

**EDU 511 Structured Literacy I
William Carey University
School of Education
Course Syllabus – Winter 2022**

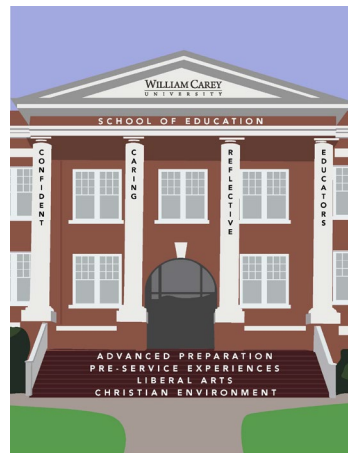
Instructor: Dr. Katie Tonore
Office Hours: Mon 2:00-5:00-Tues – Fri 8:00-5:00
In case of Emergency: 601-941-7576
Face to face classes to be offered as needed along with during weeks 4 & 9

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**WCU Theme: "And now these three remain: faith, hope, and love;
but the greatest of these is love."
1 Corinthians 13:13**

Vision: "Confident, Caring, and Reflective Professional Educators"

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



Course Description

This course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. 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

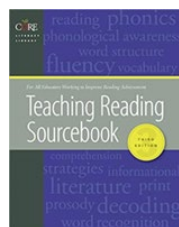
Students will know and be able to:

1. Understand the importance of scientifically based reading research, different types of research methods/designs, and how to access and to read research articles.

2. Describe the Simple View of Reading & Reading Rope models and how they are used to understand reading development, instructional needs, and reading concerns.
3. Understand the evidence that learning to read is a learned skill and is difficult for many children.
4. Describe key characteristics of good and poor readers including students with reading disabilities.
5. Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.
 - Define and understand phoneme awareness.
 - Explain the purpose and goals of phoneme awareness instruction.
 - Explain the role of phonics in proficient reading.
 - Identify the characteristics of systematic, explicit phonics instructions and contrast those approaches with implicit, incidental approaches to instruction
6. Review the progression of reading development and the terminology that are used for phases of early reading and spelling development.
7. Become familiar with teacher behaviors that result in higher levels of learning for students.
8. Articulate phonemes that correlate with English graphemes.
9. Graphically represent phonemes that correlate with English graphemes.
10. Demonstrate knowledge of phonetic generalizations for word analysis.
11. Explain the role of language skills within reading, spelling, and writing.
12. Understand the range of phonological awareness skills and the causal relationship between these skills and learning to read.
13. Articulate differences between code-emphasis and whole language approaches to teaching reading and defend the use of a research-based approach.
14. Differentiate between phonological awareness and phonics and explain the relationship between these.
15. Meaningfully determine and measure phonological awareness skills.
16. Explain the Simple View of reading and an understanding that fluent word recognition is a vital aspect of reading competency

Required Text

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



Readings that may be discussed in class:

- Dickinson D.K, Golinkoff, R.M., & Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. *Educational Researcher*, 39 (4), 305–310
- Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2010). *The Simple View of Reading: Research of Importance to All educators*. Readsters, LLC.
- National Institute of Child Health & Human Development (NICHD). (2000). *Report of the National Reading Panel Report. Summary and Full Report*
- Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002). How should reading be taught? *Scientific American*, 286(3), 84-91.
- Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51(3), 201-211.

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.

National Assessment of Educational Progress, Reading:

<https://nces.ed.gov/nationsreportcard/reading/>

Ohio Department of Education, Ohio School Report Cards—

<https://reportcard.education.ohio.gov/>

Reading Rockets Website--Classroom Strategies: <https://www.readingrockets.org/strategies>

Children of the Code: <https://childrenofthecode.org>

Daniel Willingham's Website <http://www.danielwillingham.com>

Mississippi K-12 Social Emotional Learning (SEL) Standards

Social and emotional learning (SEL) refers to a wide range of skills, abilities, and behaviors that can affect a student's success in school and life. The Mississippi Department of Education has recently adopted Mississippi SEL Standards. The overarching purpose of the Mississippi SEL standards is to address the social and emotional needs of all students to ensure their success in school and in life. Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions (CASEL, 2020).

