

**Course Name:** Foundations of Reading  
**Course Number:** EDUC 203-21  
**Semester:** Spring 2023 - 1st 8 weeks

**Instructor:**

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**Office hours**

Monday - Zoom by appointment  
 Tuesday - 12:00-3:30  
 Wednesday - 11:00-3:30  
 Thursday - Zoom by appointment  
 Friday - 1:00-3:30  
 \*Additional times arranged by appointment

**Zoom Link:** <https://wmpenn.zoom.us/j/89164737506?pwd=d2JMM0pMaWFtTFIvNHNITFZTTjIzZz09>

**Course Location:** Distance Learning via Zoom

**Dates:** January 19 - March 9

**Time:** Thursdays 5:30-8:30 pm

**Course Reading:** Weekly assigned articles and videos. No textbook required.

**William Penn University Mission Statement**

William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community, and equality.

This course supports the William Penn University Mission by helping students fulfill the following University Principle, Goal, and Program Objective

WPU Principle	Ed Conceptual Framework	Education Goals	Program Objectives	Course Objective
<b>Simplicity</b>	Reflective Practitioners	We will make logical, reflective decisions in classrooms based upon formative and summative assessments.	Students will be able to focus on essential ideas and values through reflective practices.	Focus on essential ideas and values through reflective practices

Objective Students will be able to:	Delivery Methods How students are expected to learn. How they will be taught.	Outcome How you will know the students have learned or achieved the outcome?	Artifact (tests, papers, projects, etc.)
Focus on essential ideas and values through reflective practices	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Weekly review of note taking guide from previous class content <input type="checkbox"/> 80% or better on assignments, quizzes and final exam <input type="checkbox"/> Participation in discussions	<input type="checkbox"/> Assignments <input type="checkbox"/> Quizzes <input type="checkbox"/> Final Exam

**William Penn University Division Mission**  
 Developing Effective Educational Leaders

**William Penn University Education Division Vision**

William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.

**The William Penn University Education Division Develops Effective Educational Leaders who are:**

- Knowledgeable teachers  
In content and pedagogical strategies
- Skilled teachers  
In delivery and leadership in diverse educational communities
- Dispositionally Effective Teachers  
In professional behavior, initiative, reflection, and problem solving

**Course description**

This course explores the foundational knowledge needed to learn to read. Instruction includes an introduction to linguistic and sociocultural foundations; the connection between oral vocabulary and learning to read; the stages of reading, writing, and spelling development; the alphabetic principle; the essential components of reading instruction; dyslexia, and how the brain learns to read.

- 3 Credit Hours

**Professional Standards**

*In keeping with the university’s foundational concepts of leadership, ethical practice, lifetime of learning and commitment to service, and with the education division’s mission and goals, the following objectives have been chosen for this course.*

- [The Iowa Teaching Standards](#)
- [InTASC Standards](#)

<p><b>InTASC Standard #1: Learner Development:</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Iowa Teaching Standard 1</b> - Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals</p>		
Objectives	Delivery Methods	Evaluation Methods (Outcomes/Artifacts)
The students will be able to summarize the impact of oral language development on early reading skills.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Linguistic Diversity Assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Final Exam
The students will be able to explain how the brain learns to read and why learning to read is far more challenging than acquiring language.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Reading and the Brain Assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Final Exam
The students will be able to explain early literacy skills and summarize how they impact learning to read.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Early Literacy Assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Final Exam
<p><b>InTASC Standard #2: Learning Differences:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Iowa Teaching Standard 4</b> - Uses strategies to deliver instruction that meets the multiple learning needs of students</p>		
The students will develop an understanding of linguistic diversity and how it impacts learning to read.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Linguistic Diversity Assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Final Exam

The students will be able to explain dyslexia and the impact having dyslexia has on learning to read.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Dyslexia Assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Final Exam
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**InTASC Standard #3: Learning Environments:**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Iowa Teaching Standard 6** - Demonstrates competence in classroom management

- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

**InTASC Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Iowa Teaching Standard 2** - Demonstrates competence in content knowledge appropriate to the teaching position

Objectives	Delivery Methods	Evaluation Methods (Outcomes/Artifacts)
The students will be able to define the alphabetic principle and connect the alphabetic principle to early reading.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Alphabetic Principle Assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Final Exam
The students will be able to explain the five pillars of literacy and describe how each pillar supports learning to read.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> 5 Pillars of Literacy Assignment <input type="checkbox"/> Quiz <input type="checkbox"/> Final Exam

**InTASC Standard #5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Iowa Teaching Standard 1** - Demonstrates ability to enhance academic performance and support for the implementation of the school district's student achievement goals.

