



Fort Lewis College
Teacher Education Department

COURSE SYLLABUS
ED 430: Teaching Reading K-3
3 credits

Class meetings: 2:30-3:55 pm Tuesdays and Thursdays
Spring 2022 Semester
Lecture

Instructor Name:

Office Location: EBH 250

Office Hours: To be updated each semester

Phone:

Email:

Course Materials & Resources

Required Texts:

- Honig, B., Diamond, L., Gutlohn, L., Fertig, B., Daniel, H., Zemelman, S., & Steineke, N. (2018). *Teaching Reading Sourcebook* (3rd Ed.) Novato, CA: Arena Press

Required resources/ readings listed below in addition to those listed on syllabus

- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. *What Works Clearinghouse*. Download from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf
- Colorado "Reading, Writing, and Communicating" P-12 standards. Download from: <https://www.cde.state.co.us/standardsandinstruction/standards>.

Recommended Text:

- Bear, Invernizzi, Templeton & Johnston (2011) *Words Their Way: Word Study for Phonics, Word Study and Spelling Instruction (6th edition)*. ISBN: ISBN-13: 978-0137035106 ISBN-10: 0137035101

Course Outcomes

This course meets the following outcomes (State standards in parentheses):

- Analyze and describe foundational reading theories including the Simple View of Reading (SVR), Scarborough's reading rope, and Four-Part Processing Model of Word recognition to accurately describe the process of reading development, with attention to the components of language processing, and aspects of cognition and behavior. 4.02 5 a-d, g
- Define and describe stages of reading development and how the research-based components of the Science of Reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension) and other skills are causally related and change over the development of the reading process. 4.02(5)e,f
- Demonstrate knowledge of English phonology including identifying classifying, and comparing all English phonemes, and understanding how they map onto the orthographic system, including knowledge of orthographic patterns and syllable types, and influences on spelling in English. 4.02(6)a-b
- Demonstrate understanding of English morphology including identifying types of morphemes and their origins, and their relationship to spelling, and to recognize morphemes as a way to identify the meanings of words and build vocabulary. 4.02(6)c, 4.02(13)b(iii)
- Explain the variety of purposes of reading assessments (screening, diagnostic, outcome and progress monitoring) and know how to administer and interpret common assessments to assess a range of reading skills including phonological, decoding, oral reading, spelling, writing, and reading comprehension and use them to make instructional recommendations. 4.02(7)a,c,d,f; 4.02 (13)b(ii)
- Provide effective phonological and phonemic awareness instruction, demonstrating understanding of the progression of phonological skills and how they relate to reading development, along with and effective techniques to support its development in the classroom. 4.02(8)a-e
- Demonstrate knowledge of effective phonics instruction including phonics lesson design that demonstrate principles of explicit and direct teaching, multisensory techniques, and sequences of phonics skill development, and provide effective phonics and word-recognition instruction differentiated for students' needs. 4.02(9)a-d
- Demonstrate understanding of reading fluency and its role in reading development, along with effective instructional strategies to support students' fluency development, including the use of assistive technology. 4.02 (10)a-e,g-h
- Demonstrate knowledge of vocabulary development and its role in reading development and relationship to comprehension, along with effective strategies for vocabulary instruction before, during, and after reading. 4.02(11)a-d

- Demonstrate understanding of reading comprehension and its relation to writing and other components of reading, and provide effective comprehension instruction before, during, and after reading across a variety of genres and text types. 4.02 (12) a-f
- Describe the relationship between reading motivation, engagement, and reading development, and demonstrate knowledge of techniques to support reading motivation and engagement in the classroom. 4.02(10)f
- Demonstrate understanding of how students' linguistic and cultural backgrounds and shape reading development in English, and differentiate instruction using research-based methods to support diverse students' reading development. 4.02 (5) c, 4.02 (8) f, 4.02 (11)e
- Demonstrate understanding of differences in students' learning processes (e.g., working memory, attention, executive function or processing speed), and research-based instructional adaptations to support students' reading development. 4.02(9)e
- Demonstrate understanding of handwriting development and relationships between transcription and written expression, along with effective strategies to support handwriting development. 4.02 (13)a-b

Summary of Major Assignments

Theories of Reading and Reading Development Presentation

Drawing on theories of reading development, students will create a multimedia presentation that illustrates a research-based understanding of reading development and the core components of reading as detailed in the Science of Reading.

Phonological and phonemic awareness instructional portfolio lessons (2 total)

Students will design a phonological awareness and phonemic awareness lesson that demonstrates understanding of these concepts, along with engaging ways to support children's developing understandings.