The facilitation of authentic science learning is one avenue teachers can use to address the five social and emotional domains that are part of Mississippi's K-12 Social Emotional Learning (SEL) standards: self-awareness, self-management, social awareness, relationship skills, and decision-making skills.

As assignments are completed for this course, look for opportunities to address the SEL standards. MDE's K-12 SEL Resource Guide for the Social Emotional Learning Standards can be found at the following link:

[sel_standards_final_1.21.21.pdf \(mdek12.org\)](https://www.mdek12.org/~/media/Files/Standards/SEL/SEL_Standards_Final_1.21.21.pdf).

Methods of Evaluation

Assignment	Description & Purpose	Points
Weekly Written Summaries (canvas)	<p>The short summaries (minimum of 2 paragraphs, 300 – 500 words) contain critical information related to the week's topic.</p> <p>The summary should be concise yet contain clearly communicated information critical to understanding the topic.</p> <p>Due dates for written summaries:</p> <p>Summary 1 Nov 13 Summary 2 Nov 20 Summary 3 Nov 27 Summary 4 Dec 4 Summary 5 Jan 29</p>	<p>100</p> <p>5 summaries at 20 points each</p>
Phoneme/ Grapheme Assessment (Final Exam)	<p>This assessment assesses mastery of individual phonemes and their corresponding graphemes. (See addendum for further details.) This assessment gives students the opportunity to demonstrate knowledge and skill in producing phoneme/grapheme correlations quickly and accurately, a critical skill for instruction.</p> <p>Study pages 27-25 and charts in appendix.</p>	<p>70 points</p>
Discussion Board Videos	<p>The discussion boards will be videos of you demonstrating a strategy from a chapter in the Teaching Reading Sourcebook. Videos must be clear and easy to understand and must state the chapter, the skill and the title of the strategy before the presentation begins.</p> <p>Due dates for videos:</p> <p>Video 1-Dec 18: Letter knowledge/alphabetic principle Video 2-Jan 15: Phoneme-grapheme mapping Video 3-Jan 22: Phonological Awareness Video 4-Jan 22: Phonics/decoding Video 5-Jan 22: Irregular Word Reading</p>	<p>100</p> <p>5 discussion boards at 20 points each</p>

K-3 Classroom Observation of small group reading	Residents will observe at least 1 rotation of small group reading in a K-3 reading classroom then write a reflection about that observation. See appendix and canvas for template for reflection.	20 points reflection of observation
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Grading Scale

A = 270-290 B = 249-269 C = 229-248 D = 228

Course Assessments and Descriptions

Written Summaries:

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

- Brief essay (minimum of 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 Assessment (Final Exam):

The assessment helps to inform whether or not the knowledge of phoneme-grapheme correspondences are sufficient for instruction (pages 27-35 and charts in appendix).

- 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.

Discussion Board Videos:

The 5 discussion boards will be videos of you demonstrating a strategy from a chapter in the Teaching Reading Sourcebook. Videos must be clear and easy to understand and must state the chapter, the skill and the title of the strategy before the presentation begins.

Course Outcomes

The students will:	WCU	CF	EG	InTASC	IRA	CAEP
1. Understand reading as an integrated process that results in comprehension/ communication as a product.	1,2,4	1,2	1,3,6	1,4	1.1	R1.1 R1.2
2. Understand and apply the research base for effective	1,2,4	1,5,6	1,5	1,4,5	1.1 1.2	R1.1 R1.3

