



Science of Reading
Model Syllabus #2

Phonological Awareness and Phonics

General Information

Course:
Semester:

Instructor:
E-Mail:

Class Time:
Class Location:
Credit Hours: 3 hrs.

Phone:
Office Location:
Office Hours:

Prerequisite(s)

Foundations of Literacy

Course Description

This course is designed to teach the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading.

Course Objectives

Students will know and be able to:

1. Articulate phonemes that correlate with English graphemes.
2. Graphically represent phonemes that correlate with English graphemes.
3. Demonstrate knowledge of phonetic generalizations for word analysis.
4. Explain the role of language skills within reading, spelling, and writing.
5. Understand the range of phonological awareness skills and the causal relationship between these skills and learning to read.
6. Articulate differences between code-emphasis and whole language approaches to teaching reading and defend the use of a research based approach.
7. Differentiate between phonological awareness and phonics and explain the relationship between these.
8. Meaningfully determine and measure phonological awareness skills.
9. Explain the Simple View of reading and an understanding that fluent word recognition is a vital aspect of reading competency.

10. Demonstrate knowledge of structure of English orthography and morphology.
11. Understand that learning to spell and learning to read rely on much of the same underlying linguistic knowledge and that spelling instruction can be designed to further understand of key aspects of language, resulting in better reading.
12. Describe how scientific research has affected the practice of teaching reading, spelling, and writing.
13. Know how to be a wise consumer of and recognize effective research in reading and spelling.
14. Design lesson plans that are focused and organized and that outline the skill instruction sequentially and explicitly.

Field Experience

The field experience includes a brief teacher interview and classroom observation of phonics instruction along with an application experience (lesson planning). This experience is most beneficial when the interview and observation occur within a classroom at the student's licensure area. The interview and observation is guided by the Field Experience form (See Appendix). A follow up lesson is created that outlines systematic and explicit phonics instruction. The lesson is administered at the practicum site with peer and instructor feedback (most advantageous) or practiced within peer groups. Details regarding the field experience are dictated by the instructor.

Required Text & Materials

Text books:

- Beck, I.L., (2013) *Making sense of phonics: The hows and whys*. (2nd edition). New York: The Guilford Press.
- O'Connor, R. (2014). *Teaching word recognition: Effective strategies for students with learning difficulties* (2nd edition). New York: The Guilford Press.

*NOTE: Texts will be used across the core reading courses.

*Archer, A.L., Hughes, C.A. (2011) *Explicit instruction: Effective and efficient teaching*. New York: The Guilford Press.

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

Readings (Used in Class & as Homework):

- Adams, M.J., Foorman, B., Lundberg, I., Beeler, T. (2014) *Phonemic Awareness in Young Children, Reading Rockets*. Retrieved from <http://www.readingrockets.org/article/phonemic-awareness-young-children>
- Bowers, P., & Cooke, G. (2012, Fall) Morphology and the common core: Building students' understanding of the written word. *Perspectives on Language and Literacy*, 38(4) 31-35
- Ehri, L. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary. *Scientific Studies of Reading* (18 -1)
- Florey, K.B. (2008). A diagramed sentence is a bit like art. *American Federation of Teachers*, pp. 40-42

- Hanford, E., (2018). Hard words: Why aren't kids being taught to read? American Public Media. Retrieved from: <https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>
- International Dyslexia Association. (2019) *Structured literacy*™: *An introductory guide* Retrieved from: <https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yz>
- Joshi, M., Treiman, R., Carreker, S., & Moats, L. C. (2008/2009) *How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization.* American Educator, 32 (4), 6–16, 42–43.
- Moats, L. (n.d.) *How spelling supports reading.* Retrieved from <https://www.aft.org/sites/default/files/periodicals/Moats.pdf>
- Reading Rockets. (n.d.) *Phonics 101: Introduction* Retrieved from: <https://www.readingrockets.org/teaching/reading101-course/modules/phonics-introduction>
- Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the “phon” words and some related terms. *Journal of Literacy Research*, 34, 299–334.
- Soifer, L. (2011). Development of oral language and its relationship to literacy. In Birsh, J. (Ed.), *Multisensory Teaching of Basic Language Skills* (49-92). Baltimore: Brookes Publishing Co.
- Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities *Teaching Exceptional Children.* Retrieved from <https://www.readingrockets.org/content/pdfs/structured-literacy.pdf>
- Spear-Swerling, L. (2011). Phases in reading words and phonics interventions. In R. O'Connor & P. Vadasy (Eds.), *Handbook of reading interventions* (pp. 63–87). New York:
- Spear-Swerling, L. (2007) The Research-practice divide in beginning reading, *Theory Into Practice*, 46,(4), 301 – 308.
- Washburn, E, Joshi, R.M., & E. Cantrell (2011) Are preservice teachers prepared to teach struggling readers? *Annals of Dyslexia*, 61:21–43
- What Works Clearinghouse. (2016) *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.* Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Web Resources:

As identified in the Course Schedule, a variety of web pages are utilized throughout this course to introduce and provide clear examples of critical concepts. The Reading Rockets site is listed often because, while its web pages vary in length and level of complexity, they can be utilized to provide a clear and succinct introduction to a topic. These web pages can also be used with family members to explain important concepts regarding the development of reading and writing. The resources listed below are short informative videos that can be viewed and discussed in class.

