

**EDR 306 Foundations in Literacy  
William Carey University  
School of Education  
Course Syllabus – Spring 2023**

Instructor: Ms Kim Alda  
Office Hours: By appointment.  
Phone: 228 219 5131

E- Mail: [kalda@wmcarey.edu](mailto:kalda@wmcarey.edu)

**Meeting Time and Place:**  
**February 20 & March 13 at 5:00**  
**Web ex**

**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 inservice 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

**TK20:** \*\* One or more assignments in this course *may* require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at [tk20@wmcarey.edu](mailto:tk20@wmcarey.edu).

**VIDEO-CONFERRING AT WCU:** Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the WebEx platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to WebEx. If a plug in is required, it will prompt you to download. This only must happen once, and

then the browser is ready. If you use a different browser, then you will have to run the test again. The Chrome browser is recommended browser.

You may access WebEx by downloading the app. Go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for WebEx and download the free app for your mobile device. Watch a video about WebEx <https://www.youtube.com/watch?v=DFznJoUbW5g>

You will receive a link inviting you to join the class or group if we are meeting via my personal WebEx room. If we are meeting via CANVAS, you can access WebEx via CANVAS by clicking on the Cisco WebEx link on the left side of your canvas course and clicking "JOIN."

## COURSE CONTENT AND OBJECTIVES

This course enhances the student’s ability to apply measurement principles to classroom situations. Emphasis is placed on developing measurement and evaluation programs in the schools, analysis of test results, and the use of limited statistical methods of computation.

The basic premise of the course is that evaluation is an integral part of the instructional process and involves the basic steps of identifying and defining the intended learning outcomes and constructing or selecting appropriate tests or evaluation instruments. Further, the basic rationale of this course is that educational decisions must be based on knowledge of the Mississippi College- and Career- Readiness Standards and accurate information; and the responsibility for obtaining, using and imparting that information belongs to the educator. This course, therefore, covers the knowledge, skills and abilities of educational measurement and evaluation that are necessary for the educator to make sound educational data-driven decisions aligned with the Mississippi College- and Career- Readiness Standards. Included in these skills is knowledge of the role technology plays in today’s classroom. Finally, special attention will be given to the needs of special needs students and students from diverse backgrounds.

The mission of William Carey University is addressed in this course through the high level of scholarship that is required and the emphasis on the educational measurement knowledge and higher- level thinking skills that are acquired in the university core.

## COURSE REQUIREMENTS

Requirement(s)	Due Date	Specifics
<p><b>Attendance/ Participation</b></p> <p>The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of classes are missed.</p>	<p>These classes will meet virtually via WebEx in Canvas.5:00</p> <p>Remaining weeks will be online coursework With an occasional recorded class you will have access too – see announcements for link to recorded class.</p>	<p>This is a hybrid virtual course. Attendance at the 3 virtual meetings via WebEx is crucial for successfully completing the required assignments for this course. If you can’t attend you will answer questions after watching the class recording to get credit for attending. If you must be absent for a medical issue or family emergency, you will need to plan with the instructor or another student to find out what was covered during the virtual meeting.</p> <p><b>As a courtesy to instructor and class participants, everyone will be expected to follow virtual meeting norms.</b></p> <ul style="list-style-type: none"> <li>• Dress appropriately as you would for an in-person class.</li> <li>• Plan to attend virtual meetings in a setting where there will be minimal distractions and background noise.</li> <li>• Avoid attending class in a setting where you may fall asleep or have family members in the background in inappropriate clothing or situations.</li> </ul> <p>Checking to make sure that assignments are submitted by the due date/time is the method of documenting attendance. <b>All assignments are due by 11:59 p.m. on the due date. If all assignments are not submitted by that time, you will be counted absent for that week’s class. Points will be deducted from the assignment as per the late work policy.</b></p>

It is expected that you would spend a **minimum** of **3 hours and 50 minutes (230 minutes)** on this course each week. This is the amount of seat time for a face-to-face class and is required for earning course credit.