**InTASC Standard #6: Assessment:**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Iowa Teaching Standard 5** - Uses a variety of methods to monitor student learning

**InTASC Standard #7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Iowa Teaching Standard 3** - Demonstrates competence in planning and preparing for instruction

Objectives	Delivery Methods	Evaluation Methods (Outcomes/Artifacts)
The students will be able to summarize research-based instruction that supports the acquisition of reading skills.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> Quiz

**InTASC Standard #8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Iowa Teaching Standard 4** - Uses strategies to deliver instruction that meets the multiple learning needs of students

- 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem-solving, invention, memorization, and recall) and how these processes can be stimulated.

- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

**InTASC Standard #9: Professional Learning and Ethical Practice:**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Iowa Teaching Standard 7 - Engages in professional growth**

**InTASC Standard #10: Leadership and Collaboration:**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Iowa Teaching Standard 8 - Fulfills professional responsibilities established by William Penn University and the school districts in which students complete their field experiences**

- 10(h) The teacher uses and generates meaningful research on education issues and policies.

**Essential Questions**

Overarching Essential Question: How do children learn to read fluently, efficiently, and with good comprehension and how can instruction support the acquisition of these skills?

- What is the current state of reading and reading research?
- How does the brain learn to read and why is learning to read far more challenging than acquiring language?
- What are early literacy skills and how do they impact learning to read?
- What is the alphabetic principle and what is its significance to reading?
- What role does oral language play in the development of reading?
- What is linguistic diversity and how does it impact learning to read?
- What are the 5 pillars of literacy and how do they support learning to read?
- What is dyslexia and how does it impact learning to read?
- What implications does research have on reading instruction?

**Course Requirements**

Students will complete several assignments, reading, quizzes, and a final exam for this course. Students are expected to be engaged and actively participate in class discussions and activities. In order to do this, students will need to keep up-to-date with readings and assignments.

**Aligned Assignment Requirements**

Aligned Assignment	Iowa Teaching Standard(s) Met	InTASC standard(s) Met
Dyslexia Assignment	1-Enhance Academic Performance 4-Strategies for Diverse Learners	1-Learner Development 2-Learner Differences
Linguistic Diversity Assignment	1-Enhance Academic Performance 4-Strategies for Diverse Learners	1-Learner Development 2-Learner Differences

**Assignments at a Glance:** This is subject to change.

Assignments at a Glance	Points
<b>Assignments</b>	
● Children of the Code What's At State Assignment	20
● The Reading Brain Assignment	20
● Early Literacy Assignment	20
● Midterm Assignment	20
● Linguistic Diversity Assignment	20

• Dyslexia Assignment	25
• Essential Questions Assignment	20
<b>Assessments</b>	
• 5 quizzes over assigned reading and course content (20 points each)	100
• Final quiz	30
<b>Attendance</b>	16
<b>Total Points</b>	<b>291</b>

## Policies

Policies are created for the smooth running of the class. Education majors are also preparing for a career that requires a certain level of professionalism. This professionalism is practiced in courses and reported on dispositions. Disposition components include Professionalism, Initiative, Reflect, and Problem Solve.

