 January 13, 2020, continuous improvement in achieving student learning outcomes, this course introduces and reinforces the following SLOs:

- SLO 1: The Learner and Learning: Teacher candidates understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: Content: Teacher candidates understand subject matter deeply and flexibly so they can advance their student's' learning, address misconceptions, and connect ideas to everyday life.
- SLO 3: Instructional Practice: Teacher candidates will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

- SLO 4: Professional Responsibility: Teacher candidates take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLO 1: The Learner and Learning	
SLO2: Content	Final Exam
SLO3: Instructional Practice	Field Experience- Observation Essential Reading Components
SLO 4: Professional Responsibility	Field Experience-Dispositions Evaluation

The MSU EPP Key Assessment addressed in this course is the Disposition Evaluation. The disposition evaluation is designated as a key assessment in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. The disposition is aligned to InTASC Standards, addresses acceptable and ideal target scores, and is assessed using a validated rubric. Detailed directions are included in the Key Assessment Instructions within TaskStream. As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first-century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

## InTASC Standards

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table created from InTASC standards retrieved from:

[http://www.ccsso.org/Resources/Programs/Interstate\\_Teacher\\_Assessment\\_Consortium\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium(InTASC).html).

## [ND State Reading Standards](#)

## [Knowledge and Practice Standards for Teachers of Reading](#)

## [CEC Standards](#)

## [NAEYC Program Standards](#)

## [North Dakota Early Childhood Standards](#)

## Required/Recommended Materials and Technologies

### **Core Required Course Materials:**

Honig, B. Diamond, L. Gutlohn, L. (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement* (3<sup>rd</sup> ed.). Arena Press/Academic Therapy Publications Core, Inc. (**Note:** This text will be used across all reading courses.)

Mayville State lanyard from the bookstore to hold field experience name tag.

Student Liability insurance is a required purchase for this course. More information can be found on Blackboard.

Background Check is a required purchase for this course. More information can be found on Blackboard.

### **Supplemental Required Course Materials:**

(Free-no purchase necessary)

National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel Report*. <https://www.readingrockets.org/sites/default/files/migrated/NRP-2000.pdf>

The Reading League (2022). *Science of reading: Defining guide*. <https://www.thereadingleague.org/wp-content/uploads/2022/03/Science-of-Reading-eBook-2022.pdf>

### **Recommended Course Materials (but not required):**

Willingham, D. T. (2017). *The Reading Mind*. Jossey-Bass.

(Free-no purchase necessary)

Shanahan, T. (2005). *The national reading panel report: Practical advice for teachers*. Learning Point Associates: North Central Regional Educational Laboratory. <https://files.eric.ed.gov/fulltext/ED489535.pdf>

## Supplies:

- Required Texts
- Access to Technology and the Internet

## Instructional Technologies Utilized in this Course:

- Blackboard – MSU's learning management system and virtual class environment
- Yuja – screen and video recording
- PowerPoint, Canva, or Prezi
- Padlet/Flipgrid
- Zoom

## Software Requirements:

Updated versions of Chrome, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. All assignment documents need to be submitted as either a Word document or a PDF.

## All written work will use:

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Writing Expectations:** Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

## Course Expectations

### Important Information Regarding Assignments:

- In order for this course to count toward your program of study, you must receive an 80% (a grade of C) or higher on your final grade. Students who receive less than 80% (C) will have to retake this course.
- All assignments must be completed for students to be able to earn a grade of "D" or above. It is the student's responsibility to check due dates for all assignments.
- Assignments are due by the due date and time indicated in Bb. One point per day will be deducted from assignments that do not meet the deadline. The drop boxes are removed from BlackBoard 5 days after the due date. **Assignments will not be accepted after the drop boxes are removed.**
- **Quizzes** cannot be taken after the original due date. A student may make an appeal to the instructor for unusual circumstances. It is at the instructor's discretion whether the student will be allowed to take a missed quiz.
- If you do poorly on an assignment, reach out to the instructor within three days of it being graded. You might be able to use my feedback, correct your assignment, and resubmit it for full credit.
- Your dispositions (professionalism, attendance, timeliness, etc.) are factored into your final grade.
- If there are issues with BlackBoard, and you cannot submit an assignment, you should e-mail it to me to show that you did, in fact, complete the assignment on time. Once BlackBoard is "fixed," you still need to submit your assignment via BlackBoard.

## Instructor/Student Communication

- Email is my preferred method of communication, [yvonne.cannon@mayvillestate.edu](mailto:yvonne.cannon@mayvillestate.edu). I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4832. Emails received on weekends will be responded to on Monday.
- Reminder that you are able to schedule an appointment with me outside of the listed office hours.
- I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. Students are accountable for all academic communication sent to their Mayville State University email address.
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation (dispositions for student evaluation in the Teacher Education Program).
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. **Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.**
- Any student product such as an assignment or assessment that is emailed will **NOT** receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

### Instructor:

Instructors have a commitment to the students they teach, much like a student has responsibilities. Students in this course should expect the instructor to:

1. Maintain an active presence in the course both in class and other venues of communication.
2. Make periodic comments to help keep a discussion on track.
3. Facilitate course activities that help support and guide students through the course material and their endeavors to provide an effective learning experience.
4. Whenever possible, the instructor will respond to e-mails by the following morning (M – F). If the email is sent on the weekend, note that the instructor may not respond until Monday.
5. Provide constructive feedback (if requested) on all products and drafts within a week of their submission but may be sooner.
6. Correct assignments in a timely manner.
7. Schedule individual meetings to address concerns related to this course.