Week 1:

Children of the Code Video

Retrieved from: <http://www.childrenofthecode.org/Tour/c3b/language.htm>

Week 3:

Moats, L., Tolman, C. (n.d) *Why phonological awareness is important for reading and spelling*. Retrieved from <https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling>

Murray, B. (2014) The reading genie. Counting phonemes activity. Retrieved from <http://wp.auburn.edu/rdggenie/home/lessons/phoncount/>

PaTTAN (2017). Sound walls. Retrieved from <https://www.youtube.com/watch?v=ymw6aCp7m14>

Week 7

Teaching Irregular Words from the Reading League

Retrieved from: https://www.youtube.com/watch?v=R2F1_CNImec

Week 8

Orthographic mapping: What it is and why it's so important

Retrieved from <https://www.youtube.com/watch?v=XfRHcUeGohc>

95 Percent Group Kilpatrick Webinar Series.

Retrieved at <https://www.95percentgroup.com/kilpatrick-webinars>

“Teaching Irregular Words” from the Reading League)

https://www.youtube.com/watch?v=R2F1_CNImec

Kilpatrick, D. (2018) *Recent advances in understanding word-level reading problems: Implications for assessment and effective intervention*. Retrieved from <https://www.corelearn.com/recent-advances-in-understanding-word-level-reading-problems-implications-for-assessment-and-effective-intervention/> (You must create a login to access video.)

Week 12:

Louisa Moats

<http://youtu.be/oOAYzNAUL9U>

Gina Cooke: Making Sense of Spelling

<http://ed.ted.com/lessons/making-sense-of-spelling-gina-cooke>

Week 14:

“Diagramming Sentences” from <https://www.english-grammar-revolution.com/english-grammar-exercise.html>

Ohio's 12 Hour Reading Core Standards

Standard	Where it is addressed in the course	How the standard is assessed
Standard 1: Knowledge and Beliefs about Language and Literacy Learning	Week 1: 1.1, 1.4, 1.5, 1.6, 1.7,	Summary: (Week 1) Summary: (Week 2) Summary: (Week 10) Class Discussion (Weeks 1-15) Field Experience Final Exam (Week 16)
Standard 2: Phonological Awareness, Phonics, Word Identification and Spelling	Week 3: 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.10 Week 4: 2.1, 2.2, 2.3, 2.4, , 2.6, 2.7, 2.8, 2.10 Week 5: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10 Week 6: 2.2, 2.3, 2.4, 2.7, 2.8 Week 7: 2.2, 2.3, 2.4, 2.7,2.8 Week 8: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8 Week 11: 2.5, 2.9 Week 12: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8. 2.9	Exercise: Phoneme Counting (Week 4) Summary: (Week 5) Phoneme/Grapheme Assessments #1 and #2 (Weeks 6 and 12) Lesson Plan (Week 7) Lesson Plan (Week 9) Lesson Plan (Week 11) Exercise: Try It! (Week 11) Final Exam (Week 16)
Standard 3: Creating a Literate Environment	Week 2: 3.1, 3.2, 3.3, 3.4, 3.5 Week 3: 3.1, 3.2, 3.3, 3.4, 3.5 Week 4: 3.1, 3.2, 3.3, 3.4, 3.5	Summary: (Week 1) Summary: (Week 2) Summary: (Week 10) Field Experience
Standard 4: Diversity and Individual Differences	Week 3: 4.1 Week 4: 4.1	Lesson Plan (Week 7) Lesson Plan (Week 9) Lesson Plan (Week 11) Final Exam (Week 16)
Standard 5: Comprehension and Fluency	Week 1: 5.1 Week 5: 5.1, 5.5, 5.6 Week 6: 5.1, 5.5, 5.6 Week 7: 5.1, 5.5, 5.6 Week 8: 5.1, 5.5, 5.6 Week 9: 5.1, 5.5, 5.6 Week 10: 5.1, 5.5, 5.6 Week 13: 5.1, 5.5, 5.6 Week 14: 5.1, 5.5, 5.6	Lesson Plan (Week 7) Lesson Plan (Week 9) Lesson Plan (Week 11) Final Exam (Week 16)
Standard 6: Vocabulary	Week 13: 6.1, 6.2 Week 14: 6.1, 6.2	Phonics Lesson Plan (Week 11) Exercise: Word Origins (Week 14)

<p>Standard 7: Designing Instruction to Support Students' Literacy Learning</p>	<p>Week 2: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 3: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 4: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 5: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 10: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 15: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p>	<p>Summary: Week 1 Summary: Week 2 Lesson Plan (Week 7) Lesson Plan (Week 9) Lesson Plan (Week 11) Summary: Week 10 Exercise: Try It! (Week 13) Exercise: Word Origins (Week 14) Exercise: Sentence Structure (Week 15) Class Discussion (Weeks 1-15) Final Exam (Week 16)</p>
<p>Standard 8: Assessment, Identification and Intervention for Students with Reading Difficulties</p>	<p>Week 2: 8.5 Week 3: 8.1, 8.2, 8.3, 8.5 Week 4: 8.1, 8.2, 8.3, 8.5 Week 9: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8 Week 14: 8.9 Week 15: 8.9</p>	<p>Lesson Plan (Week 7) Lesson Plan (Week 9) Lesson Plan (Week 11) Summary: Week 10 Exercise: Sentence Structure (Week 15) Final Exam (Week 16)</p>
<p>Standard 9: Writing</p>	<p>Week 8: 9.2</p>	<p>Final Exam (Week 16)</p>
<p>Standard 10: Professionalism, Professional Learning and Research</p>	<p>Week 2: 10.1, 10.2, 10.3 Week 3: 10.1, 10.2, 10.3 Week 4: 10.1, 10.2, 10.3</p>	<p>Class Discussion (Weeks 1-15) Summary: (Week 10) Field Experience Final Exam (Week 16)</p>