Phonics lesson

Students will design a standards-based phonics lesson that demonstrates understanding of the phonics concept along with the ability to design a research-based lesson that provides clear instructional explanations, integration of multisensory modes of learning, and application to context.

Fluency Group Lesson

Students will design and teach a standards-based fluency lesson to peers that demonstrates understanding of instruction to support fluency development.

Vocabulary Lesson

Students will design a standards-based lesson that supports vocabulary development. Lessons will demonstrate knowledge of effective vocabulary instruction and understanding of integration of vocabulary instruction within reading instruction.

Text Read Aloud/ Discussion Assignment

Students will select a picture book to facilitate a discussion with students in a placement setting, crafting discussion questions that support higher-order thinking and helping students to meet grade-level oral language and comprehensions standards. Students will reflect on the discussion, demonstrating understanding of the role oral language plays in comprehension development.

Comprehension Lesson

Students will design a standards-based lesson that teaches a comprehension strategy. Lessons will demonstrate knowledge of effective comprehension instruction including the use of the gradual release model.

Final Exam

There is a cumulative final exam (multiple choice, true/ false, and short answer and constructed response) that will cover theories of reading development, conceptual understandings of the research-based components of reading as described by the science of reading) and instructional implications.

Overview of Major Assignments

Subject to change. Check Canvas for updated due dates and directions.

ED 464 Course Assignments	Points Possible
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Attendance and Participation	Half grade lower after 2 absences; e.g. B-B-)
Theories of Reading and Reading Development research and presentation	50
Phonological and phonemic awareness instructional portfolio lessons (2 total)	50
Phonics lesson	25
Fluency group lesson	30
Vocabulary lesson	25
Text Read-Aloud/ Discussion Assignment	25
Comprehension lesson	25
Reading assignments	130
Cumulative final exam	220
Total Points Available	580

Course Agenda

Week	Topic	Readings and Assignments
Week 1	What is reading? Theories of reading and learning to read	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, The big picture, pp. 2-18 and pp. 161-167.</p> <p>McMahon, W. (2019) The secret to developing successful readers lies in how you motivate them. <i>Ed Surge</i>. https://www.edsurge.com/news/2019-10-15-the-secret-to-developing-successful-readers-lies-in-how-you-motivate-them</p> <p>Cunningham, A.D. & Rose, C. (2013). This is your brain on reading. <i>Education Week</i>, 32(15), pp. 20-21.</p> <p>Keys to Literacy: How the Brain Learns to Read https://keystoliteracy.com/blog/how-the-brain-learns-to-read/</p> <p>Additional Resources: https://www.npr.org/2020/10/02/919126651/alvin-irby-how-can-we-inspire-children-to-be-lifelong-readers</p> <p>Gambrell, L. & Marinak, B. (2009). Reading Motivation: What the Research Says. Reading Rockets. Retrieved from: https://www.readingrockets.org/article/reading-motivation-what-research-says</p> <p>Elementary Educator Standards: 4.02(5)a, 4.02(5)b, 4.02(5)e , 4.02(5)f, 4.02(10)f</p>
Week 2	Reading difficulties and Structured reading instruction	<p>To Read: Eden, G. (2019). Ask an Expert: What do we know about what’s different in the brain of a person with dyslexia? Video linked at: https://www.youtube.com/watch?v=O2QOw5GhMcc</p> <p>Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. <i>Teaching Exceptional Children</i>, 51(3), 201-211.</p> <p>https://www.understood.org/articles/en/5-ways-executive-functioning-issues-can-impact-reading</p> <p>Due: Reading theories multimedia presentation</p> <p>Additional Resources: Eden, G. (2015) Brain Imaging Studies of Reading and Reading Disability Lecture. University of California Television. https://www.youtube.com/watch?v=-aRfWcfCYKM</p> <p>Eden, G. (2019). Dyslexia and the Brain by the International Dyslexia Association. Linked at: https://dyslexiaida.org/dyslexia-and-the-brain-fact-sheet/</p> <p>Sedita, J. (2015). What is comprehension? The five components of reading. Rowley, MA: Keys to Literacy. Retrieved from https://www.youtube.com/watch?v=LU461AMLAAg</p> <p>https://www.colorincolorado.org/article/reading-101-english-language-learners (see also 4-6th grade one for Nonie Lesaux’s interview and video)</p> <p>Elementary Educator Standards:</p>