### Student:

Students who are in the college classroom either face-to-face or online have made the conscious choice to be a part of the course. In this course, you are viewed as a participant in the learning; hence, there are expectations that come with the choice you made to take this course. Read through the responsibilities carefully. These are the expectations that I have as the instructor of this course.

Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and instructor in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- **Actively participate in discussions and activities.** This is required to successfully complete this course. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation

for teachers/teacher education candidates in any professional preparation course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done, adding to the quality of your learning.

- **Read all assigned readings and complete all activities as scheduled.** Both the student and instructor share the responsibility for your learning. It is the student's responsibility to be prepared to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Teacher/teacher candidates' preparation for class is not only important to meet the learning objectives for the course but, more importantly, for their use of professional concepts/content in their future instruction.
- **Online Posting:** Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research, or other pertinent course information. Sign all postings and *use appropriate citation and reference* formatting when referring to resources. **Reference to your readings is expected.** Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.
- **Excused Absences** occur from time to time. If you must miss class, then you will need to take the following actions: 1) email Professor Cannon with the reason, 2) schedule a time with a classmate to cover the material missed during your absence, 3) be prepared to discuss the required class content missed in subsequent class meetings. A Starfish flag will be raised when you are absent.
- **Tardies:** Occasionally, a student might arrive a few minutes late, and this is understood. However, after the second late arrival, the student will need to schedule a time to meet to discuss with Professor Cannon. If the tardy is more than 15 minutes, the student should plan to contact a classmate to acquire notes from content missed for discussion. A Starfish flag will be raised when you are tardy.
- **Weather or an event causes class to be canceled.** This may come from the NDUS system announcement, or you may get an announcement from Professor Cannon if it is only this class that is canceled. Professor Cannon will post the responsibilities and assignment in Blackboard for the day, and it is expected that all students will log in and complete the assignment on the day of the cancelation.
- **Students** are held accountable for all academic communications sent to their Mayville State University e-mail address, as this is designated as the official communication method for the university.
- **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam with an appropriate amount of time prior to the exam or assignment due date for the instructor to respond.** For example, an inquiry the evening before or the day of an assignment's due date would not be appropriate.
- **Adhere to the code of student conduct found in the MaSU Student Handbook:**  
<https://mayvillestate.edu/files/2616/9473/9205/Code-2023-24.pdf>. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty include copying another student's assignment, having another person complete the work for you, using an author's ideas, or writing without properly giving that author credit, either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. **Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and presentations submitted where references are used but not cited within the text of the paper are considered a form of plagiarism and will be reported in Starfish.**
- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in the most current APA format.



- **Disability Support Services.** Students with disabilities who believe they may need accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- **Expectations/Protocol:** Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates, and participate in all aspects of this course in a professional manner. Professional academic writing requires in-text citations and references in the most current APA edition format.

### Assignments and Assessments

- **Articles (Required Readings):** Weekly course preparation and work with assignments require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- **Text (Required Readings):** Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- **Assignments:** Completion of weekly course preparation and assignments are an expectation. These will be listed on Blackboard with coordinating due dates.
- **Assessments:** Completion of formative and summative assessments may be a part of this course. If an assessment is required, students will be notified by the instructor and the dates listed on Bb.

### Attendance/Participation Policies

Attendance is taken at the start of each class period. **If you will be absent, you need to notify me before class via email to make arrangements.** Class attendance is worth 5 points for each class meeting. These points cannot be made up unless a student has an excused absence.

### Important Information Policies

- For this course to count toward your program of study, you must receive an 80% or higher on your final grade. Students that receive less than 80% will have to retake this course. **A grade of "C" or higher in this course is required for Teacher Education Program Completion as stated in the Teacher Education Handbook.**
- All assignments must be completed for students to be able to earn a grade of "D" or above. It is the student's responsibility to check due dates for all assignments.
- Assignments are due by the due date and time indicated in Bb. One point per day will be deducted from assignments that do not meet the deadline. The drop boxes are removed from BlackBoard 5 days after the due date. **Assignments will not be accepted after the drop boxes are removed.**
- Quizzes cannot be taken after the original due date.
- If you do poorly on an assignment, reach out to the instructor within three days of it being graded. You might be able to use my feedback, correct your assignment, and resubmit it for full credit.
- Your disposition (professionalism, attendance, timeliness, etc.) is factored into your final grade.
- If there are issues with BlackBoard, and you cannot submit an assignment, you should e-mail it to the instructor to show that you did, in fact, complete the assignment on time. Once BlackBoard is "fixed," you still need to submit your assignment via BlackBoard.



## Method of Evaluation/Grading

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard on designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for teacher candidates.
- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 5 days after the due date, and the assignment is no longer accepted.
- Please do not email your work, submit your work in Blackboard. If you have difficulty submitting, please make me aware of this through email or phone. If the assignment is due, you may send it via email to show that it is completed. When the Bb issue is resolved, you will be asked to submit the assignment in the appropriate area before grading can occur.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the semester.
- Assignments completed as in-class activities cannot be made up, as it is impossible to replicate information that was not experienced.
- Students who make arrangements beforehand have one week to make up a quiz or test. Skipped quizzes and tests cannot be made up.

