EDIS 5221: Reading Foundations   3 Credit Hours Curriculum, Instruction, and Special Education
Summer 20XX

Course Dates: XXXX-XXXX
Meeting Schedule and Location: XXXX Hall, Room 123

Instructor

XXXX   Office Hours: by appointment (in person or via Zoom)
Office: XXXX Hall, Room 123   Phone: XXXX (cell)
Email:

Description

EDIS 5221: Reading Foundations is the first class in the reading theory/methods sequence for preservice teachers. Students will learn about theories that describe reading and writing development from early childhood through adolescence, and about the ways these theories explain the difficulties some students encounter during literacy development. Reading comprehension requires the development of both decoding and linguistic comprehension, which each depend on subcomponent skills or types of knowledge. Students will explore these subcomponent skills/types of knowledge, including phonological awareness, word recognition (e.g., phonics knowledge, decoding), spelling, reading fluency, vocabulary knowledge, and comprehension (e.g., inference generation, comprehension monitoring). Particular attention will be paid to understanding phonetics and orthography and learning why building this knowledge is crucial for reading development. Specific course sections align with program and endorsement needs for Teacher Education (elementary education, special education, English language learners). This course is the foundation for subsequent language arts methods courses.

Learning Objectives

By the end of the course, students will:

- Understand theories of reading development (with a focus on the simple view of reading) that see reading comprehension as the product of decoding and linguistic comprehension.
- Learn about the knowledge and skills that contribute to decoding and linguistic comprehension. Become familiar with empirical research evidence supporting the importance of these subcomponents for reading comprehension development.
- Explain components of language (phonology, morphology, syntax, semantics, pragmatics/discourse) and their importance to proficient reading and writing.
- Become familiar with fundamental principles of English orthography and understand why building orthographic knowledge is so important for literacy development.

- Understand literacy development as a complex process, taking into consideration how students differ in their development of the subcomponent skills of decoding and linguistic comprehension.
- Provide an overview of typical literacy development, describing how phonological awareness (including phonemic awareness), word recognition (e.g., phonics knowledge, decoding), spelling, fluency, and linguistic comprehension (e.g., vocabulary knowledge) develop from prekindergarten to sixth grade.
- Learn how to assess student phonological awareness, letter-name knowledge, phonics knowledge, decoding skill, spelling knowledge, oral reading fluency, vocabulary knowledge, and reading comprehension.
- Begin to understand effective strategies for teaching decoding and linguistic comprehension (and the subcomponent skills/types of knowledge that contribute to each).

Instructional Methods

We will use Canvas, the School of Education and Human Development's Learning Management System, for our course. Students are expected to activate their UVa IDs and use them for access to the class site. Assignments will be submitted there; the gradebook will allow individual students to keep track of their performance in the course. Assignments will not be accepted via email. All course materials and readings with the exception of textbooks will be available on the course website as downloadable documents.

Course Readings

The readings listed below are required for the course and were chosen to supplement and extend our work in class. All other texts referred to in the syllabus or course schedule will be instructor-provided. The instructor-provided texts can be found on the class Canvas site. Please refer to your course schedule to find out when readings are due. There is a possibility that readings may change as the semester plays out, so please also refer to our weekly agendas on our Canvas site.

Required Text

Hougen, M.C. & Smartt, S.M. (2020). *Fundamentals of literacy instruction and assessment: PreK-6* (2nd ed.). Brookes Publishing.
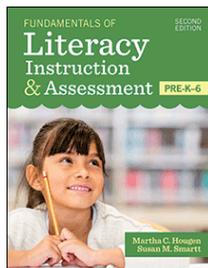
Access the book online here.

Recommended Text

Honig, B., Diamond, L, & Gutlohn, L. (2018). *Teaching reading sourcebook*. Oakland, CA: CORE.
(This book will be required for EDIS 5310: Differentiated Reading Instruction; for EDIS 3221, chapters will be instructor-provided, posted on Canvas. Still, the whole text may be a useful reference.)

Course Outline

Please refer to the schedule at the end of this document and the Canvas module overviews for more detail about module topics, readings/resources, required activities, and reminders.

