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2020

### Reading in the Elementary School

North Carolina Agricultural and Technical State University

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# NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

## COURSE SYLLABUS

College Name: College of Education  
Department Name: Department of Educator Preparation  
Course Name: Reading in the Elementary School

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## COURSE INFORMATION

- Course Number/Section: ELED 311
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

## INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

*Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.*

*If there's a graduate teaching assistant assigned to work with this course, please include their names also.*

## STUDENT HOURS

*These are times students may visit the professor without an appointment to request the assistance they need.*

*NOTE: Students are responsible for reading, understanding, and following the syllabus.*

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

## COURSE PREREQUISITES

*Course Syllabus (rev 05-15-20 by the Extended Campus)*

## **COURSE DESCRIPTION**

This course focuses on content, pedagogy, and assessment for the foundational reading skills. Emphasis will be placed on theories, research, and strategies for teaching and assessing the concepts of print, alphabetic principle, phonological awareness, phonemic awareness, phonics, and word analysis for diverse needs in the K-6 classroom. Candidates will develop lesson plans and reflect on videoed lessons implemented with a small group of students in a partner elementary school.

## **STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

*Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.*

*If the course is a General Education Course, the SLO should be listed and labeled as "General Education."*

SLO 1: Describe the characteristics and continuums of learning for the foundational reading skills (phonological awareness, concepts of print, phonics, and word analysis) with attention to content specific instructional strategies and assessments.

SLO 2: Design and defend theoretical and evidence-based lesson plans based on the analysis of student data and the North Carolina Standard Course of Study for a small group of students.

SLO 3: Design lessons that include informal assessments for measuring student knowledge of foundational reading skills using best practices for assessment.

SLO 4: Analyze student data for foundational reading skills and support the data analysis with references to current research.

SLO 5: Analyze and reflect on instruction from rehearsals, teaching, and video analysis cycles from course immersion experience.

## **REQUIRED TEXTBOOKS AND MATERIALS**

*Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.*

### **REQUIRED TEXTS:**

Gunning, T. (2019). *Creating literacy instruction for all students. (10th ed.)* Boston, MA: Pearson Education, Inc.

### **REQUIRED MATERIALS:**

## **SUGGESTED COURSE MATERIALS**

### **SUGGESTED READINGS/TEXTS:**

Report of the National Reading Panel--Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development, 2000

### **SUGGESTED MATERIALS:**

## **GRADING POLICY**

### **ASSIGNMENTS AND GRADING POLICY**

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

**For GRADUATE COURSES:** See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

## GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Boards	7	20
Assignment	11	20
Quiz	6	20
Major Assignment	2	40
<b>Total</b>	<b>26</b>	<b>100%</b>

## COURSE POLICIES

### USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

### MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS:** See 2019-20 Graduate Catalog p. 54  
**EXTRA CREDIT**

## LATE WORK

## SPECIAL ASSIGNMENTS

**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**

**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

## CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

## COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at [accessibilityresources@ncat.edu](mailto:accessibilityresources@ncat.edu). Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

**Please note:** Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

## TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university's mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered

“Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

## **TECHNICAL SUPPORT**

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

## **FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES**

*If applicable:*

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

## **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER**

[https://hub.ncat.edu/administration/student-affairs/staff-resources/studen\\_activity\\_travel\\_waiver.pdf](https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf)

## **OTHER POLICIES** (e.g., Copyright Guidelines, Confidentiality, etc.)

### **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

### **SEXUAL MISCONDUCT POLICY**

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

<https://www.ncat.edu/registrar/ferpa.php>

### **STUDENT COMPLAINT PROCEDURES**

<https://www.ncat.edu/current-students/student-complaint-form.php>

### **STUDENT CONDUCT AND DISCIPLINE**

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin  
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog  
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook  
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

**For GRADUATE STUDENTS:** Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

**For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)**

## ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.\*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	<b>Unit 1:</b> Course Introduction	ULO 1: Review of Syllabus. ULO 2: Develop professional goals for learning during the course. ULO 3: Introduce themselves to the class. ULO 4: Describe the qualities of highly effective teachers. ULO 5: Complete the course scavenger hunt (navigating Blackboard and meeting course expectations).	1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i> . a. Chapter 1, "Basic Principles of Teaching Reading: Qualities of Highly Effective Teachers". 2. <b>Complete:</b> Discussion - Self-Introduction (ULO 3) 3. <b>Complete:</b> Online scavenger hunt (ULO 1 and 5)
	<b>Unit 2:</b> The Nature of Literacy	1. Contrast the major theories of literacy learning and language development. (SLO 2) 2. Discuss the current status of literacy and major literacy initiatives. (SLO 2) 3. Explain the role of language and of students' cultures on literacy learning. (SLO 2) 4. Explain the basic principles of teaching reading. (SLO 2)	1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i> . a. Chapter 1, "The Nature of Literacy" b. Chapter 2, "Teaching All Students" 2. <b>Complete:</b> Discussion Board #1 (ULO 3) 3. <b>Complete:</b> (AG #1) Chapter 1 Introduction: Anticipation Guide (ULO 1 to 4) 4. <b>Complete:</b> Class Assignment (ULO 1 to 4)
	<b>Unit 3:</b> Phonological and Phonemic Awareness: Part I	ULO 1: Identify the role of phonological awareness in reading development. (SLO 1, 2) ULO 2: Describe strategies promote phonological awareness. (SLO 1, 2) ULO 3: Describe the	1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i> . a. Chapter 4 2. <b>Complete:</b> Assignment #1 (ULO 2 and 3) 3. <b>Read:</b> Article "Why Phonological Awareness Is Important for Reading and Spelling" Moats, L, & Tolman, C (2009)