- **Attendance & Engagement:** Students are expected to attend all Zoom meetings, be on time and stay for the entire meeting, and be actively engaged during class without exception. Students must be on screen. Students will not earn attendance and engagement points if driving or at a location where they cannot fully participate.
  - **Excused Absences:** Students with excused absences (verified through documentation submitted to the instructor) will be allowed to make up classwork, tests, or quizzes, and turn in work that was due on the day s/he was absent and will not be penalized for missing class. Students will not be penalized for missing class for university-sponsored events provided the event is verified through proper channels (e.g., email from a coach or even sponsor).
  - **Unexcused Absences:** Students will not earn attendance and engagement points for unexcused absences. Two unexcused absences will result in the final grade being reduced by 1 full letter grade. Three or more unexcused absences will result in failure of the course.
  - **Tardy/Leaving Early:** Students who are tardy or leave class early will not earn full attendance or engagement points for the class. Repeated tardiness/leaving early the final grade being reduced by 1 letter grade.
  - **Engagement:** Student engagement and active participation are critical to the learning process. To be successful in this course, it is essential that you keep current with readings and assignments, are engaged, and participate in all class discussions and activities. Engagement is measured by participation, preparation, and classroom etiquette. Students not participating in-class activities will not earn attendance and engagement points.
- **Cell Phone Policy:** The use of cell phones during class is strongly discouraged.
- **Assignments:** Students are expected to complete and turn in **all** assignments on time.
  - **All assignments and quizzes are due by the start of class time.**
  - All assignments should be uploaded to Moodle unless otherwise noted. Assignments emailed to the instructor will **not** be accepted unless the instructor has granted prior approval.
  - **Late work:** On the rare occasion a student is unable to submit an assignment on time the student must contact the professor at least **48 hours in advance of the due date** to request additional time. Approval to submit late work is at the discretion of the professor, is not guaranteed, and will result in a grade penalty. The instructor reserves the right to determine the point reduction for the grade penalty. Assignment extensions may be granted without a grade penalty when warranted at the discretion of the instructor.
  - **Athletes/School Sponsored Activities:** All assignments should be submitted before the university excused absence.

- **Grading Scale**

Percentage of Points	Grade	Percentage of Points	Grade
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	<60	F

- **Academic honesty:** Students at William Penn University are assumed to hold academic honesty in high regard. Cheating and plagiarism will not be tolerated, and all students will be held to the Student Conduct Code as described in the Student Handbook. If a student is caught plagiarizing the student will automatically fail the assignment. Depending on the severity of the plagiarism assignment, I reserve the right to fail the student for the entire course.
- **Disabilities:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact Dr. Noel Stahle, Coordinator of Services for Students with Disabilities, as soon as possible in order to verify your status and provide you with appropriate assistance.
- **Respect:** Students are expected to use respect when communicating with their professors and peers. Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community with their words or actions (rude, sarcastic, obscene or disrespectful speech or disruptive behavior) will be penalized or removed from class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone. **Respect statement:** While the Education Division faculty and staff work hard to show respect for all, we may unknowingly say or do something that is unclear or offends you. If you have concerns regarding the content or the nature of instruction provided in this class, please demonstrate your professionalism by scheduling an appointment to discuss these matters with the instructor.
- **Email Professionalism:** When communicating via email include the course number and/or topic of email in the subject line. Keep email communication professional and formal/semi-formal. **If the course has more than one instructor emails should be addressed to all instructors.** Emails regarding attendance should be addressed to all instructors AND the TA if the class has a TA. **The professor reserves the right to not respond to emails that are not respectfully written.**
- **Disposition:** If a concern occurs regarding student disposition, [an Evaluation of Disposition Form](#) will be filled out, consulted with the student, and submitted to the Education Office for student file.
- **Online Course Civility Statement:** Because this class needs to be a participatory community if students are to fulfill their potential for learning, there are some expectations required of you:
  1. You MUST have a working microphone and webcam
  2. You need to eliminate as many distractions around you as possible. This can mean being in a room within close proximity to a loud television or children playing. If it's distracting to you, remove yourself from the location and try a different location.
  3. When it is your turn to speak either to the whole group or during breakouts, you need to be sure we can hear you-please move away from any background noise if possible.
  4. You MUST participate in small groups/breakouts when put into those learning communities. They will be monitored. If you choose to not participate, participation/attendance points will be deducted.
  5. When using the chat pod during class, the discussion should be directly related to the topic being discussed by the instructor or current speaker. Students who disrupt the community by their words or actions (rude, sarcastic, obscene, or disrespectful speech or disruptive behavior) will be penalized or removed from class.



## Academic calendar

- **Adding/Dropping courses:** **January 6** is the last day on which you can add an online course for the 1<sup>st</sup> 8-week module. **January 20** is the last day on which you can add/drop any 1<sup>st</sup> 8-week & Full-Term courses. **March 10** is the last day to add online course for the 2<sup>nd</sup> 8-week module. **March 24** is the last day to add/drop a course for the second 8-week module.
- **Withdrawing from courses:** If you withdraw from a course on or before **February 16** for 1<sup>st</sup> 8-week module; **March 28** for Full-Term courses; and **April 18** for 2nd 8-week module, the course will appear on your transcript with a grade of "W". (This does not affect your grade point average.)