reading instruction: principles, techniques, theories, philosophies, and historical bases.						
3. Engage children in activities that promote intrinsic motivation to read for pleasure and information.	1,2,4	1,5	4,5	1,2,3,4,5	4.1, 4.2 4.3, 4.4	R1.1 R1.3
4. Understand and promote oral language development.	1,2,4	1,2	1,5	1,2,4,5	1.3	R1.1 R1.4
5. Be able to assess, formally and informally, the learning needs and gaps of individual children to guide precise instruction.	1,2,4	1,3	1,5	1,2,6,7	3.1 3.2 3.3	R1.1 R1.2
6. Possess in-depth knowledge of phonemic awareness, the alphabetic principle, and the generalizations that govern the relationship between sounds and symbols (phonics).	1,2,4	1,2	1,4	1,4	1.4 3.3	R1.1 R1.3 R1.4
7. Understand how concepts of print, phonics and phonemic awareness are learned by children and why they are important to the reading and writing process.	1,2,4	1,2	1,4	1,4	1.4 2.1 2.2 2.3	R1.1 R1.2 R1.3
8. Assess oral language development, concepts about print and phonemic awareness skills of one child and analyze the results.	1,2,4	1,3	1,2,5	1,2,6	2.1 2.2 2.3	R1.1 R1.2 R1.3
9. Understand, respect, and value cultural, linguistic, and ethnic diversity	1,2,4	1,3	2	1,2	4.1 4.2	R1.1 R1.2
10. Define and discuss the ELA Mississippi College- and Career- Readiness Standards.	1,2,4	1,5	1,3,5	7,8,10	1.3,3.1, 3.2,3.3, 3.4	R1.1 R1.2

University/Instructor Policies

ATTENDANCE: Students are expected to participate in class via online assignments. **Failure to submit weekly assignments on the due date will be counted as an absence.** The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of the classes are missed including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student's responsibility to provide documentation and notification of any university activity absences.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website

<http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

ACADEMIC INTEGRITY

Having academic integrity means that all work for this class should be your original work created for this class, this trimester. William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Please refer to the Student Handbook pages 80-82 for information regarding academic integrity guidelines, forms of academic dishonesty, and penalties for instances of academic dishonesty. The Student Handbook can be found at the following link:
<https://wmcarey.edu/assets/Publications/Translation/The-Translation-2018-2019.pdf>

PLAGIARISM

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on page 21. If you have any questions about plagiarism after reading this section, you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

AMERICANS WITH DISABILITIES ACT

In accordance with the Americans with Disabilities Act of 1990, William Carey University provides disability accommodations for students with identified and/or diagnosed disabilities. Students requesting accommodations should contact the Office of Disability Services or an appropriate campus/site representative to receive information on registering with the Office of Disability Services and providing appropriate documentation of their disability.

Office of Disability Services contacts:

Hattiesburg campus: Michael Long, Disability Services Coordinator, (601) 318-6211, Lawrence Hall 124

Tradition campus: Brandi Donohoe, (228) 702-1783, Tradition campus, A-132

Baton Rouge site: Hope Webb, (225) 953-7042, Suite 1010, 1st Floor

Online: Michael Long, Disability Services Coordinator, (601) 318-6211, Lawrence Hall 124

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

Course Schedule

Week	Topic	Prep work this week BEFORE assignments	Assignments Due by Midnight Sunday
<u>Week 1</u> <u>Nov 7</u>	<u>Intro. to the Science of Reading</u> -What is the Science of Reading? - The Big Picture-- Current state of reading today and how we got here --- key historical events in reading, and the reading debate. - The Reading Crisis -Share data on reading (NAEP data—what it is and current results and state data)	-Review syllabus, course objectives, and expectations - Reading Achievement Data Activity: Review NAEP website and Mississippi website and explain how to understand data. Compare MS reading achievement data with other states – see assignment for specific questions. - NAEP website -Children of the Code Video: What’s at Stake watch the <i>Reading Crisis</i> video and write summary https://childrenofthecode.org/Tour/c1/index.htm	Weekly Writing Summary 1- Compare MS to another state’s reading data along with writing a weekly summary after watching the Children of the Code video
<u>Week 2</u> <u>Nov 14</u>	<u>The Research on How to Teach Reading</u> National Reading Panel Report, - Why the findings are important - How the research was conducted -Findings -How this informed practice -Key Research since NRP	- Teaching Reading Sourcebook pages 2,3 - Findings from the National Reading Panel- Read article and write summary (2000) - Phoneme Articulation video - Sounds of Speech -Reading Rockets	Weekly summary 2 from the readings and video – emphasis on NPR & phoneme articulation Practice articulating 44 phonemes after watching the articulation video