		characteristics and uses of formal and informal assessments for phonological awareness. (SLO 1, 3)	4. <b>Complete:</b> (AG #2) Chapter 4 Introduction: Anticipation Guide(ULO 1 to 3)
	<b>Unit 4:</b> Phonological and Phonemic Awareness: Part II	<p>ULO 1: Identify the role of phonemic awareness in reading development. (SLO 1, 2)</p> <p>ULO 2: Describe strategies promote phonemic awareness. (SLO 1, 2)</p> <p>ULO 3: Describe the characteristics and uses of formal and informal assessments phonemic awareness. (SLO 1, 3)</p> <p>ULO 4: Explain the distinction between phonological awareness, phonemic awareness, and phonics. (SLO 1)</p>	<p>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 4 (with a focus on phonemic awareness)</p> <p>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills)</p> <p>3. <b>Read:</b> Put Reading First Booklet (Phonemic Awareness pages 1-9)</p> <p>4. <b>Complete:</b> Discussion Board #2 (ULO 4, 5)</p>
	<b>Unit 5:</b> Phonological and Phonemic Awareness: Part III	<p>ULO 1: Describe the characteristics and uses of group versus individual reading assessments . (SLO 1, 3)</p> <p>ULO 2: Explain assessment techniques for determining the foundational skills for reading development of individual students . (SLO 1 to 4)</p> <p>ULO 3: Identify the role of phonological processing in the reading development of English Language Learners, struggling</p>	<p>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 4 (with a focus on phonemic awareness)</p> <p>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills)</p> <p>3. <b>Complete:</b> Assignment #2; (ULO 2)</p> <p>4. <b>Complete:</b> Quiz # 1 (ULO 1 to 3)</p>

		readers, and highly proficient readers. (SLO 1, 3)	
	<b>Unit 6:</b> Concepts of print and the Alphabetic Principle: Part I	<p>ULO 1: Describe the purpose of teaching the concepts of print and the components of concepts of print. . (SLO 1, 2)</p> <p>ULO 2: Describe characteristics and uses of group versus individual reading assessments for concepts of print . (SLO 1, 3)</p> <p>ULO 3: Describe strategies for promoting awareness of the relationship between spoken and written language. . (SLO 1, 2)</p> <p>ULO 4: Create formal and informal assessments for concepts of print . (SLO 1, 3, 4, 5)</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 4 (with a focus on concepts of print)</li> <li>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills)</li> <li>3. <b>Complete:</b> Discussion Board #3 (ULO 1)</li> <li>4. <b>Complete:</b> Quiz # 2 (ULO 1 to 3)</li> </ol>
	<b>Unit 7:</b> Concepts of print and the Alphabetic Principle: Part II	<p>ULO 1: Explain the strategies for promoting letter knowledge, recognizing and naming upper-case and lower-case letters, and letter formation. . (SLO 1)</p> <p>ULO 2: Describe strategies for promoting understanding of the alphabetic principle. (SLO 1)</p> <p>ULO 3: Explain how the development of alphabetic knowledge varies in English Language Learners,</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 4 (with a focus on alphabetic principle)</li> <li>5. <b>Read:</b> Common Core State Standards (Reading Foundational Skills)</li> <li>6. <b>Complete:</b> Major Assignment #1 (ULO 1 to 3)</li> <li>7. <b>Complete:</b> (AG #3) Chapter 4 Post-Anticipation Guide (ULO 1 to 5)</li> </ol>