		4.02(5)(b), 4.02(5)(c), 4.02(5)e, 4.02(7)(a), 4.02(7)(b), 4.02(7)(e)
Indep Review	Oral Language and English Phonology (do this as a review video – with a review assignment)	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Chapter 1: Structure of English. (pp. 19-42)</p> <p>Due: Reading Questions</p> <p>Additional Resources: 44 Phonemes from the Rollins Literacy Institute https://www.youtube.com/watch?v=wBuA589kfMg&t=14s</p> <p>Elementary Educator Standards: 4.025(c), 4.025(e), 4.02(6)(a), 4.02(6)(b)(ii)</p>
Week 3	Early Literacy: Print Awareness and Letter Knowledge FIND SOMEONE TO COME IN!	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Section 3 Chapter 3: Print Awareness (pp. 69-78) and Chapter 4: Letter Knowledge (pp. 83-110)</p> <p>Reading Rockets Phonics Instruction: The Value of a Multi-sensory Approach (retrieved from: http://www.readingrockets.org/article/phonics-instruction-value-multi-sensory-approach)</p> <p>Due: Reading Questions</p> <p>Additional Resources: McEachern, T. &. Frijters, J. (2014). Strategies to Develop Handwriting and Improve Literacy Skills. LD@School. Retrieved from: https://www.ldatschool.ca/literacy-skills-handwriting/</p> <p>Morin, A. (n.d.) 6 Multisensory Techniques for Teaching Handwriting. Retrieved from: https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/6-multisensory-techniques-for-teaching-handwriting?view=slideview.</p> <p>Print Awareness: https://www.readingrockets.org/teaching/reading-basics/printawareness</p> <p>Becoming Aware of Print video: Reading Rockets. Retrieved from: https://www.youtube.com/watch?v=x1Vk2kLPDi0&list=PLlxDwKxHx1yIxiuG3l6l3sYf0CvF50z55&t=6s</p> <p>Shanahan: Should we teach Letter Names? https://www.readingrockets.org/blogs/shanahan-literacy/should-we-teach-letter-names</p> <p>Elementary Educator Standards: 4.02(5)(d), 4.02(5)(g), 4.07(7)(a), 4.02(13)a Early Childhood Education Standards: 4.01(2)(c), 4.01(8)(a)</p>
Week 4	Early Literacy – Writing Development	WRITING STAGES – EMERGENT and LETTER Name Alphabetic
Week 5	Early Literacy: Phonological and Phonemic Awareness	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Chapter 5: Phonological Awareness (p. 115-156)</p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. <i>What Works Clearinghouse</i>. Download from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</p> <p>Recommendation 2 (p. 14-21)</p>

		<p>Moats & Tolman. The development of phonological skills. https://www.readingrockets.org/article/development-phonological-skills</p> <p>Watch: Blending Sounds in Syllables with Autumn, Kindergartener: https://www.readingrockets.org/shows/reading-interventions/blending-sounds-in-syllables-with-autumn-kindergarten</p> <p>Phonological Awareness: https://www.youtube.com/watch?v=LucNw_2G_FU&t=12s</p> <p>Due: Reading Questions for Week 5 Phonological Awareness and Phonemic Awareness Lessons</p> <p>Additional Resources: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Chapter 2: Structure of Spanish (p. 50-66)</p> <p>Phonemic Awareness: https://www.readingrockets.org/teaching/reading-basics/phonemic</p> <p>Elementary Educator Standards: 4.02(5)(d), 4.02(7)(a), 4.02(7)(b), 4.02(7)(d), 4.02(8)a, 4.02(8)b, 4.02(8)c, 4.02(8)d, 4.02(8)e, 4.02(8)f Early Childhood Education Standards: 4.01(2)(c), 4.01(8)(a)</p>
Week 6	Phonics, Decoding, and Word Recognition	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Section 3: Decoding and Word Recognition Introduction (pp. 161-167) and Chapter 6: Phonics (pp. 169-234)</p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. <i>What Works Clearinghouse</i>. Download from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf Recommendation 2 (p. 22-31)</p> <p>Watch: Learning 'b' and 'd' and reading short vowel words with Aiko, a second grader: https://www.readingrockets.org/shows/reading-interventions/letter-reversals-b-d-with-aiko-second-grade</p> <p>Due: Reading questions</p> <p>Optional Resources: Phonics and Decoding: https://www.readingrockets.org/teaching/reading-basics/phonics</p> <p>Multisensory Techniques for Teaching Reading https://www.understood.org/articles/en/8-multisensory-techniques-for-teaching-reading</p> <p>Elementary Educator Standards: 4.02(5)(d), 4.02(5)(e), 4.02(9) a-e Early Childhood Education Standards: 4.01(2)(c), 4.01(8)(a)</p>
Week 7	Developing and Assessing Phonics Knowledge (Park Visit #1)	<p>To Read: Mesmer, H.A. (2019) Fear not the Decodables: Why? When? How? <i>Letter lessons and first words</i>. Portsmouth, NH: Stenhouse. (pp. 163-166)</p> <p>Dr. Louisa Moats- Spelling as a Diagnostic Tool https://www.youtube.com/watch?v=x1s49iOFLTA&t=3s</p> <p>How to give a spelling inventory:</p>