## Student Success Center Tutoring Office Information:

The Student Success Center is located in the Student Union. It is open for business Mon-Fri 10-2 and Sun-Thurs 6-10 pm. The tutors are ready and able to help you with your assignments. The email is [dltutoring@wmpenn.edu](mailto:dltutoring@wmpenn.edu). Feel free to request a Zoom session as well! Darrell Mackaig is the Student Success Program Director. He may be reached at 641-673-2172. The Education Collaboration Center {ECC} is also open 5-8 Sunday-Thursday for your access to computers and materials. The ECC is a good place to work on education projects.

## Course Schedule

**The course schedules, including dates and assignments, are subject to change.** Announcements of any changes will be made during class or via Moodle announcements which are emailed to you. It is your responsibility to make sure your settings in Moodle are set up to receive email announcements and to read announcements sent in a timely manner. It is the student's responsibility to watch the recording and get information from any class s/he may miss.

### Important Information


**WPU Preservice students are expected to demonstrate professional behavior, initiative and reflect and problem-solve as described on the [WPU Disposition](#). If you have questions about assignments, content, or anything related to this course, take the initiative and problem-solve professionally.**

1. Check Moodle
2. Check assignment directions
3. Ask a peer
4. GTS it - Google that stuff
5. If your question pertains to your specific situation or you've exhausted your resources and still have a question, email the instructor(s).



### EDUC 203 Overarching Essential Question:

What are the processes involved in learning how to read fluently and with good comprehension and how can instruction support acquiring these skills?