### Grading Scale

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%. **A grade of "C" or higher in this course is required for Teacher Education Program Completion requirements as stated in the Teacher Education Handbook.**

### Breakdown of Grades

Assignments	Description and Purpose	Points
I. Participation/In-Class Activities	Active participation includes class attendance, collaboration and involvement, and completion of in-class and out-of-class weekly discussions and activities.  5 points for each class meeting.  Purpose: To highlight important information, apply course concepts, answer questions, and address misconceptions.	80
II. Weekly Assignments	Purpose: Weekly Assignments are directly related to course content and reinforce course objectives.	130
III. Teaching Reading Sourcebook Chapter Presentations	Students will be assigned a chapter and a partner. Together, the partners will collaborate and lead a presentation based on the concepts for their chapter. A PowerPoint-type Slide show and coordinating graphic organizer are required.	25

	Purpose: To provide students with the opportunity to engage directly with course concepts and collaborate in both small and large groups.	
IV. Science of Reading Research Inquiry Paper: Essential Components and Critical Attributes	<p>Students will research Science of Reading and prepare a Research Inquiry Paper. This paper will include the 5 essential components of reading instruction as well as the inclusion of language processing.</p> <p>Purpose: To provide students the opportunity to merge research with scientifically based reading instructional and learning practices, providing foundational knowledge about SoR and essential reading components.</p>	20
V. Special Populations of Readers Presentations	<p>In small groups, students will be assigned to present information on one of the special populations of readers (diverse reading profiles): struggling readers, students with Dyslexia, English language learners, culturally diverse students, students with exceptionalities, and students who speak language varieties other than mainstream English.</p> <p>Purpose: To provide foundational information and implications for teachers on diverse reading profiles necessary for differentiation for teaching and learning.</p>	20
VI. Systematic, Direct, and Explicit Instruction Demonstration	Students will prepare a phonemic awareness or phonics lesson plan (depending on the grade/ability level) and carry out the lesson with a volunteer, playing the part of the student. The demonstration will be recorded and uploaded to Blackboard. This demonstration is based on the scenario of a one-on-one intensive lesson with a 'Tier 3' struggling reader. This will be a practice opportunity before it is carried out in your field experience with your 3 <sup>rd</sup> graders.	20
VII. Field Experience	Students are placed in a 3 <sup>rd</sup> grade setting to complete a reading field experience based on Science of Reading research and concepts learned in the course. Students will administer basic CBM assessments, implement word work, teach tier 2 vocabulary, informally assess fluency/accuracy, and implement explicit instruction phonics lessons.	60
Final Project	Students will be completing assignments and activities throughout the course. These will artifacts and coordinating reflections and research will be compiled into a final portfolio document that will be submitted as the Final for this course. Students will share their	100

	projects on their scheduled day during final exams week.	
<b>Total</b>	<b>325</b>	

### Assignment Descriptions:

#### **Participation/In-Class Activities (80 points total) Due Weekly:**

Class attendance is required, and activities completed in class cannot be made up. In-class activities are implemented for students to demonstrate engagement with class preparation and content and reinforce course objectives. Each class meeting is worth 5 points. If you miss class, you cannot make those points up. The exception will be excused absences from the Office of Student Success or if you are absent due to member participation in a university event. Participation is an expectation of students and teachers in the K-12 educational system, so it is an expectation for teachers/teacher education candidates in any professional preparation course. Participation in your assigned weekly chapter presentation, discussions, demonstrations, activities, and other assignments will result in solidifying the readings and research you have completed, adding to the quality of your learning.

#### **Teaching Reading Sourcebook Chapter Informational Presentations-25 points:**

Students will be assigned a partner and will collaboratively prepare a presentation covering chapter concepts to present to the class. These will be scheduled presentations assigned by the instructor. The presentation must include a guiding PowerPoint-type slideshow that will be shared with the class after the presentation and a graphic organizer to encourage interaction while engaging and motivating the audience.

#### **Science of Reading Inquiry Paper: Essential Components and Critical Attributes-20 points:**

Students will research the Science of Reading and prepare a Research Inquiry Paper. This paper will include the 5 essential components of reading instruction as well as the inclusion of language processing. A rubric will be provided to list the required criteria. Citations and a reference list must be used as evidence of reliable and research-based information and to prevent plagiarism.

#### **Special Populations of Readers (Diverse Reading Profiles)-20 points:**

In small groups, students will be assigned to present information on one of the special populations of readers (diverse reading profiles): struggling readers, students with Dyslexia, English language learners, culturally diverse students, students with exceptionalities, and students who speak language varieties other than mainstream English. Specific to this presentation will be the development of a resources and information flyer to give to classmates as well as relating the importance of attention to these special populations in the general education classroom.

#### **Systematic, Direct, and Explicit Phonics Instruction Demonstrations-20 points:**

<https://luckylittlelearners.com/how-to-teach-an-explicit-phonics-lesson/>

Students will create a lesson plan for phonics instruction. The lesson will be systematic, direct, and explicit to encourage learners to use sound-letter correspondences. The lesson design will follow 7 specific steps: 1) Warm-Up/Review 2) Phonemic Awareness Activation 3) Letter-Sound Correspondence 4) Word Blending & Reading 5) Word Building 6) Dictation and Encoding 7) Decodable Text. Students will carry out the lesson with a volunteer, playing the part of the student. The demonstration will be recorded and uploaded to Blackboard.

**Block 1 Field Experience (6 submissions x 10 points each = 120 points)** This field-based experience provides pre-service teachers with direct opportunities within the classroom setting that will help prepare them for professional service and apply the reading strategies they have learned. The field experience spans three weeks and is scheduled for afternoons with our PBJ Elementary partners. Application of course concepts includes the following assignments: Words Their Way Spelling Inventory; Oral Reading Fluency Assessment; Word Wall (Tier 2 vocabulary); Daily Word Work Lessons; Explicit Phonics Lesson (ongoing with co-teachers; use the WTW Spelling Inventory). Comprehension strategy utilizing graphic organizers. Lesson plans will follow the Mayville State Lesson Plan template. All information on these assignments will be provided on Blackboard. Remember to keep materials from this course for your electronic portfolio.