## 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 reading instruction: principles, techniques, theories, philosophies, and historical bases.	1,2,4	1,5,6	1,5	1,4,5	1.1 1.2	R1.1 R1.3
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

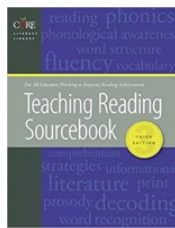
## **Field Experience 4 hours – MUST BE COMPLETED IN A K-2<sup>ND</sup> CLASSROOM**

I: The field experience I provides students insight into the application of class objectives in a school setting by conducting a teacher interview, observing during a reading block and writing a reflection in a 3-page paper.

II: The purpose of the field experience II 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.

### **Required Text & Materials**

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



### **Readings to be discussed but not assigned:**

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](#)

[NAEP Mississippi Report Card](#)

[Reading Rockets Website-Classroom Strategies:](#)

[Children of the Code:](#)

[Phoneme Grapheme Mapping](#)

[Articulation Video 1](#)

[Phonemes, Graphemes and Morphemes Video](#)

## Methods of Evaluation

Assignment	Description & Purpose	Points
Face to face meetings via WebEx	<p><b>Tuesday February 20 5:00</b>  <b>March 20 5:00</b>  <b>by appointment – can be scheduled</b></p> <p><i>Class meetings are mandatory – they will be recorded. Those not making class are required to watch the recording and respond to questions to get credit for attending</i></p>	<p><b>20</b>  <b>20</b></p>
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>100            5 summaries at 20 points each</p>
Final Exam	<p>Written Exam-This assessment assesses mastery the reading models (Reading Rope, SVR, Four Part Processor) and how the essential components of reading correlate to them. This will also include content related to the chapters from the textbook that are read during the trimester.</p>	<p>50            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>100            5 discussion boards at 20 points each</p>
Essential Components of Reading	<p>Each student will write a paper and describe each of the five components of reading. You will use the information and resources provided in this class for your research. The paper should be 1500-2500 words in length.</p>	<p>30            points</p>
Field Experiences  <b>MUST BE DONE IN A K-2 CLASSROOM</b>	<p>I: This field experience provides students insight into the application of class objectives in a school setting by conducting a teacher interview, observing during a reading block and summarizing the reflecting in a 3-page paper.</p> <p>II: The purpose of the 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</p>	<p>100            50 points each</p>

	setting.	
<b>TOTAL</b>		<b>400</b>

**Grading Scale**      10 point scale  
A = 360-400      B = 320-359      C = 280-319      D = 279 and below

**Course Assessments and Descriptions**

**Written Summaries:**

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

- 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.

**Final Exam:**

The assessment helps to inform whether or not the knowledge they can apply the knowledge they have learned. Watch the following videos multiple times as practice.

[Phoneme Grapheme Mapping](#)

[Articulation Video 1](#)

[Phonemes, Graphemes and Morphemes Video](#)

**Essential Components of Reading Paper**

**Write a paper summarizing each component of reading. The paper should be 1500-2500 words in length. Use the research you have read in this class to write the paper. The paper should have a title page “Understanding the Five Essential Components of Reading.”**

**Field Experience** - two field experiences are conducted in this course (4 hours)- **THESE HOURS MUST BE COMPLETED IN A K-2 CLASSROOM.**

- I. Field experience I: Students will observe the reading block (at least 45 minutes of observation) in one classroom. Prior to the observation the student will talk with the teacher (email, phone, or in person) to learn about the reading instruction they will be using (see interview questions). During the observation students will complete an observational checklist of the effective instructional practices for reading. After the observation students will write a 3-page paper reflecting on what they observed (see outline below).

Teacher Interview Questions (others can be added).



1. Basic information: What grade level? How long have they been teaching? How do they prepare for their reading instruction?
2. What curriculum & supplemental programs/materials are used?
3. What types of instruction is done in small groups? What assessments are used to form these groups?
4. What is the purpose or goal of the lesson?
5. What skill(s) are being targeted?
6. What are key things I should be watchful of when I observe?