Class Date	Reading to do BEFORE class	Topics	Essential Question	Assignments Due
Week 1 1-19-23	Review the syllabus Review Moodle	Welcome Syllabus Setting the Stage <ul style="list-style-type: none"> <li>• Current State of Reading</li> <li>• Reading Research</li> <li>• The Simple View of Reading &amp; Scarborough's Reading Rope</li> </ul>	What is the current state of reading and reading research?	
Week 2 1-26-23	<ul style="list-style-type: none"> <li>• <a href="#">How the Brain Learns to Read</a></li> <li>• <a href="#">This is Your Brain on Reading</a></li> <li>• <a href="#">Phonological Working Memory</a></li> </ul>	<b>The Reading Brain</b> <ul style="list-style-type: none"> <li>• How the Brain Learns to Read</li> <li>• Memory</li> <li>• Orthographic Mapping</li> <li>• Impact of Instruction on</li> </ul>	How does the brain learn to read and why is learning to read far more challenging than acquiring	<b>Due 1-26 by 5:30 pm</b> <ul style="list-style-type: none"> <li>• <a href="#">Children of the Code What's At State Assignment</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Working Memory: The Engine for Learning</a></li> </ul>	the Brain	language?	
Week 3 2-2-23	<ul style="list-style-type: none"> <li>• <a href="#">What is Oral Language?</a></li> <li>• Video <a href="#">Early Literacy Development</a></li> <li>• Print Awareness (PDF on Moodle)</li> <li>•  <a href="#">Becoming Aware ...</a></li> <li>• Letter Knowledge (PDF on Moodle)</li> <li>• Read: <a href="#">The ABC's of Alphabet Instruction</a></li> <li>• <a href="#">The Continued Importance of Handwriting Instruction</a></li> </ul>	<b>Early Literacy</b> <ul style="list-style-type: none"> <li>• Oral Language</li> <li>• Phonological Awareness</li> <li>• Print Awareness</li> <li>• Letter Knowledge &amp; Handwriting</li> <li>• Alphabetic Principle</li> </ul>	What are early literacy skills and how do they impact learning to read?	<b>Due 2-2 by 5:30 pm</b> <ul style="list-style-type: none"> <li>• <a href="#">The Reading Brain Assignment</a></li> <li>• Quiz #1</li> </ul>
Week 4 2-9-23	<ul style="list-style-type: none"> <li>• How Children Learn to Read Words: Ehri's Phases of Word Reading (PDF on Moodle)</li> <li>• Read &amp; watch video <a href="#">Phonological and Phonemic Awareness Phonics &amp; Decoding</a></li> <li>• <a href="#">Spelling: In Depth</a></li> <li>• <a href="#">How Spelling Supports Reading</a> (Stop at Spelling Instruction)</li> </ul>	<b>Word Recognition</b> <ul style="list-style-type: none"> <li>• SVR &amp; SRR</li> <li>• Reading Development <ul style="list-style-type: none"> <li>◦ Ehri's Phases</li> </ul> </li> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Spelling</li> </ul>	What is the alphabetic principle and what is its significance to reading?	<b>Due 2-9 by 5:30 pm</b> <ul style="list-style-type: none"> <li>• <a href="#">Early Literacy Assignment</a></li> <li>• Quiz #2</li> </ul>
Week 5 2-16-23	<ul style="list-style-type: none"> <li>• <a href="#">The Critical Role of Oral Language in Reading Instruction and Assessment</a></li> <li>• Language as an Entry Point for Improving Literacy Skills (PDF on Moodle)</li> <li>• <a href="#">Teaching Reading to African American Children: When Home and School Language Differ</a></li> <li>• The Importance of Phonemic Awareness Instruction for African American Students (PDF on Moodle)</li> <li>• Foundations for English Language Learners Ch. 1-3 (PDF on Moodle)</li> </ul>	<b>Language Comprehension</b> <ul style="list-style-type: none"> <li>• SVR &amp; SRR</li> <li>• Oral Language</li> <li>• Vocabulary</li> <li>• Linguistic Diversity <ul style="list-style-type: none"> <li>◦ African American Vernacular English</li> <li>◦ English Language Learners</li> </ul> </li> </ul>	What role does oral language play in the development of reading? What is linguistic diversity and how does it impact learning to read?	<b>Due 2-16 by 5:30 pm</b> <ul style="list-style-type: none"> <li>• <a href="#">Midterm Assignment</a></li> <li>• Quiz #3</li> </ul>
Week 6 2-23-23	<ul style="list-style-type: none"> <li>• <a href="#">Fluency &amp; watch video</a></li> <li>• <a href="#">What Research Tells Us About Reading Comprehension and Comprehension Instruction</a></li> <li>• <a href="#">Writing</a></li> </ul>	<b>Components of Literacy continued</b> <ul style="list-style-type: none"> <li>• SVR &amp; SRR</li> <li>• Fluency</li> <li>• Comprehension</li> <li>• 4 Part Processor</li> <li>• Writing Development</li> </ul>	What are the 5 Pillars of reading and how do they support learning to read?	<b>Due 2-23 by 5:30 pm</b> <ul style="list-style-type: none"> <li>• <a href="#">Linguistic Diversity Assignment</a></li> <li>• Quiz #4</li> </ul>



<p>Week 7 3-2-23</p>	<ul style="list-style-type: none"> <li>• <a href="#">Why Some Children have Difficulties Learning to Read</a></li> <li>•  John Gabrieli: Wh...</li> <li>•  What is dyslexia? ...</li> </ul>	<p><b>Reading Difficulties</b></p> <ul style="list-style-type: none"> <li>• Potential Causes of Reading Difficulties</li> <li>• Dyslexia</li> </ul>	<p>What is dyslexia and how does it impact learning to read?</p>	<p><b>Due 3-2 by 5:30 pm</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Dyslexia Assignment</a></li> <li>• Quiz #5</li> </ul>
<p>Week 8 3-9-23</p>	<ul style="list-style-type: none"> <li>• <a href="#">Why do some children learn to read without explicit instruction?</a></li> <li>• Science of Reading: Evidence for a New Era of Reading Instruction (PDF on Moodle)</li> <li>• Structured Literacy: An Introductory Guide pages 6-10 (PDF on Moodle)</li> </ul>	<p><b>Effective Reading Instruction</b></p> <ul style="list-style-type: none"> <li>• Research on how to teach reading - The Science of Reading</li> <li>• Structured literacy</li> </ul> <p><a href="#">Becoming a Proficient Reader Group Activity</a></p>	<p>What implications does research have on reading instruction? (<i>How can instruction support the acquisition of reading skills?</i>)</p>	<p><b>Due 3-9 by 5:30 pm</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Essential Questions Assignment</a></li> </ul> <p><b>Due 3-12 by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Final Quiz</li> </ul>