Methods of Evaluation

Assignment	Description & Purpose	Points
Written Summaries of Class Discussions:	The short summaries (1 to 2 paragraphs, 300 – 500 words) contain critical information related to the week’s topic. The summary should be concise, yet contain clearly communicated information critical to understanding the topic. If the instructor provides guiding questions, these should be used to direct writing. The purpose is to support knowledge assimilation.	16 8 summaries at 2 points each
Phoneme/ Grapheme Assessments	These assessments assess mastery of individual phonemes and their corresponding graphemes. (See addendum for further details.) These assessments give students the opportunity to demonstrate knowledge and skill in producing phoneme/grapheme correlations quickly and accurately, a critical skill for instruction.	30 2 assessments at 15 points each
Lesson Plan Construction and Demonstration	These assignments provide opportunities to apply and extend what has been learned concerning phonological awareness, phonics, fluent word reading, explicit instruction and scientifically based reading research to the practice of teaching. Students illustrate and clarify how this knowledge shapes classroom practice through the construction of detailed lesson plans.	20 2 plans at 10 points each
Exercises	These exercises provide opportunities to apply skills taught through classroom lectures and readings. The purpose of these short exercises is to provide practice with activities that can shape classroom practice.	4 4 exercises at 1 point each
Field Experience	The purpose of this field experience is to provide students (through a brief teacher interview and classroom observation of phonics instruction) insight into the application of class objectives in a school setting.	5
Final Exam	The purpose of this assignment is to assess mastery of key content of the course.	15
Class Participation	Participation points are based on class attendance, active participation, and in-class activity performance. The purpose of this active participation is to strengthen understanding through the application of the content from class readings and lectures.	10

Grading Scale

Course Assessments—Descriptions

Written Summaries:

The summaries allow students to assimilate what has been learned from class discussions, readings and lectures.

- Brief essay (1 to 2 paragraphs, 300 – 500 words) of critical content
- Content of summary should be related to topic.
- Some topics have guided questions listed on the course schedule.
- Summary due the week listed on the course schedule.

Phoneme/Grapheme Assessments:

These assessments help to inform whether or not the knowledge of phoneme-grapheme correspondences are sufficient for instruction.

- Knowledge of individual phoneme-grapheme correspondences (i.e. consonants, vowels, blends, vowel teams, etc.) are evaluated both visually (students sees grapheme and announces corresponding phonemes) and through auditory means (students hear a phoneme and writes corresponding graphemes).
- Student knowledge of phoneme/grapheme correspondence must be at the automatic level to be considered correct.

Lesson Plan Construction

These assignments require the application of concepts from across the course in order to create logical, explicit plans that are reflective of the science of reading.

- Two lesson plans are created with one that outlines the teaching of an early phonics concept (such as instruction related to the phoneme /b/) and one that is a follow up from the field experience observation.
- The aspects of each lesson plan are clearly listed in the assignment explanation found in the Appendix.

Exercises

These activities can be completed as part of classwork or homework and serve to reinforce phonics skills.

- These short activities provide extra practice in critical phonics objectives.
- These activities are done independently and are turned into the instructor the day identified.

Field Experience

This field experience provides students insight into the application of class objectives in a school setting. The experience includes:

- Interaction with a classroom teacher (short interview) regarding his/her instructional practices
- Observation of classroom activity (preferably small group) to observe aspects of explicit phonics instruction.
- Summary of these two experiences in short report form that is due with the final exam.

Final Exam

Timely, accurate completion and understanding of the required readings in this class are important in order to be successful on the Final Exam.

- The Final Exam is taken without the benefit of notes or texts.
- The final exam is worth 20 points and will include a variety of questions including true/false, multiple choice, and extended response.

Class Participation

- Students are expected to attend every class session, prepared and ready to participate.
- Students are expected to participate daily in discussions.

University/Instructor Policies

Note all important policies—drop date, plagiarism, accommodations, attendance, etc.

Course Schedule (Homework is due on the first scheduled class date of the assigned week)

	Topic	Readings Due	Assignments Due
Week 1	<p><u>Language Development and Reading</u></p> <ul style="list-style-type: none"> - The Simple View and Reading Rope illustrating language’s contribution to reading. - Four Part Processor - Language Systems (orthography, phonetics, phonology, morphology, syntax, semantics) - Language development stages - Academic language development - The connection between language and reading - Developmental stages of reading and spelling: <ul style="list-style-type: none"> - Pre-alphabetic - Early alphabetic - Later alphabetic - Consolidated alphabetic 	<p><u>Homework</u></p> <ul style="list-style-type: none"> -O’Connor (2007). pp 1-26 -Soifer (2011) p 49-92). -What Works Clearinghouse. (2016) pp. 1-13 <p><u>In Class:</u></p> <ul style="list-style-type: none"> -Review syllabus, course objectives, and expectations -Watch and discuss: From Babbling to Books: Building Pre-Reading Skills https://www.readingrockets.org/webcasts/1002 	<p><u>Written Summary of Class</u></p> <p><u>Discussion:</u> <i>Use the information found in the article below to identify and describe the three components of oral language development (phonological, semantic, and syntactic).</i></p> <p>Related article: Genisha, C. (n.d.). <i>Young children's oral language development.</i> Retrieved from https://www.readingrockets.org/article/young-childrens-oral-language-development</p>