### Reflection Paper Outline

1. Basic information: Grade level, type of school (public, private), number of kids in the class (about half a page)
2. Description of the instructional time & instruction: How much time is spent in the literacy block? How is the time divided (how much time on the different components of reading and what does this instruction involve)? How were children grouped for instruction? What effective instructional practices did you observe? (1.5 - 2 pages)
3. Your reflection on the observation: What went well? What did students most enjoy? What things were most challenging for students? How might you have done things differently? (.5 – 1 page)

Field experience II: This field experience provides students insight into the application of class objectives in a school setting. This reflection should be at least 1.5 pages and differ from the instruction observed in Field Experience I.

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 the observation- please explain the activities that were observed, manipulatives used, instructional practices, curriculum/resources used, etc.

### **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 <b><u>BEFORE</u></b> assignments	Assignments Due
<p><b>Week 1</b> <b>Feb. 20</b></p>	<p><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)</p>	<p>-Review syllabus, course objectives, and expectations</p> <p>- Reading Achievement Data Activity: Review NAEP website and Mississippi website and explain how to understand data. Have students look up reading achievement data at different levels: national, state, district and share findings in small groups.</p> <p>-Children of the Code Video: What's at Stake (all or parts depending on time)  <a href="https://childrenofthecode.org/Tour/c1/index.htm">https://childrenofthecode.org/Tour/c1/index.htm</a></p>	<p>Syllabus Quiz and preview chapters 1-8 in the Teaching Reading Source book</p> <p>Weekly summary 1- Compare MS to another state's reading data</p> <p>2- Weekly summary from the Children of the Code video</p>

<p><u>Week 2</u> Feb. 27</p>	<p><u>The Research on How to Teach Reading</u> National Reading Panel Report, National Early Literacy Panel Report, - Why these are important - How the research was conducted -Findings -How this informed practice -Key Research since NRP</p>	<p>- Teaching Reading Sourcebook pages 2,3,6 -National Reading Panel-Summary (2000) -National Early Literacy Panel-Summary (2008) - Phoneme Articulation videos</p>	<p>Weekly summary from the readings</p> <p>Practice articulating 44 phonemes</p>
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<p><u>Week 3</u> March 6</p>	<p><u>The Simple View of Reading and Stages of Reading Development</u></p> <ul style="list-style-type: none"> <li>- Reading development</li> <li>- Ehri's stages of reading</li> <li>- Reading concerns</li> <li>- Role of assessment</li> <li>- Overview of what it looks like in a classroom</li> </ul>	<p>-View and discuss the Reading Rope: <a href="https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/">https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/</a></p> <ul style="list-style-type: none"> <li>-Reading rope—<a href="#">watch video</a></li> <li>- Farrell on SVR <a href="#">article and video</a></li> <li>- Teaching Reading Sourcebook pages 161-168</li> </ul>	<p>Written summary on the SVR, Reading Rope, and four-part processor</p> <p>Practice articulating 44 phonemes</p>
<p><u>March</u> <u>13-17</u></p>			
<p><u>Week 4</u> March 20</p>	<p><u>How the Brain Reads</u></p> <ul style="list-style-type: none"> <li>-contributions of cognitive psychology to understanding reading</li> <li>- the purpose of reading</li> <li>-parts of the brain involved in reading</li> <li>-4 part processor model</li> <li>-the brain on good reading instruction—how instruction can change how we process reading information</li> </ul>	<p>Teaching Reading Sourcebook pages 1-18</p>	<p>Written summary on the parts of the brain involved in reading</p> <p>Face to face meeting – phoneme articulation check, introduce graphemes and phoneme-grapheme mapping</p> <p>Field experience observation of reading block due</p>