<p><u>Week 3</u> <u>Nov 28</u></p>	<p><u>The Simple View of Reading and Stages of Reading Development</u></p> <ul style="list-style-type: none"> - Reading development - Ehri's stages of reading - Reading concerns - Role of assessment - Overview of what it looks like in a classroom 	<p>-View and discuss the Reading Rope: https://dyslexiada.org/scarboroughs-reading-rope-a-groundbreaking-infographic/</p> <ul style="list-style-type: none"> -Reading rope—watch video (see appendix) - Farrell on SVR article and video (see appendix) - - Teaching Reading Sourcebook pages 161-168 	<p>Written summary 3 on the SVR, Reading Rope, and four-part processor</p> <p>Practice articulating 44 phonemes</p>
<p><u>Week 4</u> <u>Dec 5</u></p>	<p><u>How the Brain Reads</u></p> <ul style="list-style-type: none"> -contributions of cognitive psychology to understanding reading - the purpose of reading -parts of the brain involved in reading -4 part processor model -the brain on good reading instruction—how instruction can change how we process reading information 	<p>Teaching Reading Sourcebook pages 1-18</p> <ul style="list-style-type: none"> -Reading and the Brain – Reading Rockets Watch the video from Henry Winkler and summarize 	<p>Written summary 4 on reading and the brain</p> <p>Face to face meeting TBA—phoneme articulation check, introduce graphemes and phoneme-grapheme mapping</p>
<p><u>Week 5</u> <u>Dec 12</u></p>	<p><u>Early Foundations for Reading</u></p> <ul style="list-style-type: none"> - The Role of Oral Language in Reading - Print Awareness - Letter Knowledge 	<ul style="list-style-type: none"> - Click on the links below – choose a strategy on the alphabetic principle/letter naming to watch. Choose a strategy from this site or from the TRS textbook to create a video on. https://www.readingrockets.org/strategies - Louisa Moats on Alphabetic Principle -Teaching Reading Sourcebook (TRS): Chapter 3-Print Awareness Chapter 4-Letter Knowledge 	<p>Video 1:</p> <p>Review the activities in Ch.3- Print Awareness & Ch.4 - Letter Knowledge. Choose 1 strategy on letter knowledge or alphabetic principle from the textbook or the reading rockets site – create a video demonstrating that strategy.</p> <p>Practice articulating phonemes & phoneme</p>

			/grapheme mapping
<u>Week 6</u> <u>Jan 9</u>	<u>Overview of Word Structure</u> -Structure of English -Structure of Spanish -Deep vs. shallow orthographies and how this effects reading - How understanding orthography can aid in supporting English Language Learners	-Watch the video and read the textbook Phoneme – Grapheme Mapping Video -Teaching Reading Sourcebook (TRS): Chapter 1-Structure of English Chapter 2-Structure of Spanish	Video 2: Review the activities in Chapters 1 & 2 - Create your own video on phoneme-grapheme mapping. Practice phoneme articulation and phoneme/ grapheme mapping Observation Form is Due
<u>Week 7</u> <u>Jan 16</u>	<u>What Research Says about Teaching Word Recognition Skills— Early Childhood</u> - Phonological Awareness - Phonics - Spelling - Instruction & Intervention - Differentiation - Supporting English Language Learners	-Click on the link below – choose a strategy from the category in the first column (word recognition strategies only). Write your summary based on that strategy. https://www.readingrockets.org/strategies -Teaching Reading Sourcebook Chapter 5: Phonological Awareness Chapter 6: Introduction & Phonics Chapter 7: Irregular Word Reading Submit a video for each: PA Phonics – regular words Irregular words – high frequency irregular words	Video 3: Review the Activities in Ch.5.Choose 1 strategy on PA to create a video to be shared Video 4: Review the Activities Ch. 6 Choose 1 strategy on decoding regular words to create a video to be shared. Video 5: Review the Activities Ch. 7. Choose 1 strategy on irregular words to create a video to be shared. Practice phoneme articulation and phoneme/ grapheme mapping