	Topic	Readings Due	Assignments Due
Week 2	<p><u>Explicit and Systematic Instruction</u> Critical Elements of Effective Instruction for Word Rec Skills:</p> <ul style="list-style-type: none"> - Systematic and Cumulative - Explicit Instruction - Focus on critical skills - Logical Sequence - Small steps, organized and focused - Pacing - Corrective feedback - Distributed and cumulative practice - Diagnostic Teaching <p>Typical vs. Explicit Practices</p>	<p><u>Homework</u> -International Dyslexia Association. (2019) Spear-Swerling, L. (2019). -Archer (2011) pp. 1-52</p> <p><u>In Class:</u> Watch and discuss videos from Anita Archer demonstrating systematic and explicit instruction https://explicitinstruction.org – -Word Dictation - Grade 2: https://explicitinstruction.org/video-elementary/elementary-video-5/ -Decoding Instruction – Grade 1: https://explicitinstruction.org/video-elementary/elementary-video-10/ -Decoding Instruction – Kindergarten: https://explicitinstruction.org/video-elementary/elementary-video-11/</p> <p>-Discussion of the critical elements of Structured literacy – and comparisons of these elements to those often found within typical classrooms.</p>	<p><u>Written Summary of Class</u> <u>Discussion:</u> <i>What are the essential components of explicit and systematic instruction? List and briefly explain.</i></p>
Week 3	<p><u>Phonological Awareness</u></p> <ul style="list-style-type: none"> - Connection to the Simple View of Reading - Connection to the Four Part Processor - Phonetics (define) - Phonology (define) - Phonological awareness and Phonemic Awareness: define and differentiate - Gradual acquisition of PA - Continuum of PA skills - Elusive nature of phonemes - Articulation (place and manner of articulation) 	<p><u>Homework</u> -O’Connor, R. (2007) pp 27-42 -What Works Clearinghouse. (2016) (pp. 14-21). -Adams, M.J., Foorman, B., Lundberg, I., Beeler, T. (2014) Retrieve from http://www.readingrockets.org/article/phonemic-awareness-young-children</p> <p><u>In Class</u> -Jigsaw the article from Reading Rockets: Moats, L., Tolman, C. (n.d) <i>Why phonological awareness is important for reading and spelling.</i> Retrieved from https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling</p>	<p><u>Written Summary of Class</u> <u>Discussion:</u> <i>Describe the difference between Phonological Awareness and Phonemic Awareness.</i></p>

	Topic	Readings Due	Assignments Due
Week 4	<u>Phonological Awareness</u> <ul style="list-style-type: none"> - Activities to develop phonological and phonemic awareness: - Activities to build awareness of the internal details of spoken language <ul style="list-style-type: none"> - Blending syllables - Segmenting syllable - Alliteration categorization - Onset/Rime - Blending/Segmenting phonemes - Manipulation of phonemes - Hearing individual sounds in words - Making sounds: mouth placement, etc. - Setting up a Sound Wall (advantage over Word Wall) 	<u>Homework</u> <ul style="list-style-type: none"> -Beck, (2013) (pp. 28-38) -Core Literacy Library (2018). <i>Teaching reading sourcebook</i>: pp. 115 – 158) <u>In Class</u> <p>Watch the Reading Rockets Moats video (https://www.readingrockets.org/teaching/reading101-course/modules/phonological-and-phonemic-awareness-introduction)</p> <p>Discuss the difference between phonemes and letters.</p> <ul style="list-style-type: none"> -The Adams article from Reading Rockets contains links at the end to a series of PA activities. Assign each to a small group. Give student groups time to study and then demonstrate the assigned activity for the class. -Watch Sound Wall Video: https://www.youtube.com/watch?v=yw6aCp7m14 	<u>Phoneme Counting Exercise Complete</u> “How to Count Phonemes in Written Words” Retrieve from http://wp.auburn.edu/rdggenie/home/lessons/phoncount/
Week 5	<u>Alphabetic Principle</u> <ul style="list-style-type: none"> - Words are composed of sounds that are represented by symbols - Speech sounds are represented by writing (letters of the alphabet) - Code emphasis vs. meaning emphasis - Impact of Whole Language and the 3-cuing system - Learning to read – not like learning to talk - Research base behind the code emphasis approach (<i>Becoming a Nation of Readers</i>, NRP) - Introduction of phoneme/grapheme relationships 	<u>Homework</u> <ul style="list-style-type: none"> -Beck, (2013) pp. 1-27) -Phonics 101: Introduction https://www.readingrockets.org/teaching/reading101-course/modules/phonics-introduction -A video interview with Mark Seidenberg https://www.readingrockets.org/teaching/experts/mark-seidenberg?fbclid=IwAR2Ef3gacsZFLOMV_xXIRHXqZatDWVVBV2cw4ID0iaCwy7pf8ZwsqR-sOn4 <u>In Class</u> <p>Practice for Phoneme/Grapheme Assessment (Week 6)</p>	<u>Written Summary of Class Discussion</u> <i>The goal of phonics instruction is to help children to learn and be able to use the Alphabetic Principle. How does phonics instruction help children learn the relationships between the letters of written language and the sounds of spoken language?</i>

	Topic	Readings Due	Assignments Due
Week 6	<u>Decoding/Encoding Activities</u> -Major phonics content (consonant, vowels, blends, etc.) -Sequencing of content -Choosing content to be taught and instructional time on each (i.e. teaching to mastery, not one week per concept) -Linking to decodable texts -Teaching letter-sound correspondences -Sequence for teaching letter-sound correspondence -Blending - Successive Blending for students with short term memory issues -Word building routines	<u>Homework</u> -Beck (2013) pp 39-89 -Hanford, E., (2018). Hard words -What Works Clearinghouse. (2016) pp. 22-42 <u>In Class</u> Administration of first Phoneme/Grapheme Assessment. When not testing, students can work on their first lesson plan, due Week 7.	<u>Phoneme/Grapheme Assessment #1</u> <i>See addendum for study sheets and administration guide.</i>
Week 7	<u>Decoding/Encoding Activities</u> -Instructional principles for teaching sounds -Blending consonants with vowels -Examining minimal pairs -Word patterns - Frequency of patterns - Order of introduction - Activities to teach patterns - Teaching Irregular words	<u>Homework</u> -O'Connor, R. (2014) pp 54-83 -Core Literacy Library (2018). pp. 159 – 235) <u>In Class</u> Small group work practicing the decoding/encoding activities from O'Connor pp. 54-83 Watch “Teaching Irregular Words” from the Reading League) https://www.youtube.com/watch?v=R2F1_CNI mec	<u>Phonics Lesson Plan (1)</u> <i>See addendum for directions and rubric.</i>