Grading
Students in EDIS 3221 are expected to complete all assignments and will be graded according to the following scale:

A	95-100	B+	88-90	C+	78-80	D	65-70
A-	91-94	B	84-87	C	74-77	F	Below 65
		B-	81-83	C-	71-73		

Undergraduate students in the UVA Teacher Education majors must earn a C+ or higher in all teacher education courses.

Assignments may not be redone and submitted for additional consideration. Fairness prevents offering that option to one student and not all. You are expected to submit your best work *first*.

Communicate with me before the assignment due date about any needed extensions to avoid potential point deductions due to late assignments. Late assignments must be submitted within the week of the due date or they will not be accepted. Any assignment that is submitted after the due date will be dropped one letter grade.

This course will use the Gradebook functionality on the course Canvas site. You can also obtain your grade at the end of the course by going to the Registrar's website: http://www.virginia.edu/registrar/

Course Requirements and Methods of Evaluation
The final grade will be based on the following requirements:

1. Attendance/Participation   1 point per class = 26% of total grade
You are expected to attend class regularly, arrive on time, and be prepared. Attendance for this course is mandatory; participation in class discussions provides you with an invaluable opportunity to construct your understanding of the readings and learn from your peers and your instructor (and for us to learn from you!). During class sessions, I will introduce new material as well as extending your learning from the readings and assignments. Unexcused absences will result in the loss of points from the participation grade. I understand that there are reasons (e.g., reasons related to your own health or the health of a family member, religious holidays, court appearances, military duty) students may not be able to attend a given class session; if there is a reason you cannot attend class, please email me in advance and copy the class TA so that we can treat your absence as an "excused" absence and make sure a classmate takes notes for you. Arriving more than 10 minutes late to class may result in the loss of participation points for the day; please let us know in advance if you need to arrive late.

2. Prep Notes/In-Class Discussions   2 points per discussion = 16% of total grade
I value the many perspectives you all bring to the classroom. Your classmates will benefit from hearing your voice, and you will learn more effectively when you retrieve content you have learned (and build new understandings) by asking questions or making comments during discussions. To help you meaningfully participate and contribute to such small-group discussions, you will prepare notes and questions prior to class on days the schedule designates as "discussion" days and submit these notes and questions via Canvas. The format of these "prep notes" is flexible; the goal is to synthesize and make connections to the

readings. Steps are outlined in the "Assignments" tab in Canvas for each "Prep Notes and Discussion" assignment. On each assignment page, we also link to a rubric that provides more information about what is expected. The purpose of the discussion group is to provide you with the opportunity to work together to fully unpack and solidify your understanding of the concepts we learn about over the course of the week.

3. Quizzes   3 points per quiz = 24% of total grade

You are expected to complete 8 online quizzes. Each quiz will cover specified topics (see course schedule) and will include multiple choice, true/false, and fill-in-the-blank questions. Quizzes will be *open book* and pledged. Topics for quizzes are:

1) Introduction to effective teaching & reading instruction – due XXXX
2) Phonological awareness – due XXXX
3) Print awareness, alphabet knowledge, & handwriting – due XXXX
4) Phonics & decoding – due XXXX
5) Orthography & encoding – due XXXX
6) Text Reading & fluency – due XXXX
7) Oral language – due XXXX
8) Reading comprehension – due XXXX

4. Midterm Exam   10% of total grade

Students are expected to complete a midterm examination, covering topics addressed in Modules 1-3. This *closed book* examination will be pledged. More information on the honor system can be found [here](#). The midterm will be delivered through Canvas and is due Thursday, XXXX, at 10pm. It will require students to:

- Define explicit instruction.
- Explain the contribution of decoding and linguistic comprehension to reading comprehension within the simple view of reading framework.
- Define phonological awareness and explain its contribution to word reading.
- Understand the progression of phonological awareness.
- Define letter-name knowledge, the alphabetic principle, and orthographic knowledge (including knowledge of letter-sounds and of other, more complex grapheme-phoneme correspondences). Understand the development of these early literacy skills.