<u>Week 8</u> <u>Jan 23</u>	<u>What Research Says about Teaching Word Recognition Skills—Middle Childhood & Adolescence</u> - Phonological Awareness - Phonics/Word Analysis - Spelling - Instruction & Intervention - Differentiation - Supporting ELL	Teaching Reading Sourcebook Chapter 8: Multisyllabic Word Reading Syllabication video Scratch Garden Syllables Jack Hartmann	Written summary 5 on teaching multisyllabic word reading Practice phoneme articulation and phoneme/grapheme mapping
<u>Week 9</u> <u>Jan 30</u>	<u>Final exam</u>	Final exam: will be administered either face to face or live via webex Phoneme articulation Common graphemes Phoneme/grapheme mapping	Study pages 27-35 and appendix pages.
<u>Week 10</u> <u>Feb 6</u>	<u>FOR test prep</u>	Make arrangements for taking the Foundations of Reading Test. All assignments must be in by Feb 9th	

William Carey University School of Education Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC). All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession

School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
National Organizations	CAEP K-6 Elementary Teacher Preparation Standards ;
Professional dispositions	All WCU candidates will do the following: 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. 7. Maintain a professional relationship with all students both inside and outside professional settings.

Appendix A
William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.

G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive clauses (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). <u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> .
G11	Titles (continued)	Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive.

		Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

APPENDIX

Assignment: Phoneme Grapheme Assessment (*These assessments, administered individually during Week 4 and 10 assess students' abilities to demonstrate knowledge of sound/symbol relationships.*) **Pages 27-35 in the Teaching Reading Sourcebook.**

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.

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
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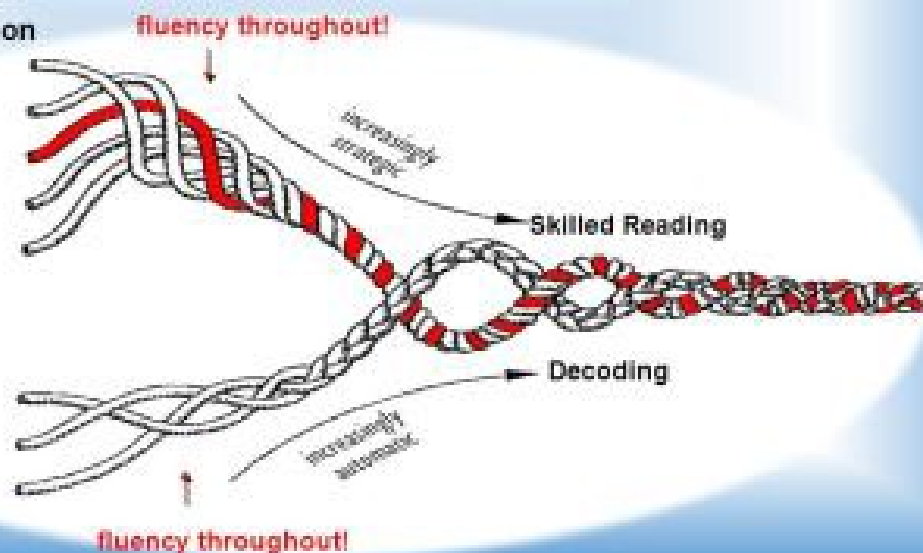
Breaking It Down Further – The Rope Model by Hollis Scarborough

Language Comprehension

Background knowledge
Language structures
Vocabulary
Verbal Reasoning
Literacy Knowledge

Word Recognition

Phonological awareness
Decoding
Sight word knowledge



3 Types of Reading Deficits

Decoding Deficiencies

- Inability to decode quickly, accurately, and instantly
- Adequate ability to understand spoken language
- Extreme deficiencies may be diagnosed as dyslexia



Language Comprehension Deficiencies

- Ability to decode quickly, accurately, and silently
- Limited vocabularies and communication difficulties
- Extreme deficiencies may be diagnosed as hyperlexia



Deficiencies in Both




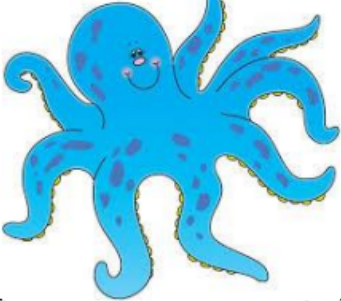

- Weaknesses in both decoding and language comprehension



This infographic is part of The Science of Reading Short Course.
Learn more and register at: www.thebigdippers.org