### **Final Project: Comprehensive Portfolio-100 points:**

Throughout the semester, students will be building foundational reading knowledge based on the Science of Reading body of research. The artifacts and coordinating reflections and research they complete will be compiled into a final comprehensive portfolio document that will be submitted as the Final for this course. Students will share their projects on their scheduled day during final exams week.

### **Liability Insurance and Background Check Information: (Required for Teacher Education Program – no points)**

All students enrolled in a course that requires a field experience, internship, student teaching, or other role that places them in a school setting and/or working with children must provide evidence of liability insurance and a cleared background check. It is your responsibility to provide evidence that you have current liability coverage and background check information before starting your field experience (e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt, or other signed insurance documentation). More information can be found on Blackboard. Field placement information will not be released to teacher candidates unless liability insurance and proof of a cleared background check are uploaded and approved in TaskStream.

### **KEY ASSESSMENT FOR EDUC 318-Disposition and InTASC Evaluations completed in Taskstream -0 points:**

When admitted into the teacher education program, candidates are expected to demonstrate professional behaviors, attitudes, and communications to positively impact students. In EDUC 318, you will be evaluated by yourself, your instructor, and your field mentor on your ability to impact student learning. Many tools, including the disposition and InTASC evaluations, measure this impact. As a student in this course, you will demonstrate the positive dispositions of a professional educator, which include: timeliness, attendance, dress and appearance, attitude and composure, initiative, ethics and confidentiality, organization, communication, sensitivity to diversity, cooperation/collaboration, rapport/communication, self-reflective, responsiveness to feedback, and lifelong learner. These evaluations are designated key assessments in the MSU teacher education program to demonstrate teaching competencies and document growth and performance throughout the program. Key assessments are aligned to InTASC Standards and are assessed with validated rubrics. Detailed directions are included in the Key Assessment Instructions within TaskStream. The following are expectations for teacher candidate performance on the disposition and InTASC evaluations:

- **Acceptable Target:** Minimum average score of 3 with no indicators below 2.5
- **Ideal Target:** Minimum average score of 3 with no indicators below 3

### **Starfish Early Alert and Connect System**

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns

and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish. Please see the Starfish webpage for additional details: <https://mayvillestate.edu/academics/starfish/>.

## Enrollment Verification

### **On-Campus Course Statement**

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

## Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

## Proctor Notification

No proctors are required for this course.

## Important Student Information

**Instructions:** In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor-Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

## AI Program Use Statement:

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and **specific** assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor).

Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course.

## Course Timeline/Schedule

**Instructions:** This is a tentative outline of topics, readings, and assignments. The instructor reserves the right to make changes as necessary to match the pace of the course or other unforeseen circumstances.

Week	Dates	Topic(s)	Readings/Viewings/Websites	Assignment(s) Due Mondays by 11:59 P.M. unless otherwise noted in Bb.
1	Jan. 11	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Science of Reading -The "Big 5" in Reading</li> <li>• National Reading Panel and Scarborough's Rope</li> <li>• MTSS and RTI</li> </ul>	<p>Syllabus</p> <p>Discuss the development of the Final Comprehensive Reading Portfolio. Begin the set up with PowerPoint or other student preferred platform.</p> <p>Teaching Reading Sourcebook (TRS): The Big Picture (pp. 1-16) and MTSS for Reading Success (pp. 743-754).</p> <p>Blog: "The Science of Reading Explained"  <a href="https://www.nwea.org/blog/2022/the-science-of-reading-explained/">https://www.nwea.org/blog/2022/the-science-of-reading-explained/</a></p> <p>Website: "What is the Science of Reading?"  <a href="https://www.reallygreatreading.com/what-is-the-science-of-reading-and-phonics">https://www.reallygreatreading.com/what-is-the-science-of-reading-and-phonics</a></p> <p>Videos: Science of Reading 1, 2, &amp;3:</p> <ul style="list-style-type: none"> <li>• Part 1-The Reading Brain  <a href="https://www.youtube.com/watch?v=dWWCmuAEBB4">https://www.youtube.com/watch?v=dWWCmuAEBB4</a></li> <li>• Part 2- The Simple View of Reading:  <a href="https://www.youtube.com/watch?v=QtDEMHRd8E">https://www.youtube.com/watch?v=QtDEMHRd8E</a></li> <li>• Part 3-Scarborough's Reading Rope:  <a href="https://www.youtube.com/watch?v=JR7GbAHntQ4">https://www.youtube.com/watch?v=JR7GbAHntQ4</a></li> </ul> <p>IDA Reading Rope <a href="https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/">https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/</a></p> <p>Video: The Animated Reading Rope:  <a href="https://institute.aimpa.org/resources/readingrope">https://institute.aimpa.org/resources/readingrope</a></p> <p>Article: "Why Reading is Not a Natural Process"  <a href="https://www.ascd.org/el/articles/why-reading-is-not-a-natural-process">https://www.ascd.org/el/articles/why-reading-is-not-a-natural-process</a></p> <p>Website: "RTI and MTSS" <a href="https://www.readingrockets.org/topics/rti-and-mtss">https://www.readingrockets.org/topics/rti-and-mtss</a></p> <p>Website: "4 Assessment Practices";  <a href="https://www.readingrockets.org/topics/about-reading/articles/improving-practice-four-essential-components-supporting-quality">https://www.readingrockets.org/topics/about-reading/articles/improving-practice-four-essential-components-supporting-quality</a></p>	<ul style="list-style-type: none"> <li>• <b>Discussion Board:</b> Syllabus Response</li> <li>• <b>Activity 1:</b> SoR What do you currently know?</li> <li>• <b>Assignment 1:</b> Idea Development Mind Map-Science of Reading Overview</li> </ul>
2	Jan. 18	<ul style="list-style-type: none"> <li>• How the Brain Reads (4-Part Processor)</li> <li>• Stages of Reading Development</li> <li>• Stages of Reading</li> </ul>	<p>Continued from Week #1: Teaching Reading Sourcebook (TRS): The Big Picture (pp. 1-16) and MTSS for Reading Success (pp. 743-754).</p> <p>Read and View: What We Know About Reading and the Brain:<a href="https://www.readingrockets.org/reading-101/how-children-learn-read/reading-brain">https://www.readingrockets.org/reading-101/how-children-learn-read/reading-brain</a></p> <p>View: "The Reading Brain: How We Learn to Read":  <a href="https://www.youtube.com/watch?v=A2HHrKpiIYM">https://www.youtube.com/watch?v=A2HHrKpiIYM</a></p> <p>Website: "How the Brain Learns to Read":  <a href="https://keystoliteracy.com/blog/how-the-brain-learns-to-read/">https://keystoliteracy.com/blog/how-the-brain-learns-to-read/</a></p>	<ul style="list-style-type: none"> <li>• <b>Partner Chapter Presentations:</b> "The Big Picture"</li> <li>• <b>Activity 1:</b> Parking Lot- KWL Reading and the Brain</li> <li>• <b>Assignment 1:</b> 4-Part Processor Model for Word Recognition</li> <li>• <b>Assignment 2:</b> Components of Effective Reading Instruction with Connections to MTSS/RTI</li> </ul>