		<p>https://thisreadingmama.com/word-study-where-do-i-start/</p> <p>Optional Resources: https://www.readingrockets.org/teaching/reading101-course/modules/spelling/spelling-practice</p> <p>Due: Reading Questions</p> <p>4.02(6)(b)(iv), 4.02(7)(c), 4.02(7)(d),</p>
<p>Week 8 T: 3/15 And Th: 3/17</p>	<p>Word Reading (Park Visit #2)</p>	<p>DUE 3/15- Reading interventionist conversation</p> <p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Morphemes (pp. 42-47) and Chapter 7: Irregular Word Reading (p. 241-255) and Chapter 8: Multisyllabic Word Reading (p. 241-255).</p> <p>Duke, N. K. (2020). When Young Readers Get Stuck. <i>Educational Leadership</i>, 78(3), 26-33.</p> <p>Watch: Reading Multisyllable Words with Xavier https://www.readingrockets.org/shows/reading-interventions/reading-multisyllable-words-with-xavier-third-grade</p> <p>Due: Reading Questions</p> <p>Additional Resources: Moats, L. & Tolman, C. (2009). Six Syllable Types. Reading Rockets. Retrieved from: https://www.readingrockets.org/article/six-syllable-types</p> <p>Teaching word analysis and multisyllabic words https://www.youtube.com/watch?v=2ugykicOJSY https://www.youtube.com/watch?v=RmKY3RFmajk&t=16s</p> <p>International Literacy Association: Reading Fluently Does Not Mean Reading Fast</p> <p>Guided Reading Level B: https://www.youtube.com/watch?v=-VfLvCFhMlg Guided Reading in 2nd Grade: https://www.youtube.com/watch?v=R0hBek4KRZA</p> <p>Elementary Educator Standards: 4.02(6)(b)(i), 4.02(6)(b)(iii), 4.02(b)(v), 4.026(c)</p>
<p>SPRING BREAK - March 21-25</p>		
<p>Week 9 T: 3/29 and Th: 3/31</p>	<p>Fluency Instruction Park Visit #3</p>	<p>DUE 3/27- Word Study/ Decoding Lesson Draft</p> <p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Section 4: Fluency Introduction (p. 321- 323)</p> <p>Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Chapter 10: Fluency Instruction (pp. 359-398)</p> <p>Science of Reading Podcast: The Importance of Fluency Instruction (Dr. Rasinski). https://www.buzzsprout.com/612361/1963366-a-conversation-with-tim-rasinski</p> <p>Due: Reading Questions and Phonics Lesson</p> <p>Additional Resources: Fluency:</p>