5. Case Study   9% of total grade

You are expected to complete a case study focused on elementary-grade children's literacy development in small groups (assigned by instructor). The case study will draw on your knowledge of the components and subcomponents of the simple view of reading in the context of student learning in an elementary-grade classroom. You will synthesize information from readings, class lectures, and group work and complete a written response within an instructor-provided template. The assignment can be found on Canvas. We will further discuss expectations and provide a rubric later in the semester. Due: Tuesday, XXXX, at 10pm.

6. Final Exam   15% of total grade

Students are expected to complete a comprehensive final examination, covering topics addressed in Modules 1-14. This *closed book* examination will be pledged. The exam will be published on Canvas on XXXX and is due on XXXX at 10pm. It will cover all areas addressed in the midterm examination (Modules 1-3). It will also require students to:

- Understand how word reading depends on phonological and orthographic knowledge.
- Understand the stages of spelling development and the importance of promoting the generalization of spelling study to writing, including awareness of the purpose and limitations of "invented spelling."
- Define and understand the role of background knowledge, vocabulary knowledge, and morphological knowledge in linguistic and reading comprehension (and in word recognition).
- Define and explain the role of syntax in linguistic and reading comprehension.
- Define and explain the role of fluency (i.e., accuracy, rate, prosody) in reading comprehension.
- Define and explain the role of verbal reasoning (e.g., inference generation) and literacy knowledge (e.g., text structure knowledge) in reading comprehension.
- Define and explain the role of reading comprehension strategies for reading comprehension.
- Demonstrate knowledge of literal comprehension, inferential comprehension, and evaluative comprehension.

EDIS 5221: Summer Course Schedule

Modules	Objectives	Class Activities	Reading Assignments & Quizzes

Module 1: July 25th
● Introductions and Housekeeping
● Literacy and Issues of Equity
● Simple View of Reading: Is it Really Simple?
● Effective Teaching & Instruction
	● Understand issues of equity and literacy
	● Recognize that reading comprehension is the ultimate goal of reading development and instruction
	● Situate the simple view as a developmental framework for reading comprehension development
	● Explain the components that support decoding and linguistic comprehension within the simple view
	● Start to explore elements of effective literacy teaching and instruction.
	● Housekeeping: Course overview, expectations, canvas
		● Brief review of main syllabus/schedule topics and Q&A
		● Introduction activity
		● Define the component of the Simple View of Reading and Scarborough's rope
		● Experience an explicit instruction lesson and then debrief the components of the lesson
		● Participate in small group discussion regarding the issues of equity and literacy following article reading
		● Ongoing practices over the course of the semester that students participate in as a learner to **apply new knowledge** but also serve as an instructional practice they can use in their own classrooms:
		  ○ Vocab word card creation to be used in various vocabulary games
		  ○ Graffiti walk (used to review concepts from previous lessons)
		  ○ Jigsaw and Expert groups: Protocol for article reading
			● Read Chapters 3 and 4
			
			Optional:
			Listen: Educate Podcast: What the Words Say (1 hour)