3	Jan. 25	<ul style="list-style-type: none"> <li>Word Structure</li> <li>Current Reading Research: Elementary &amp; Adolescent</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapters 1 and 2 Structure of English and Spanish pp. 19-64</p> <p>Article: "What Does Research Tell Us About Teaching Reading to English Language Learners?" (Suzanne Irujo, Reading Rockets)  <a href="https://www.readingrockets.org/topics/about-reading/articles/what-does-research-tell-us-about-teaching-reading-english-language">https://www.readingrockets.org/topics/about-reading/articles/what-does-research-tell-us-about-teaching-reading-english-language</a></p> <p>Article: "Meeting the Needs of Struggling Adolescent Readers"  <a href="https://files.eric.ed.gov/fulltext/EJ1110956.pdf">https://files.eric.ed.gov/fulltext/EJ1110956.pdf</a></p> <p>Practice Guide: "Improving Adolescent Literacy":  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></p> <p>NAEP Summary Report:  <a href="https://www.nationsreportcard.gov/highlights/reading/2022/">https://www.nationsreportcard.gov/highlights/reading/2022/</a></p> <p>ND Reading State Snapshot Report:  <a href="https://nces.ed.gov/nationsreportcard/subject/publications/stt2022/pdf/2023010ND8.pdf">https://nces.ed.gov/nationsreportcard/subject/publications/stt2022/pdf/2023010ND8.pdf</a></p> <p>ND ELA Data  <a href="https://insights.nd.gov/Education/State/StateAssessment/StudentAchievement">https://insights.nd.gov/Education/State/StateAssessment/StudentAchievement</a></p> <p>NAEP Reading Data: <a href="https://nces.ed.gov/nationsreportcard/">https://nces.ed.gov/nationsreportcard/</a></p>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b> "Structure of English" and "Structure of Spanish"</li> <li><b>Discussion Board:</b> ELL Research Summaries</li> <li><b>Activity 1:</b> Compare/Contrast Spanish and English from Sourcebook Reading</li> <li><b>Activity 2:</b> Data Dig</li> <li><b>Assignment 1:</b> Data Dig Poster</li> </ul>
4	Feb. 1	<ul style="list-style-type: none"> <li>Introduction to Early Literacy</li> <li>Print Awareness</li> <li>Letter Knowledge</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapters 3 and 4 (pp. 67-110)</p> <p>Article- "Learning to Read: What We Know and What We need to Understand Better"  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4538787/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4538787/</a></p> <p>Video: "Print Awareness and Alphabet Knowledge"  <a href="https://www.youtube.com/watch?v=BBCsyT-G7zI">https://www.youtube.com/watch?v=BBCsyT-G7zI</a></p> <p>Video: "The Connection Between Speaking and Reading"  <a href="https://www.readingrockets.org/reading-101/reading-and-writing-basics/oral-language">https://www.readingrockets.org/reading-101/reading-and-writing-basics/oral-language</a></p>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b></li> <li><b>Activity 1:</b> Jigsaw- Share out Chapters 3 and 4- Choose one concept.</li> <li><b>Assignment:</b> Create a PowerPoint that explains the relationship between oral language and print awareness/letter knowledge. Record yourself talking us through your presentation.</li> </ul>
5	Feb. 8	<ul style="list-style-type: none"> <li>Phonological Awareness, Phonemic Awareness, and Alphabetic Principle</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapter 5 (pp. 115-156)</p> <p>Website: "The Alphabetic Principle"  <a href="https://www.readingrockets.org/topics/phonics-and-decoding/articles/alphabetic-principle#:~:text=of%20each%20letter,What%20is%20the%2022alphabetic%20principle%22%3F,the%20sounds%20of%20spoken%20language.">https://www.readingrockets.org/topics/phonics-and-decoding/articles/alphabetic-principle#:~:text=of%20each%20letter,What%20is%20the%2022alphabetic%20principle%22%3F,the%20sounds%20of%20spoken%20language.</a></p> <p>Website: "Basics: Phonological and Phonemic Awareness"  <a href="https://www.readingrockets.org/reading-101/reading-and-writing-basics/phonological-and-phonemic-awareness">https://www.readingrockets.org/reading-101/reading-and-writing-basics/phonological-and-phonemic-awareness</a></p>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b></li> <li><b>Discussion Board:</b> Ask and Answer Online Tutorials (Phonological and Phonemic Awareness)</li> <li><b>Activity 1:</b> Graphic Organizer: Critical Attributes of Phonological Awareness, Phonemic Awareness, and Alphabetic Principle- (with reflection on the instructional sequence of the three)</li> <li><b>Assignment 1:</b> Complete and submit your graphic organizer.</li> <li><b>Assignment 2:</b> Using pages 128-158 students will be assigned a phonological awareness game and present it to the class interactively.</li> </ul>
6	Feb. 15	<ul style="list-style-type: none"> <li>Intro. to Decoding and Word Recognition</li> <li>Encoding</li> <li>Phonics</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapter 6 (pp. 159-235)</p> <p>Website: "What is Explicit Instruction?"  <a href="https://www.themeasuredmom.com/what-is-explicit-instruction/">https://www.themeasuredmom.com/what-is-explicit-instruction/</a></p> <p>Website: "What is Explicit Instruction?"  <a href="https://my.vanderbilt.edu/spedteacherresources/what-is-explicit-instruction/">https://my.vanderbilt.edu/spedteacherresources/what-is-explicit-instruction/</a></p> <p>Flyer: "16 Elements of Explicit Instruction":  <a href="https://csdccc.weebly.com/uploads/4/6/7/7/4677694/16_elements.pdf">https://csdccc.weebly.com/uploads/4/6/7/7/4677694/16_elements.pdf</a></p>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b></li> <li><b>Activity 1:</b> Explicit Instruction (direct and systematic) What exactly does this mean?)</li> <li><b>Activity 2:</b> Padlet- Research the "Gradual Release" teaching and learning strategy. Explain how this strategy fits into direct, explicit, and systematic instruction. Identify the benefits for students during phonics instruction.</li> <li><b>Assignment 1:</b> Choose a phonics rule or generalization and create an explicit lesson detailing procedures and activities for teaching and learning that concept.</li> </ul>