	Topic	Readings Due	Assignments Due
Week 8	<p><u>Orthographic Mapping</u></p> <ul style="list-style-type: none"> - Ehri's theory (orthographic mapping, which bonds the sounds in spoken words to their spellings) - visual memory is not how we read - Written words are anchored mainly to their sounds, not their meanings - Storing written words in long-term memory requires sound <u>proficiency</u> - Works from pronunciation to spelling - Awareness/knowledge versus proficiency - Reading practice doesn't help kids who can't orthographically map 	<p><u>Homework</u></p> <ul style="list-style-type: none"> -Ehri, L. (2014). -Watch: The Reading League. (2018). <i>Orthographic mapping: What it is and why it's so important</i>. Retrieved from https://www.youtube.com/watch?v=XfRHeUeGohc <p><u>In Class</u></p> <p>Watch:</p> <p>Kilpatrick, D. (2018) <i>Recent advances in understanding word-level reading problems: Implications for assessment and effective intervention</i>. Retrieved from https://www.corelearn.com/recent-advances-in-understanding-word-level-reading-problems-implications-for-assessment-and-effective-intervention/ (You must create a login to access video.)</p>	<p><u>Written Summary of Class Discussion</u></p> <p><i>What is Orthographic Mapping? Why is Orthographic Mapping important?</i></p>
Week 9	<p><u>PA and Phonics and Spelling Assessments</u></p> <p>Purpose of assessments</p> <ul style="list-style-type: none"> - Diagnostic Phonological Awareness assessments to evaluate segmenting, blending and identification of first, last and middle sound - Diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and patterns - Spelling assessments - Fluency (with sounds, individual words and connected text) - Beck's Specific Phonics Assessment - 	<p><u>Homework</u></p> <ul style="list-style-type: none"> -Beck, I.L., (2013) pp.90-99 and 181-200 -O'Connor, R. (2014). pp 169-173 <p><u>In Class</u></p> <p>Really Great Reading's Complimentary Assessments. Retrieved at https://reallygreatreading.com/diagnostic</p> <p>Small group work: "Your Turn" found on page 99 of the Beck book.</p>	<p><u>Phoneme/ Grapheme Assessment #2</u></p> <p><i>See addendum for study sheets and administration guide.</i></p> <p>.</p>

	Topic	Readings Due	Assignments Due
Week 10	<u>Lesson Planning</u> <ul style="list-style-type: none"> - Critical content - Sequencing of skills - Clear and concise language - Pacing - Continual practice - Decodable text - Assessment - Sample of lesson routines for small group work 	<u>Homework</u> -Archer & Hughes (2011) (pp. 1-22) <u>In Class</u> Close examination of table on pp. 2-3 with discussion and provision of examples.	<u>Written Summary of Class Discussion</u> <i>Outline the essential components of a structured literacy lesson.</i>
Week 11	<u>Multisyllabic Words</u> <ul style="list-style-type: none"> - Stumbling block for older readers with reading difficulties – need for multisyllabic word strategies - Importance of building a flexible core of strategies to unlock a variety of multisyllabic words - Teaching the most common affixes - Identification of the syllables and syllable types - Pattern based decoding and encoding (silent e, consonant doubling, etc.) - Application and practice using decodable text 	<u>Homework</u> -O'Connor, R. (2014) pp 96-114 <u>In Class</u> Watch Anita Archer video on multisyllabic word pronunciation: https://explicitinstruction.org/video-secondary-main/secondary-video-2/ Group activity: Practice activities from O'Connor text pp 96-114	<u>Lesson Plan (2)</u> <i>See addendum for directions and rubric.</i>

	Topic	Readings Due	Assignments Due
Week 12	<p><u>Orthography and Morphology</u></p> <ul style="list-style-type: none"> -Spelling (encoding) system of our language - Necessary along with phonological skills for rapid word recognition (Four Part Processor) -Correspondences between speech and print (and the probability that certain letter sequences could be a word – recognizing orthographic constraints) -Lack of orthographic knowledge results in slow/inadequate reading -A significant factor in developing automaticity <p>Morphology</p> <ul style="list-style-type: none"> - Smallest meaningful parts of words - Meanings of prefixes - Inflectional and derivational suffixes - Combining rules - Categories of morphemes: <ul style="list-style-type: none"> - Free (can be used as a base word) - Bound (affixes) - Compound words 	<p><u>Homework</u></p> <ul style="list-style-type: none"> -Beck (2013) (pp.122 – 133) -O’Connor (2014) pp 119-125) -Joshi, M., Treiman, R., Carreker, S., & Moats, L. C. (2008/2009) <p><u>In Class</u></p> <p>Watch and discuss (short videos)</p> <p>Spelling (Moats) https://www.youtube.com/watch?v=Yhl3_eqKoWI</p> <p>Orthography (Cooke) https://www.youtube.com/watch?v=0mbuwZK0lr8&t=7s</p> <p>Morphology (Moats) http://youtu.be/oOAYzNAUL9U</p> <p>Explore word origins using https://www.etymonline.com</p>	<p><u>Phoneme/ Grapheme Assessment #2</u></p> <p><i>See addendum for study sheets and administration guide.</i></p> <p>“Try It” Exercise <i>(O’Connor, p. 114) Follow directions on page 114 (#1 and #2 only) to create a teaching script to teach a multisyllabic word.</i></p>