<p><u>Week 5</u> March 27</p>	<p><u>Early Foundations for Reading</u> - The Role of Oral Language in Reading - Print Awareness - Letter Knowledge</p>	<p>-Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch) <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a></p> <p>-Teaching Reading Sourcebook (TRS): Chapter 3-Print Awareness Chapter 4-Letter Knowledge</p> <p><b>**Videos need to be uploaded directly to Canvas. Please consider uploading early to ensure success. These videos should be less than 2 minutes.**</b></p>	<p>Review the activities in Ch.3- Print Awareness &amp; Ch.4 - Letter Knowledge. Choose 1 activity to share on the discussion board – videos are encouraged.</p> <p>Practice articulating phonemes &amp; phoneme /grapheme mapping</p>
<p><u>Week 6</u> April 3</p>	<p><u>Overview of Word Structure</u> -Structure of English -Structure of Spanish</p>	<p>- Watch &amp; Discuss Brief History of the Code (Children of the Code): <a href="https://childrenofthecode.org/Tour/c5/index.htm">https://childrenofthecode.org/Tour/c5/index.htm</a></p>	<p>Written summary of the video AND chapters 1 &amp; 2</p>

	<p>-Deep vs. shallow orthographies and how this effects reading</p> <p>- How understanding orthography can aid in supporting English Language Learners</p>	<p>-Teaching Reading Sourcebook: Chapter 1-Structure of English Chapter 2-Structure of Spanish</p>	<p>Practice phoneme articulation and phoneme/grapheme mapping</p>
<p><u>Week 7</u> <u>April 10</u></p>	<p><u>What Research Says about Teaching Word Recognition Skills— Early Childhood</u></p> <ul style="list-style-type: none"> <li>- Phonological Awareness</li> <li>- Phonics</li> <li>- Spelling</li> <li>- Instruction &amp; Intervention</li> <li>- Differentiation</li> <li>- Supporting English Language Learners</li> </ul>	<p>-Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch) <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a></p> <p>-Teaching Reading Sourcebook Chapter 5: Phonological Awareness Chapter 6: Introduction &amp; Phonics Chapter 7: Irregular Word Reading</p> <p><b>**Videos need to be uploaded directly to Canvas. Please consider uploading early to ensure success. These videos should be less than 2 minutes.**</b></p> <p>This week you will upload TWO videos.</p>	<p>Review the Activities in Ch. 5— Phonological Awareness. Choose 1 activity to share in the discussion board – videos are encouraged</p> <p>Review the Activities in the Teaching Reading Sourcebook Ch. 6 &amp; 7— Choose 1 activity to share in the discussion board – videos are encouraged</p> <p>Practice phoneme articulation and phoneme/grapheme mapping</p>



<p><u>Week 8</u> April 17</p>	<p>Five Components of Reading Summary</p>	<p>Write a paper summarizing each of the five components of reading. Use the research you have read during this class. Using Scarborough's Rope label where each component is covered.</p>	<p>Paper is due</p> <p>Practice phoneme articulation and phoneme/grapheme mapping</p>
<p><u>Week 9</u> April 24</p>	<p><u>What Research Says about Teaching Word Recognition Skills—Middle Childhood &amp; Adolescence</u></p> <ul style="list-style-type: none"> <li>- Phonological Awareness</li> <li>- Phonics/Word Analysis</li> <li>- Spelling</li> <li>- Instruction &amp; Intervention</li> <li>- Differentiation</li> <li>- Supporting English Language Learners</li> </ul>	<p>-Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch) <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a></p> <p>-Teaching Reading Sourcebook Chapter 8: Multisyllabic Word Reading</p>	<p>Field experience II is due.</p> <p>Review the Activities in Ch. 6,7,8— Choose 1 activity to share in the discussion board – videos are encouraged</p> <p>See study guide for final exam prep and review videos from syllabus.</p> <p>Practice phoneme articulation and phoneme/grapheme mapping</p>
<p><u>Week 10</u> May 1</p>	<p><u>Final Exam</u></p>	<p>The written final exam will be given virtually at a specific time. Attendance is mandatory.</p>	

## 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) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<b>Mission</b>	<b>Outcome</b>
<b>William Carey University Expanded Statement of Mission</b>	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.
<b>School of Education Conceptual Framework and Outcomes</b>	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovator 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
<b>School of Education Goals</b>	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.
<b>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</b>	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
<b>Learned Societies (SPA)</b>	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
<b>Professional dispositions</b>	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.