			<p>Video: "Phonics (Encoding and Decoding)"  <a href="https://www.youtube.com/watch?v=7i-VMPz3thI">https://www.youtube.com/watch?v=7i-VMPz3thI</a></p> <p>Video: "Why Explicit Instruction?" <a href="https://www.youtube.com/watch?v=i-qNpFtcynI">https://www.youtube.com/watch?v=i-qNpFtcynI</a></p> <p>Video: "Defining Explicit and Systematic Phonics/Science of Reading"  <a href="https://www.youtube.com/watch?v=W7QyycUZidM&amp;list=PLIWL4hsBPFPO3VYKQe7ZUCAdyVsqUYstM&amp;index=3">https://www.youtube.com/watch?v=W7QyycUZidM&amp;list=PLIWL4hsBPFPO3VYKQe7ZUCAdyVsqUYstM&amp;index=3</a></p>	
7	Feb. 22	<ul style="list-style-type: none"> <li>Irregular Word Reading</li> <li>Multisyllabic Word Reading</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapters 7 and 8 (pp. 241-314)</p> <p>Website: Irregular and High Frequency Words:  <a href="https://ufli.education.ufl.edu/resources/teaching-resources/instructional-activities/irregular-and-high-frequency-words/">https://ufli.education.ufl.edu/resources/teaching-resources/instructional-activities/irregular-and-high-frequency-words/</a></p> <p>Website: "Reading Multisyllabic Words":  <a href="https://www.readingrockets.org/helping-all-readers/looking-reading-interventions/reading-multisyllable-words-xavier-third-grader">https://www.readingrockets.org/helping-all-readers/looking-reading-interventions/reading-multisyllable-words-xavier-third-grader</a></p> <p>Website: "Decoding Multisyllabic Words: Using Syllable Types":  <a href="https://jenniferfindley.com/decoding-multisyllabic-words-using-syllable-types/">https://jenniferfindley.com/decoding-multisyllabic-words-using-syllable-types/</a></p> <p>Video: "Six Syllable Types":  <a href="https://www.youtube.com/watch?v=zlPungaJ0SU">https://www.youtube.com/watch?v=zlPungaJ0SU</a></p>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b></li> <li><b>Discussion Board:</b> Research the connection between morphemic analysis and decoding multisyllabic words. Share your response in small groups. Submit in the DB area.</li> <li><b>Activity 1:</b> In partners, develop an activity that teaches the 6 syllable types. Share in small groups.</li> <li><b>Assignment:</b> Quiz- Phonological Awareness, Phonemic Awareness, Alphabetic Principle, and Phonics.</li> </ul>
8	Feb. 29	<ul style="list-style-type: none"> <li>Intro. to Reading Fluency and Reading Accuracy</li> <li>Fluency Assessment/ Fluency Instruction</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapters 9 and 10 (pp. 321-398)</p> <p>Videos and Related Materials: Fluency and Word Study:  <a href="https://www.learner.org/series/teaching-reading-3-5-workshop/fluency-and-word-study/">https://www.learner.org/series/teaching-reading-3-5-workshop/fluency-and-word-study/</a></p> <p>Website: "Evidence-based Assessment in the Science of Reading"  <a href="https://www.ldatschool.ca/evidence-based-assessment-reading/">https://www.ldatschool.ca/evidence-based-assessment-reading/</a></p> <ul style="list-style-type: none"> <li>DIBELS Next: <a href="https://www.youtube.com/watch?v=e2GywoKm2pl">https://www.youtube.com/watch?v=e2GywoKm2pl</a></li> <li>AIMSweb: <a href="https://www.youtube.com/watch?v=TJaquXF1aFA">https://www.youtube.com/watch?v=TJaquXF1aFA</a></li> <li>FastBridge: <a href="https://www.youtube.com/watch?v=dKVtOmrL0Q">https://www.youtube.com/watch?v=dKVtOmrL0Q</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b></li> <li><b>Activity 1:</b> Partner work: From your reading explain the reciprocal process between fluency assessment and fluency instruction as well as the connection between fluency/accuracy and comprehension.</li> <li><b>Activity 2:</b> Jigsaw in small groups your assigned fluency practice strategy. Be prepared to present your strategy to the class by developing a one-page handout.</li> <li><b>Assignment 1:</b> Develop a menu board of activities that students will use to help improve their fluency. Choose a specific grade level and include activities that you research that align with Fluency standards from that grade.</li> </ul>
	Mar. 7	<ul style="list-style-type: none"> <li><b>No CLASSES-SPRING BREAK</b></li> </ul>		
9	Mar. 14	<ul style="list-style-type: none"> <li>Intro. to Vocabulary</li> <li>Tiering Vocabulary</li> <li>Specific Word Instruction</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapter 11 (pp. 405-484)</p> <p>Website: "How to Teach Vocabulary Strategies":  <a href="https://journal.imse.com/how-to-improve-vocabulary-strategies-activities/#:~:text=Vocabulary%20Strategies-Specific%20Word%20Instruction,provide%20a%20depth%20of%20knowledge.">https://journal.imse.com/how-to-improve-vocabulary-strategies-activities/#:~:text=Vocabulary%20Strategies-Specific%20Word%20Instruction,provide%20a%20depth%20of%20knowledge.</a></p> <p>Website: "Tiered Vocabulary": <a href="https://litinfocus.com/tiered-vocabulary-what-is-it-and-why-does-it-matter/">https://litinfocus.com/tiered-vocabulary-what-is-it-and-why-does-it-matter/</a></p> <p>Video: "Vocabulary Instruction-Marzano's 6 Steps":  <a href="https://www.youtube.com/watch?v=a3w97lep2yU&amp;t=35s">https://www.youtube.com/watch?v=a3w97lep2yU&amp;t=35s</a></p>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b></li> <li><b>Activity 1:</b> Identify and discuss components of an Explicit Vocabulary Lesson; choose a multiple-meaning word to develop an explicit lesson. Discuss the complexities of multiple-meaning words related to comprehension. <b>We discussed Explicit Instruction in Week #6.</b></li> <li><b>Discussion Board 1:</b> Develop and submit your Explicit Vocabulary lesson on your multiple-meaning word.</li> <li><b>Assignment 2:</b> Choose a nonfiction Text and develop a Tier 2 Vocabulary word list that you would use to connect to students' prior knowledge and build upon to enhance comprehension.</li> </ul>
10	Mar. 21	<ul style="list-style-type: none"> <li>Word-Learning Strategies</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapter 12 (pp. 487-562)</p>	<ul style="list-style-type: none"> <li><b>Partner Chapter Presentations:</b></li> <li><b>Activity 1:</b> This activity is an extension of your explicit lesson that you developed last</li> </ul>