	Topic	Readings Due	Assignments Due
Week 13	<u>Syntax and Semantics</u> <ul style="list-style-type: none"> - Syntax - Rule systems that govern how words are combined into phrases, clauses, and sentences: - Understanding of how clauses and sentences work - Parts of speech - Types of phrases - Providing practice with sentence manipulation to build language facility - Semantics - Meanings of words, phrases <ul style="list-style-type: none"> - Four Part Processor - Synonyms - Semantic classes - Antonyms - Multiple Meanings (use of the context processor) 	<u>Homework</u> <ul style="list-style-type: none"> -Florey, K.B. (2008) -Watch: Academic Language Development: https://www.colorincolorado.org/videos/webcasts <u>In Class</u> <p>Utilize the Diagraming Sentences site to explore diagraming sentences (Chapters 1-11). https://www.english-grammar-revolution.com/english-grammar-exercise.html</p>	<u>Word Origin Exercise.</u> Use https://www.etymonline.com to investigate the origin of a single word. Summarize the origin in a short paragraph.
Week 14	<u>Supporting Diverse Learners</u> <ul style="list-style-type: none"> - Differentiation - Effective decision making - Intervention decisions and monitoring progress - English Language Learners - Dyslexia 	<u>Homework</u> <ul style="list-style-type: none"> -Spear-Swerling (2011).. -O'Connor (2014) pp. 126-164 <u>In Class</u> <p>Discussion of current system or support for students (State, district and school supports)</p>	<u>Sentence Structure Exercises</u> Utilize the Purdue Writing Lab practice "OWL Exercises" for grammar practice. https://owl.purdue.edu/owl_exercises/grammar_exercises/index.html
Week 15	<u>Wrap Up</u> Instructional Materials: <ul style="list-style-type: none"> - Sound Walls - Phoneme/Grapheme decks - Syllable division and syllable type activities - Morpheme decks 	<u>Homework:</u> <ul style="list-style-type: none"> -Scarborough & Brady (2002). -Spear-Swerling (2007) -Washburn, Joshi & Cantrell (2011) <u>In Class:</u> <p>Create materials for classroom use Review content for Final Exam</p>	

	Topic	Readings Due	Assignments Due
Week 16	<u>Final Exam</u>	<u>Homework</u> Prepare for final exam. <u>In Class</u> Field experience summary submitted. Final exam completion.	Field Experience Summary: Final Exam:

Alternative Texts that Could be Used

Henry, M.K. (2005). *Unlocking literacy: Effective decoding & spelling instruction* (2nd Ed.). Baltimore: Brookes Publishing Company.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2nd edition). Baltimore: Paul H. Brookes Publishing Co.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken NJ: Wiley.

Alternative Readings that Could be Used

The websites “Children of the Code” and “Reading Rockets” both have numerous reliable articles and videos that could be utilized in place of many of the weekly readings. Please use the search bars on each site to find appropriate alternatives to the readings listed.

Resources for the instructor

Blevins, W. (2017). *Teaching phonics & word study in the intermediate grades* (2nd Edition). New York: Scholastic.

Blevins, W. (2017). *A fresh look at phonics: Common causes of failure and 7 ingredients of success*. Thousand Oaks, CA: Corwin Literacy.

Fox, B. (2014). *Phonics and word study for the teacher of reading: Programmed for self-instruction* (11th Edition). Boston: Pearson.

Gutlohn, L., Bessellieu, F. (2014) *Word ID: Assessment across the content areas*. Novato, CA: Arena Press.

Henry, M.K. (2010). *Unlocking literacy: Effective decoding & spelling instruction* (2nd Ed.). Baltimore: Brookes Publishing Company.

International Dyslexia Association. (2019) Structured literacy™: An introductory guide
 Retrieved from:
https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Kilpatrick, D.A. (2016). *Equipped for reading success: A comprehensive, step by step program for developing phonemic awareness and fluent word recognition*. Syracuse, NY: Casey & Kirsch Publishers

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken NJ: Wiley.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2nd edition). Baltimore: Paul H. Brookes Publishing Co.

Parker, F. Riley, K (2010) *Linguistics for non-linguists: A primer with exercises*. Boston: Allyn & Bacon.

Russo, R., Shapiro, J., Wallace, L.. (2008). *PS: Resource of prefixes, suffixes and roots (Resource of lists, phrases, sentences, poems and stories)*. Morristown, NJ:Guilford.
Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities TEACHING Exceptional Children | January/February 2019

Note to Instructors of this Course: I need to work on this

Weeks 1 and 2

During the first two weeks it is important to continue to build and reinforce the understanding that reading and writing are built on the foundation of language. While built on the foundation of language, the ability to read and write do not develop naturally, as spoken language does. The first chapter in *Speech to Print* (Moats) does a great job of clarifying this if you are looking for a text to help build understanding.

Videos from Anita Archer can be utilized to demonstrate systematic and explicit instruction. A number of excellent videos can be found here: <https://explicitinstruction.org>

Weeks 3 and 4

There are many excellent videos on Reading Rockets that will support your students understanding of phonological and phonemic awareness. I have found that students need numerous examples to understand phonological awareness and the difference between that and phonics. Kilpatrick's book, *Equipped for Reading Success*, provides many examples of short PA activities that you could present in class. This book also clearly explains the concept of Orthographic Mapping, a difficult concept for many.

Another aspect of PA understanding that can be difficult for students is the skills of isolating and producing individual phonemes. The orthographic representation of words is so deeply ingrained in us as competent readers that it can be difficult, for example, to hear just two phonemes in a four letter word like <know> or to hear four phonemes in a three letter word like <tax>. Extra time may need to be sent on activities like Counting Phonemes in order for students to develop their phonemic awareness to the point that they can teach it.

Weeks 5, 6 and 7

When teaching phoneme – grapheme relationships it is vital that students are provided a clear understanding of how we produce and perceive speech sounds. We know that explicitly teaching phonemes is a critical component of effective reading instruction. In order to do this, instructors need to have an understanding of the principles of phonetics and phonology. If you would like more information about these two aspects of our language, *Speech to Print* (Moats) and *Unlocking Literacy* (Henry) are excellent sources.