		<p>https://www.readingrockets.org/teaching/reading-basics/fluency</p> <p>Assistive Technology for Reading https://www.readingrockets.org/article/assistive-technology-kids-learning-disabilities-overview#:~:text=What%20is%20assistive%20technology%20for,AT%20for%20individuals%20with%20LD</p> <p>What do fluent readers sound like? 1st grade: https://www.youtube.com/watch?v=bdgB4knbjrY 2nd grade: https://www.youtube.com/watch?v=WCWjiTdy9Kk&t=1s 3rd grade: https://www.youtube.com/watch?v=LPZixxaSNXg&t=83s</p> <p>Elementary Educator Standards: 4.02(5)(d), 4.02(10)a, 4.02(10)b, 4.02(10)c, 4.02(10)h</p> <p>Word study or Decoding lesson plan due 4/2</p>
Week 10: 4/5 and 4/7	BRING IN DATA PERSON Fluency Assessment Park Visit #4	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Chapter 9: Fluency Assessment (pp. 327-355) Due in class: Teach Small-group fluency lessons</p> <p>Additional Resources: Foorman, B., Beyer, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. <i>What Works Clearinghouse</i>. Download from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf Recommendation 4 (p. 32-37)</p> <p>Elementary Educator Standards: 4.02(7)(c), 4.02(7)(d), 4.02(10)e, 4.02(10)g</p>
Week 11 T: 4/12 and Th: 4/14	Vocabulary Park Visit #5	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Section 5: Vocabulary Introduction (p. 407-418) and Chapter 11: Specific Word Instruction (pp. 420-486), and Chapter 12: Word-Learning Strategies (pp. 488- 568).</p> <p>Additional Resources: Vocabulary https://www.readingrockets.org/teaching/reading-basics/vocabulary</p> <p>Neuman, S. B., & Wright, T. S. (2014). The Magic of Words: Teaching Vocabulary in the Early Childhood Classroom. <i>American Educator</i>. 38(2), 4-13.</p> <p>IES- Three-part vocabulary instruction https://www.youtube.com/watch?v=Tc5Dpks3UKY&t=13s</p> <p>Elementary Educator Standards: 4.02(5)(e), 4.02(11)a, 4.02(11)b, 4.02(11)c, 4.02(11)d, 4.02(11)e</p>
Week 12 T: 4/19 and Th: 4/21	Developing knowledge of Words and Syntax – MOVE THIS TO ED 463 Park Visit #6	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i> Chapter 13: Word Consciousness (pp. 570-606)</p> <p>Moats, L. C., & Brady, S. (2010). <i>Speech to print: Language essentials for teachers, Chapter 6: Syntax</i> (pp. 153-197). 2nd Edition. Baltimore, MD. Brookes.</p>

		<p>Understood: Working Memory Boosters https://www.understood.org/articles/en/8-working-memory-boosters</p> <p>Due: Reading Questions</p> <p>Additional Resources: Colorin Colorado: What is academic language? https://www.youtube.com/watch?v=qetlcWHOWcg</p> <p>Elementary Educator Standards: 4.02(6)d(i), 4.02(6)e, 4.02(6)(f)iii 4.02(11)c, 4.02(11)(d), 4.02(12)(d)</p>
<p>Week 13 T: 4/26 and Th: 4/28</p>	<p>Building Comprehension</p>	<p>DUE: 4/24 – Completed Decoding or Word Study Lesson</p> <p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Section 6: Comprehension (p. 607-631) and Chapter 14: Literary Text (pp. 633-677).</p> <p>Duke, N. (2013) Video: What Good Readers Do https://www.youtube.com/watch?v=CgSRH0EYvhU</p> <p>Due: Reading Questions and Vocabulary Lesson</p> <p>Additional Resources: Joan Sedita: Research about Reading Comprehension video from Keys to Literacy. Retrieved from: https://www.youtube.com/watch?v=Vm7n-tfS7bc</p> <p>Comprehension: https://www.readingrockets.org/teaching/reading-basics/comprehension</p> <p>Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. <i>American Educator</i>, 30(4), 39-50.</p> <p>Conversations with Children: Questions that Spark Conversations and Deepen Understanding https://www.naeyc.org/resources/pubs/tyc/apr2018/conversations-with-children</p> <p>Elementary Educator Standards: 4.02(5)(d), 4.02(5)e, 4.02(5)(f), 4.02(12)(a), 4.0(12)(e), 4.02(12)(f) Early Childhood Education Standards: 4.01(8)(a)</p>
<p>Week 14</p>	<p>Comprehension – Literary and Informational Text</p>	<p>To Read: Honig et. al (2018) <i>Teaching Reading Sourcebook</i>, Chapter 15: Informational Text (pp. 681-739).</p> <p>Santoro, L. E., Baker, S. K., Fien, H., Smith, J. L. M., & Chard, D. J. (2016). Using read-alouds to help struggling readers access and comprehend complex, informational text. <i>Teaching Exceptional Children</i>, 48(6), 282-292.</p> <p>Assistive Technology: Text to Speech https://www.readingrockets.org/article/text-speech-tts</p> <p>Due: Text Read Aloud/ Discussion assignment</p> <p>Additional Resources: Reciprocal Teaching and comprehension video: https://www.youtube.com/watch?v=Jm4mSVXDCjE&t=138s</p> <p>Elementary Educator Standards: 4.02(6)(f)(i), 4.02(6)(f)(ii), 4.02(12)(a), 4.02(12)(b), 4.02(12)(c)</p>
	<p>REVIEW FOR FINAL- take in Week 14</p>	

Week 15	Final Exam	Revise Final Exam To take: Comprehensive Final Exam
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