Modules	Objectives	Class Activities	Reading Assignments & Quizzes
		● Interactive journal: Used for notetaking, reflection and record keeping for questions	
Module 2: July 26ᵗʰ ● Oral language ● Phonological Awareness	● Define and describe oral language and its components ● Understand the importance of oral language on a child's early literacy development ● Define phonological awareness and understand its importance to literacy development ● Understand the progression of phonological awareness ● Identify behaviors that foster phonological awareness development ● Explore tests of phonological awareness	● **Practice** administering, scoring, and interpreting phonological awareness assessments ● Learn the difference between syllable, on-set rime and phoneme ● Work in pairs to sort words based on the number of phonemes in each word (same task with syllables) ● Explore the progression of phonological awareness development through video analysis of children at various stages	● [TRS (Print Awareness)](#) ● [TRS (Letter Knowledge)](#) ● [NCIL (The Alphabetic Principle: From Phonological Awareness to Reading Words)](#) **Quiz:** Oral language and phonological awareness
Modules	**Objectives**	**Class Activities**	**Reading Assignments & Quizzes**
Module 3: July 27ᵗʰ ● Print Awareness ● Alphabet Knowledge	● Identify elements of print awareness ● Define alphabet knowledge, phonics, and orthographic knowledge and understand the development of these early literacy skills. ● Link between the development of these subcomponent skills and later reading outcomes (reading comprehension) ● Define the alphabetic principle and explain how it relates to early literacy development ● Explore alphabet assessment	● **Practice** administering, scoring, and interpreting concepts of print assessment ● **Practice** administering, scoring, and interpreting letter sound and letter name assessments ● Explore and experience effective ways to teach handwriting ● Examine characteristics of letters (formation, name and sound) and what challenges present to students ● **Practice** correctly producing phonemes	● [TRS (Structure of English)](#) ● Chapter 8 **Quiz:** Print awareness and alphabet knowledge
Module 4: July 28ᵗʰ ● Phonics	● Differentiate phonological awareness and phonics development ● Explain the role of phonological awareness in the development of alphabet knowledge and phonics ● Identify behaviors that foster alphabet knowledge and phonics ● Explore assessments of decoding	● **Practice** administering, scoring, and interpreting a nonsense word fluency assessment ● **Practice** administering, scoring, and interpreting a decoding inventory as a diagnostic assessment ● Define and give examples of high frequency words and sight words ● Differentiate between phonological and phonics development	● [Moats (How Spelling Supports Reading)](#) **Quiz:** Phonics (move to July 29ᵗʰ)

Module 5: July 29th	Objectives	Class Activities	Reading Assignments & Quizzes
Module 5: July 29th ● Orthography Part 1	● Understand the importance of instruction in handwriting, spelling, and sentence construction ● Understand the regularity of the English writing system using elements of phonology, orthography, and morphology as well as word origin ● Understand the early stages of spelling development and promoting the generalization of spelling study to writing, including awareness of the purpose and limitations of "invented spelling" ● Identify and explain features of spelling that are commonly explored in the early stages of spelling development ● Explain the role of phonological awareness in the development of alphabet knowledge, phonics, **and** orthographic knowledge ● Identify behaviors that foster alphabet knowledge, phonics, **and** early orthographic knowledge	● **Practice** administering, scoring, and interpreting a spelling inventory ● Explore the six syllable types ● Work in pairs to sort words by syllable type ● Define different words parts (prefix, suffix, base, etc.) and then make new words with various word parts ● Differentiate between various vowel and consonant patterns as well as elements of word structure to explain pattern choice	● Six Syllable Types (Reading Rockets) ● WTW (Spelling Assessment)

Modules	**Objectives**	**Class Activities**	**Reading Assignments & Quizzes**
Module 6: August 1st ● Orthography Part 2	● Differentiate between various vowel and consonant patterns as well as elements of word structure to explain pattern choice ● Differentiate between the six syllable types ● Explain the process of adding vowel suffixes ● Understand the later stages of spelling development and promoting the generalization of spelling study to both reading and writing ● Explore spelling assessment	● **Practice** administering, scoring, and interpreting a spelling inventory ● Explore the six syllable types ● Work in pairs to sort words by syllable type ● Define different words parts (prefix, suffix, base, etc.) and then make new words with various word parts	● **Quiz:** Orthography ● Read Chapter 11: Fluency Instruction
Module 7: August 2nd ● Word Reading & Fluency	● Identify a progression of word analysis during decoding and encoding attempts ● Define and give examples of high frequency words and sight words ● Understand how word reading is tied to orthographic knowledge ● Define fluency and explain the subcomponent parts (rate, prosody, accuracy, stamina) ● Explore word reading and fluency assessment	● **Practice** administering, scoring, and interpreting an oral reading fluency passage ● Examine diagnostic measures of reading fluency such as Multidimensional Fluency Scale ● Define fluency and explain the subcomponent parts (rate, prosody, accuracy, stamina)	● **Quiz**: Word reading and fluency ● Read Chapter 12: A comprehensive approach to vocabulary development