Week 8

While the concept of Orthographic Mapping has been recognized since the late 1970s, and was first described by Linnea Ehri, we are just beginning to see its application and understand its

importance. As Kilpatrick explains, “Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.” The encoding process, integral to Orthographic Mapping, is explained well in both Kilpatrick’s books. These two videos also make the principles of Orthographic Mapping more accessible:

- The Reading League. (2018). *Orthographic mapping: What it is and why it's so important*. Retrieved from <https://www.youtube.com/watch?v=XfRHcUeGohc>
- 95 Percent Group Kilpatrick Webinar Series. Retrieved at <https://www.95percentgroup.com/kilpatrick-webinars>

Weeks 9 and 10

When teaching about planning it is vital to continually reinforce the connections between assessment and planning. Using assessments to measure constrained skills (like phoneme/grapheme correspondences) can really clarify the connections between assessment and instruction. While students will explore assessments at a much deeper level in their assessment class, it is important to establish a foundation in this class.

Weeks 11 and 12

Both children and adults can often feel frustrated by the English language, feeling that it is too irregular to depend on sound/symbol relationships when reading or spelling. However, the content of these weeks can provide students explanations regarding some of the systems of our language that provide a level of predictability to our reading and writing tasks. These weeks provide perspectives on

- Patterns of letter sequence and use (i.e. syllable spellings)
- The spelling of meaningful parts of words (Morphology)
- Position constraints that lead to spelling patterns

Again, Moats provides us with background information to teach these advanced concepts with confidence. Her book, *Speech to Print*, can be an invaluable source of information when planning lectures and class activities.

Week 13

Disagreements about the nature of and the importance of grammar instruction over the years have led to inconsistent teaching of syntax and have left the general population (including teachers) with a range of skills. While this week there is a focus on sentence diagrams, some students may not be ready for that. If you need to take a step back and do a bit of work on grammar with students, *Linguistics for Non-Linguists: A Primer with Exercises* (Parker, 2010) can offer practice opportunities.

Weeks 14 and 15

The class concludes with an emphasis on application. During these weeks it is important to have current and local information concerning support of diverse learners. Case studies can be used to help students apply what they have learned. Following up on the theme of application, the final class will serve as an opportunity for students to create tools that they can utilize in their teaching. You can take this opportunity to share examples of tools (i.e. phonics decks or syllable division games) and provide students with the materials to create a set of their own tools. The Blevins books may give you ideas for material creation.

APPENDIX

Assignment: Phoneme Grapheme Assessment (*These assessments, administered individually during Week 6 and 12 assess students' abilities to demonstrate knowledge of sound/symbol relationships.*)

Description: This assignment requires you to successfully complete an assessment that evaluates your knowledge of phoneme – grapheme relationships. For the first portion, a phoneme will be vocalized and you will write all related graphemes (this part can be administered to a group). For the second portion of the assessment (this part is always administered to individuals) you will be shown a grapheme and are expected to vocalize related phonemes. It is vital to utilize the study sheets provided by your instructor in order to be prepared.

Knowledge of graphemes: In this portion of the assessment a sampling of phonemes (10) will be presented orally by your instructor. You will list all corresponding graphemes:

- without using resources
- in “best bet” order
- within a 10 second window.

Knowledge of phonemes: In this portion of the assessment you will view a sampling of graphemes (10) presented by your instructor. You will announce the corresponding phonemes:

- without using resources
- in “best bet” order
- begin within a 3 second window.

Graphemes to Learn

Consonant Sounds

(b)	b
(d)	d
(f)	f, ff, gh, ph
(g)	g
(h)	h
(j)	j, g, dge
(k)	c, k, -ck, -ch
(l)	l, ll
(m)	m
(n)	n, kn, gn
(p)	p
(kw)	qu
(r)	r, wr
(s)	s, c, -ss
(t)	t, ed
(v)	v, ve
(w)	w, wh
(ks)	x
(y)	y
(z)	z, s
(sh)	sh, ch
(th)	th (thin)
(th)	th (this)

(ch)	ch, tch
(wh)	
(ph)	

Short Vowel Sounds

(a)	a
(e)	e, ea
(i)	i
(o)	o
(u)	u, a

Long Vowel Sounds

(a)	a, a-e, ai, ay, ey
(e)	e, ee, ea, y, ey, e-e
(i)	i, i-e, igh, y
(o)	o, o-e, oa, ow
(u)	u, u-e

Other Vowel Sounds

(oo)	oo, ew, u, u-e
(ou)	ou, ow
(oi)	oi, oy
(au)	au, aw
(or)	or, -ore
(ar)	ar
(er)	er, ir, ur

Syllables/Suffixes

(shun)	tion, sion
--------	------------

(zhun)	sion
(vision)	
(lee)	-ly
(bəl)	-ble
dəl	-dle
(fəl)	-fle
(pəl)	-ple
(təl)	-tle
(zəl)	-zle
kəl	-cle, -kle, -ckle

Patterns

(talk)	-alk
(tall)	-all
(salt)	-alt
(mild)	-ild
(kind)	-ind
(told)	-old
(doll)	-oll
(colt)	-olt
(cost)	-ost
(water)	wa-
(ŋ)	ing, ang, ong, ung
(ŋk)	ink, ank, onk, unk

Phonemes to Learn:

b
c cat, city
d
f
g goat, giraffe
h
j
k
l
m
n
p
qu (kw)
r (doggie bark)
s sit, is
t
v
w
x
y
z

Digraphs

sh
th thin, this
ch chip, Chicago
wh
ph

Short Vowel Markers

-ck
-tch
-dge
-ff
-ss
-ll
-ng (ang, ing, ong, ung)
-nk (ank, ink, onk, unk)

Single Vowels

a apple, baby, ago
e edge, me
i itch, icy
o otter, no
u up, music, tulip
y baby, cry

VCe

a-e
e-e
i-e
o-e
u-e cute, rude

Vowel Teams

ai
ay
ee
ea eat, bread
ey key, prey
ie piece, pie
igh
oa
ow snow, plow
ou ouch
oi
oy
au
aw
ew new, few
oo boo, book
ue blue, argue

R-Controlled Vowels

ar
or
er
ir
ur

Syllables/Suffixes

-s cats, dogs
-es foxes
-ed planted
 looked
 filled
-ble
-cle
-ckle
-dle
-fle
-gle
-kle
-ple
-tle
-zle
-tion
-sion vision, tension

(4) Patterns

-alk talk
-all tall
-alt salt
-ild mild
-ind kind
-old told
-oll doll
-olt colt
-ost cost
wa- water
-ing i(η)
-ang a(η)
-ong o(η)
-ung u(η)
-ink i(ηk)
-ank a(ηk)
-onk o(ηk)
-unk u(ηk)

Assignment: Lesson Plan(s).