	<p>5. Accept constructive criticism in a positive manner.</p> <p>6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner.</p> <p>7. Maintain a professional relationship with all students both inside and outside professional settings.</p>
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**Appendix A**  
**William Carey University - APA Ledger Comments**

<b>Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.</b>		
<b>Spelling /Formatting Errors</b>		
<b>S1</b>	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.
<b>F1</b>	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.
<b>Common Grammatical Errors</b>		
<b>G1</b>	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....
<b>G2</b>	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.
<b>G3</b>	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 <b>that</b> for restrictive clauses (essential to the meaning of the sentence) and <b>which</b> for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
<b>G4</b>	Prepositions	Never conclude a sentence with a preposition.
<b>G5</b>	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
<b>G6</b>	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
<b>G7</b>	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.
<b>G8</b>	Sentence Structure	Sentence fragment
<b>G9</b>	Sentence Structure	Run-on sentence
<b>G10</b>	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.
<b>G11</b>	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> .
<b>G11</b>	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.
<b>Common Punctuation Errors</b>		
<b>P1</b>	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
<b>P2</b>	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.
<b>P3</b>	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
<b>P4</b>	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.
<b>P5</b>	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....
<b>P6</b>	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
<b>P7</b>	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.
<b>P8</b>	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.
<b>P9</b>	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.
<b>Common Reference Citation Errors</b>		
<b>R1</b>	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.)
<b>R2</b>	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
<b>R3</b>	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</i> , 41, 213-214
<b>R4</b>	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership</i> , 41,
<b>R5</b>	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
<b>R6</b>	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
<b>R7</b>	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.
<b>R8</b>	Hanging Indentation	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

# 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.

ē	ĭ	ā	ě	ǎ	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

ə
---

about  
lesson  
definition

## Diphthongs

oi/ oy
-----------

coin  
boy

ou/ ow
-----------

cloud  
crown

au/ aw
-----------

launch  
draw

## R-Controlled Vowels

er
----

fern  
turn  
bird

ar
----

barn

or
----

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

# 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)

## 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





Assignment Rubric:

	<b>100%</b>	<b>88%</b>	<b>75%</b>	<b>69%</b>
<b>Identification of Concept</b>	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)
<b>Rationale for teaching</b>	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
<b>Specific Objective of Lesson</b>	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
<b>Prior Knowledge Needed</b>	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
<b>Direct Instruction</b>	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	Sequential and explicit steps are not identified
<b>Guided and Independent Practice Opportunities</b>	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
<b>Material Needed</b>	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
<b>Assessment Information</b>	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**

Field Experience I: Teacher interview then observation of a teacher reading block. See assignment for details.

Field Experience II: 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 style="text-align: center;"><b><i>Teacher Interview Questions</i></b> <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>

<b>Classroom Observation</b>			
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

## Documentation of Field Experience Hours

You will need to print this out and take it with you each time you complete any observations for this class. Record the time you arrive, the time you leave, and the total time spent for each observation. The classroom teacher will also need to sign each time verifying the information you recorded. The classroom teacher's signature will need to be handwritten – not typed.

After all observation hours have been completed, you will scan and submit this in Canvas and create a time log documenting these hours in TK20. Submit the time log to the classroom teacher for his/her approval. The TK20 time log hours should match what is recorded on this document.

Student: \_\_\_\_\_ Term: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date	Time Arrived	Time Departed	Total Time of Observation	Student's Signature	Teacher's Signature
		4 Hours Required	Total Hours:		

## Simple View of Reading



### 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