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Short Vowel Hand Motions

<p>ă</p>	<p>Is short because it is the first phoneme in APPLE</p>	
<p>ĕ</p>	<p>Is short because it is the first phoneme in EDGE</p>	
<p>ĭ</p>	<p>Is short because it is the first phoneme in ITCH</p>	
<p>ŏ</p>	<p>Is short because it is the first phoneme in OCTOPUS</p>	
<p>ŭ</p>	<p>Is short because it is the first phoneme in UP</p>	

PHONEME ARTICULATION

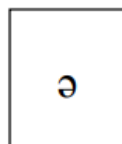
VOWELS

Short and Long Vowels

Teach vowels in the sequence provided in the basal program. The following vowels are listed according to how they are articulated. Vowels that are close to each other on the list should not be taught at the same time – they are easily confused because of the way they are articulated. Guide words represent the number of different ways the vowel sounds can be spelled.

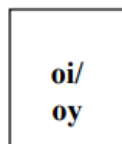
e	i	a	ɛ	ă	ī	ō	ǔ	ō	ū
be bee beat silly chief	it	ape sail say great eight vein they	bed head	at	ice sigh my pie	mop	up tough flood	note coat tow toe go	mule use chew soup

Schwa

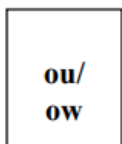


about
lesson
definition

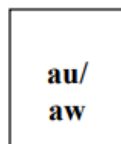
Diphthongs



coin
boy

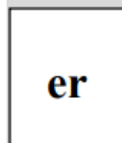


cloud
crown



launch
draw

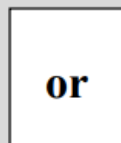
R-Controlled Vowels



fern
turn
bird



barn



sport

PHONEME ARTICULATION CONSONANTS

A **continuant** is a phoneme that can be held until you run out of breath.

/f/ /v/ /th/ /th/ /s/ /z/ /sh/ /zh/ /h/ /l/ /m/ /n/ /ng/ /y/

A **stop** is a phoneme that is made quickly. Pretend the fingers are scissors and cut the sound.

/p/ /b/ /t/ /d/ /k/ /g/ /ch/ /j/

A **voiced phoneme** is one that makes the throat vibrate.

/z/ /v/ /zh/ /w/ /th/ /l/ /m/ /n/ /r/ /ng/ /y/ d/ /b/ /j/ /g/

An **unvoiced phoneme** is one that does not use vocal chords.

/s/ /f/ /sh/ /wh/ /th/ /h/ /t/ /p/ /ch/ /k/

Sound pairs are phonemes made in the same manner except for the use of vocal chords.

Unvoiced	Voiced	Unvoiced	Voiced
<i>/s/.....</i>	<i>/z/</i>	<i>/t/.....</i>	<i>/d/</i>
<i>/f/.....</i>	<i>/v/</i>	<i>/p/.....</i>	<i>/b/</i>
<i>/sh/.....</i>	<i>/zh/</i>	<i>/ch/.....</i>	<i>/j/</i>
<i>/wh/.....</i>	<i>/w/</i>	<i>/k/.....</i>	<i>/g/</i>
<i>/th/.....</i>	<i>/<u>th</u>/</i>		

**K-3 Small Group Reading Observation
DUE in Week 6**

- Observe a certified reading teaching in grades K-3 during small group reading for at least one rotation.
- Schedule times to observe this person ahead of time.
- Observe for a minimum of 30-45 minutes total hours.
- You will submit one observation form to include the 30-45 minute observation.
- Use the template below.

EDU 511: Small Group Reading Observation Form

School Name:

List teacher name, grade level you observed:

Date/Time Observed:

<p style="text-align: center;">I Noticed.... <i>Describe the teacher's interactions with students, strategies used by teacher, academic vocabulary used, materials used, and link to MC CCR when possible. If there is a TA in the room, describe her role during the class observed.</i></p>	<p style="text-align: center;">I Wondered.... <i>What did I see that I have questions about?</i></p>