These three assignments provide opportunities to apply and extend learning concerning phonological awareness, phonics along with explicit and systematic instruction. The plans serve to illustrate and clarify scientifically based reading research will shape classroom practice.

Description of Assignment:

For each lesson plan, you will identify a phonics concept to be taught:

- related to early phonics development (Due Week 9)
 - related to the phonics lesson observed for field experience (Due Week 11)
- A lesson plan with clear and extensive descriptions (approximately 1 ½ to 3 double spaced pages) will include:
1. A clear identification of the concept to be taught
 2. A rationale for the teaching of this concept (include at least two research citations that support the teaching of this concept and/or your methodology)
 3. A description of the lesson including:
 - The lesson's specific objective
 - Prior knowledge needed
 4. Description of the direct instruction. This direct instruction will include the following:
 - Statement for the student regarding the goal/purpose of the lesson.
 - A phonological awareness warm up activity
 - Direct instruction of a new concept
 - Practice blending new concept with known graphemes. Practice with word reading.
 - Cumulative practice for automaticity
 - Dictation of known concepts and words with known concepts
 - Sentence dictation (known concepts only)
 - Reading of decodable texts
 - Wrap up/summary of lesson
 5. Description of an activity that could be utilized for guided or independent practice at a center following the lesson.
 6. Materials needed
 7. Assessment information

Assignment Rubric:

	100%	88%	75%	69%
Identification of Concept	Broad concept which underlies the lesson objective is clearly described (i.e. phonemic awareness, consonant identification, syllabication)	Broad concept which underlies the lesson objective is described (i.e. phonemic awareness, consonant identification, syllabication)	Broad concept which underlies the lesson objective is loosely identified (i.e. phonemic awareness, consonant identification, syllabication)	Broad concept which underlies the lesson objective is not identified (i.e. phonemic awareness, consonant identification, syllabication)
Rationale for teaching	A clear rationale for teaching is given. Rationale cites at least two SBRR articles	A clear rationale for teaching is given and/or rationale cites at one SBRR articles	A rationale for teaching is given without citations	No rationale for teaching is given
Specific Objective of Lesson	Objective is specifically identified and aligned with broad concept	Objective is identified and loosely aligned with broad concept	Objective is unclear and/or loosely aligned with broad concept	Objective is unclear and not aligned with broad concept or not included
Prior Knowledge Needed	Skills needed to provide support for lesson objective are clearly and sequentially identified	Skills needed to provide support for lesson objective are identified	Skills needed to provide support for lesson objective are identified but unclear	Skills needed to provide support for lesson objective are not identified
Direct Instruction	Sequential and explicit steps are clearly identified	Sequential and/or explicit steps are identified	Steps are identified but may appear out of order and vague a	Sequential and explicit steps are not identified
Guided and Independent Practice Opportunities	A distinct description of practice activities with both levels of support are described	A description of practice activities with both levels of support are described	A description of practice activities with one level of support is described	A description of practice activities is not included
Material Needed	A complete list of materials needed is included	A list of materials needed is included but does not appear complete	A list of materials needed is included but does not appear related to lesson	A list of materials needed is not included
Assessment Information	An effective method to assess the objective (formally or informally) is described	An effective method to assess the objective (formally or informally) is identified	The method to assess the objective (formally or informally) is vague	An effective method to assess the objective (formally or informally) is not included

Assignment: Field Experience

The field experience is composed of a brief teacher interview and classroom observation of phonics instruction. This experience is most beneficial when the interview and observation occur within a classroom at the student’s licensure area. Students will complete an observation form (connected to Archer’s explicit instruction principles) and write a brief reflection on the experience.

<p><i>Teacher Interview Questions</i> <i>(The questions below are suggestions. Please feel free to create your own or ask questions beyond those listed below.)</i></p>
<p>Please tell me about your phonics instruction.</p> <p>Do you follow a particular scope and sequence?</p> <p>How do you incorporate Phonological Awareness? How do you select text for practice? How do you select spelling words?</p> <p>How do you differentiate?</p> <p>How do you assess progress?</p>

Classroom Observation			
This checklist is based on Anita Archer's elements of explicit instruction as described in <i>Explicit Instruction: Effective and Efficient Teaching</i> (Archer, Hughes, 2011, pp. 2&3).			
ASPECT	OBSERVED	NOT OBSERVED	NOTES
Focus instruction on critical content.			
Sequence skills logically			
Break down complex skills and strategies into smaller instructional units.			
Design organized and focused lessons.			
Begin lessons with a clear statement of the lesson's goals and your expectations.			
Provide a review of relevant information.			
Use clear and concise language.			
Require frequent responses.			
Provide immediate affirmative and corrective feedback.			
Deliver the lesson at a brisk pace.			
Additional Notes:			

Based on Archer, A., Hughes, C., (2011) *Explicit instruction: Effective and efficient teaching*.
New York: The Guilford Press

Professional Learning Standards Address in This Course

The International Dyslexia Association

Ohio Standards for the Teaching Profession (OSTP)

Council for Exceptional Children (CEC)

National Association for the Education of the Young Child (NAEYC)

**National Council of Teachers of English/International Literacy Association
(NCTE/ILA)**