			<p>Website: "Teaching Vocabulary":  <a href="https://www.readingrockets.org/topics/vocabulary/articles/teaching-vocabulary#:~:text=Word%2Dlearning%20strategies%20include%20dictionary,is%20also%20an%20important%20strategy.">https://www.readingrockets.org/topics/vocabulary/articles/teaching-vocabulary#:~:text=Word%2Dlearning%20strategies%20include%20dictionary,is%20also%20an%20important%20strategy.</a></p> <p>Website: "Components of Effective Vocabulary Instruction":  <a href="https://www.colorincolorado.org/article/components-effective-vocabulary-instruction">https://www.colorincolorado.org/article/components-effective-vocabulary-instruction</a></p> <p>Morphemic Analysis: Prefixes, Suffixes, Roots vs Bases</p>	<p>week. Today, you will merge your explicit vocabulary lesson with your Tier 2 word list and develop a complete vocabulary lesson plan. There must be two activities: one that implements technology (the student must actively participate) and instructional (not paper pencil-but more of a manipulative-type learning opportunity).</p> <ul style="list-style-type: none"> <li>• <b>Assignment 1:</b> Activity 1 will be started in class and then submitted as the assignment for this week when you complete it on your own.</li> </ul>
11	Mar. 28	<ul style="list-style-type: none"> <li>• Word Consciousness</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapter 13 (pp. 569-601)</p> <p>Website: "Vocabulary-Rich Classroom":  <a href="https://www.readingrockets.org/topics/vocabulary/articles/vocabulary-rich-classroom-modeling-sophisticated-word-use-promote-word#:~:text=Word%20consciousness%20involves%20being%20aware,able%20to%20use%20them%20skillfully.">https://www.readingrockets.org/topics/vocabulary/articles/vocabulary-rich-classroom-modeling-sophisticated-word-use-promote-word#:~:text=Word%20consciousness%20involves%20being%20aware,able%20to%20use%20them%20skillfully.</a></p> <p>Article: "Developing Word Consciousness in Young Readers":  <a href="https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1000&amp;context=iciti">https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1000&amp;context=iciti</a></p> <p>Blog: "Vocabulary is Comprehension":  <a href="https://www.literacyworldwide.org/blog/literacy-now/2015/06/30/vocabulary-is-comprehension">https://www.literacyworldwide.org/blog/literacy-now/2015/06/30/vocabulary-is-comprehension</a></p>	<ul style="list-style-type: none"> <li>• <b>Partner Chapter Presentations:</b></li> <li>• <b>Assignment 1:</b> Diamanté Poem. Yvonne will lead you through this activity. You will upload a screenshot of your final project and we will share them out in class next week. This activity illustrates how you can merge ELA with word work to enhance comprehension and awareness of word importance.</li> </ul>
12	Apr. 4	<ul style="list-style-type: none"> <li>• Intro. to Comprehension</li> <li>• Literary Text</li> <li>• Informational Text</li> </ul>	<p>Teaching Reading Sourcebook (TRS): Chapters 14 and 15 (607-739)</p> <p>Article: "The Science of Reading Comprehension Instruction";  <a href="https://www.literacyworldwide.org/blog/literacy-now/2015/06/30/vocabulary-is-comprehension">https://www.literacyworldwide.org/blog/literacy-now/2015/06/30/vocabulary-is-comprehension</a></p> <p>Article: "The Science of Reading Comprehension":  <a href="https://keystoliteracy.com/blog/the-science-of-reading-comprehension/">https://keystoliteracy.com/blog/the-science-of-reading-comprehension/</a></p> <p>Website: "Comprehension": <a href="https://www.readnaturally.com/research/5-components-of-reading/comprehension">https://www.readnaturally.com/research/5-components-of-reading/comprehension</a></p> <p>Video: "Reading Comprehension: Teaching Strategies":  <a href="https://www.youtube.com/watch?v=1VK6soGLuIY">https://www.youtube.com/watch?v=1VK6soGLuIY</a></p> <p>Article: "Selecting Texts to Support Comprehension":  <a href="https://files.eric.ed.gov/fulltext/ED597128.pdf">https://files.eric.ed.gov/fulltext/ED597128.pdf</a></p>	<ul style="list-style-type: none"> <li>• <b>Partner Chapter Presentations:</b></li> <li>• <b>Activity 1:</b> Partners-Selecting Texts to support comprehension.