Modules	Objectives	Class Activities	Reading Assignments & Quizzes
Module 8: August 3ʳᵈ ● Vocabulary	● Understand how linguistic knowledge develops and fosters overall linguistic comprehension ● Define semantics ● Understand the role of vocabulary acquisition and development in linguistic and reading comprehension ● Understand word-specific vocabulary development ● Recognize the role of independent reading in the development of reading comprehension and vocabulary knowledge	● Video analysis of dialogic read aloud ● Understand how linguistic knowledge develops and fosters overall linguistic comprehension ● Define semantics ● Engage in activity to demonstrate the impact of vocabulary on comprehension ● Review types of vocabulary using the 3 tiers as well as figurative language ● Consider word-specific vocabulary instruction vs. word learning and the purpose of each	● Read: Manyak, Baumann, & Manyak (Morphological Analysis in Elementary)
Modules	**Objectives**	**Class Activities**	**Reading Assignments & Quizzes**
Module 9: August 4ᵗʰ ● Morphology	● Define morphology ● Understand the role of morphology in linguistic and reading comprehension ● Understand how the term "generative vocabulary" relates to morphology ● Explain the connection between morphology and orthographic knowledge ● Explain categories of morphemes ● Clearly distinguish morphemes from syllables while identifying word parts ● Identify how words are changed by meaning when an affix is added (i.e., prefix, suffix) ● Identify predictable patterns of derivational complexity - how words are changed by spelling and/or pronunciation when suffixes are added	● Explain the connection between morphology and orthographic knowledge ● Explain categories of morphemes ● Identify morphological units in words and connect these meaning units to the words' meanings, reflecting on transparency across a variety of words ● Explore a set of words and how spelling is changed as morphological units are added (e.g., assimilated/chameleon prefixes)	● **Quiz:** Vocabulary (including morphology) ● Read: Chapter 13: Comprehension Instruction: Grades K-3
Module 10: August 5ᵗʰ ● Comprehension K-3 ● Strategies	● Introduction of reading comprehension as a process rather than a product	● Watch a video unpacking the role of background knowledge in reading comprehension ● Define different tiers of vocabulary words ● **Practice** finding focus words in read aloud books	● Read: Chapter 14 Reading Comprehension Instruction Grades 4-6

	● Understanding of how all the subcomponent skills work together for successful reading comprehension ● Identify behaviors that foster reading comprehension and trace the behaviors through the SVR ● Demonstrate knowledge of literal comprehension, inferential comprehension, and evaluative comprehension ● Recognize the role of independent reading in the development of reading comprehension and vocabulary knowledge ● Identify and explain research-based comprehension strategies	● **Practice** using CROWD to generate questions and encourage discussion/language during a read aloud	
Modules	**Objectives**	**Class Activities**	**Reading Assignments & Quizzes**
Module 11: August 8th ● Comprehension 4-6 ● Narrative & Informational Texts	● Explain what research has to say about effective comprehension instruction. ● Identify the challenges encountered by upper elementary students in effectively comprehending text ● Understand the importance of strategic reading for meaning ● Demonstrate an understanding of both narrative and informational text and narrative text structures ● Explain the importance of embedding literacy instruction into discipline content and vice versa ● Assessment of reading comprehension	● **Practice** administering, scoring, and interpreting a maze comprehension measure ● Examine diagnostic comprehension measures such as retellings ● Explore text structures: narrative structure and 5 main informational text structures (descriptive, sequence, compare/contrast, cause/effect, problem/solution) ● **Practice** identifying text structure using signal words and match to graphic organizer	● **Quiz:** Comprehension ● Read: Chapters 17 Literacy Instruction for English Learners and Chapter 19 Moving Forward: The role of reflection in planning literacy instruction
Module 12: August 9th ● Bringing It All Together in the ELA Block ● Introduction to the Case Study Project	● Formulate a system to provide explicit, systematic instruction, provide opportunities for practice, and regularly monitor the progress of your students	● Unpack the case study project; ask questions ● Work in small groups to begin case study	● Reread: Chapter 19 Moving Forward: the role of reflection in planning literacy instruction
August 10 and 11 ● Review/Wrap Up ● Case Study Group Work	● Demonstrate everything you've learned and practiced across the semester!	● Review all topics from the semester (all weeks) as we prep for our final ● Come with questions for our experts!	**Due Date: Friday August 12th by noon** **Final Exam**

● Panel of Experts for Q&A		**Submit Case Study Project**