</li> <li>• <b>Activity 2:</b> Evaluate most important elements in literary text for comprehension instruction.</li> <li>• <b>Assignment 1:</b> Readability and connection to informational text (including content area text).</li> </ul>
13	Apr. 11	<ul style="list-style-type: none"> <li>• Special Populations of Struggling Readers</li> <li>• Dyslexia</li> <li>• English Learners</li> <li>• Reading Disabilities vs Reading Difficulties</li> </ul>	<p>Web Article: "Who Are the Children Who Have Reading Difficulties?"  <a href="https://www.readingrockets.org/topics/intervention-and-prevention/articles/who-are-children-who-have-reading-difficulties#:~:text=Children%20living%20in%20communities%20in,a%20history%20of%20reading%20difficulty">https://www.readingrockets.org/topics/intervention-and-prevention/articles/who-are-children-who-have-reading-difficulties#:~:text=Children%20living%20in%20communities%20in,a%20history%20of%20reading%20difficulty</a></p> <p>Website: "Dyslexia" <a href="https://www.readingrockets.org/topics/dyslexia">https://www.readingrockets.org/topics/dyslexia</a></p> <p>Website: "English Language Learners":  <a href="https://www.readingrockets.org/topics/english-language-learners">https://www.readingrockets.org/topics/english-language-learners</a></p> <p>Website: "Learning Disability":  <a href="https://www.readingrockets.org/topics/assessment-and-evaluation/articles/how-do-you-know-if-your-child-might-have-learning">https://www.readingrockets.org/topics/assessment-and-evaluation/articles/how-do-you-know-if-your-child-might-have-learning</a></p>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> In small groups, you will research and present information regarding various forms of reading difficulties.</li> <li>• <b>Activity 2:</b> Q and A and Review for Final Project</li> <li>• <b>Assignment:</b> Begin your preparations for teaching your students next week.</li> </ul>
14	Apr. 18	<ul style="list-style-type: none"> <li>• Block I Field Experience</li> </ul>	<p>Begin Field Experience: Administer WTW Spelling Inventory and ORF Assessment</p>	<ul style="list-style-type: none"> <li>• Block I Assignments as Scheduled</li> </ul>

15	Apr. 25	• Block I Field Experience	Field Experience: Explicit Phonics Lesson and Recording; Word Work Lesson	• Block I Assignments as Scheduled
16	May 2	• Block I Field Experience	Field Experience: Word Wall; Comprehension Strategy/Graphic Organizer	• Block I Assignments as Scheduled
17	TBD	• FINAL EXAM WEEK (See the finals schedule for your assigned exam time and place.)	During our scheduled final exam time, we will be presenting the Final Comprehensive Portfolio Projects and completing the final key assessments for your Taskstream requirements.	• <b>REQUIRED ATTENDANCE</b>

**NOTE: Field Experience Hours, Requirements, and Due Dates will be posted in Bb.**

Course Improvements Base on the Most Recent Assessment Findings:

This course will be assessed in the future (based on the 2019-2025 assessment curriculum map) and the findings will be reported in this syllabus.

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