		<p>struggling readers, and highly proficient readers . (SLO 1 to 4)</p> <p>ULO 4: Create formal and informal assessments for alphabetic principle. (SLO 1, 3)</p> <p>ULO 5: Describe characteristics and uses of group versus individual reading assessments for alphabetic principle. (SLO 4)</p>	
	<b>Unit 8:</b> Role of Phonics in Promoting Reading Development: Part I	<p>ULO 1: Describe explicit strategies for teaching phonics. (SLO 1, 2)</p> <p>ULO 2: Explain the continuum from letter-sound correspondence and beginning decoding. (SLO 1)</p> <p>ULO 3: Identify the relationship between decoding and encoding, spellings to assess phonics knowledge, and spelling instruction to reinforce phonics skills. (SLO 1)</p> <p>ULO 4: Select text based on student strengths and needs (e.g., pictures, predictability, decodability) . (SLO 1, 3)</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 5 (focus on phonics)</li> <li>2. <b>Read:</b> Common Core State Standards Foundational Skills</li> <li>3. <b>Read:</b> “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade” - Recommendations 2 and 3</li> <li>4. <b>Complete:</b> Class Assignment: Concepts of Print &amp; Alphabetic Principle Assessments (ULO 1 to 2)</li> <li>5. <b>Complete:</b> Discussion Board # 4 (ULO 1)</li> <li>6. <b>Complete:</b> (AG 4) Chapter 5 Anticipation Guide (ULO 1 to 4)</li> </ol>
	<b>Unit 9:</b> The Role of Phonics in Promoting Reading Development: Part II	<p>ULO 1: Describe strategies for helping students decode single-syllable words that follow common patterns and multisyllable words. (SLO 1, 2, 3, 4)</p> <p>ULO 2: Explain interrelationships between decoding, automaticity, fluency,</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 5 (with a focus on Unit 9 Objectives)</li> <li>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills K-2)</li> <li>3. <b>Complete:</b> Assignment #4; (ULO 1 to 4)</li> </ol>

		<p>and reading comprehension. (SLO 1)</p> <p>ULO 3: Identify and implement methods for promoting and assessing the use of phonics generalizations to decode words in connected text. (SLO 1 to 5)</p>	<p>4. <b>Complete:</b> Discussion Board#5 (ULO 1, 2)</p>
	<p><b>Unit 10:</b> The Role of Phonics in Promoting Reading Development: Part III</p>	<p>ULO 1: Describe explicit strategies for teaching rapid, automatic word recognition. (SLO 1)</p> <p>ULO 2: Defend techniques for determining students' independent, instructional, and frustration reading levels. (SLO 1, 3)</p> <p>ULO 3: Create formal and informal phonics assessments. (SLO 1, 3)</p> <p>ULO 4: Design lessons for small groups and individuals based on student data. (SLO 3, 4)</p>	<p>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 5 (with a focus on Unit 10 Objectives)</p> <p>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills K-2)</p> <p>3. <b>Read:</b> The Science of Reading: Evidence for a New Era of Reading Instruction</p> <p>4. <b>Complete:</b> Discussion Board # 5 (ULO 4)</p> <p>5. <b>Complete:</b> Assignment #5; (ULO 1, 2)</p> <p>6. <b>Complete:</b> Quiz #3 (ULO 1, 2, 3)</p>
	<p><b>Unit 11:</b> The Role of Phonics in Promoting Reading Development: Part IV</p>	<p>ULO 1: Describe explicit strategies for teaching rapid, automatic word recognition. (SLO 1, 2)</p> <p>ULO 2: Defend techniques for determining students' independent, instructional, and frustration reading levels. (SLO 1, 2)</p> <p>ULO 3: Explain the development of phonics skills and fluency in English Language Learners, struggling readers, and highly proficient readers. (SLO 1, 2)</p>	<p>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. <b>Read:</b> Chapter 5 (with a focus on Unit 11 Objectives)</p> <p>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills K-2)</p> <p>3. <b>Read:</b> The Guide to Teaching Phonics</p> <p>4. <b>Complete:</b> Assignment #6 (ULO 1, 2, 3, 4)</p> <p>5. <b>Complete:</b> (AG #5) Chapter 5 Post-Anticipation Guide (ULO 1, 2, 3, 4)</p>
	<p><b>Unit 12:</b> Word</p>	<p>ULO 1: Describe the</p>	<p>1. <b>Read:</b> Gunning, T., (10th ed.)</p>

	Analysis Skills and Strategies: Part I	<p>development of word analysis skills, strategies, and structural analysis. (SLO 1, 2)</p> <p>ULO 2: Explain the interrelationships between word analysis skills, fluency, and comprehension. (SLO 1, 2)</p> <p>ULO 3: Describe common morphemes, prefixes, and suffixes and their meanings. (SLO 1, 2)</p>	<p>(2019). <i>Creating Literacy Instruction for All Students</i>. Read: Chapters 5 and 6 (with a focus on Unit 12 Objectives)</p> <ol style="list-style-type: none"> <li>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills K-2)</li> <li>3. <b>Read:</b> Put Reading First Booklet: Fluency (pages 19-27)</li> <li>4. <b>Complete:</b> Assignment #7 (ULO 1, 2, 3)</li> <li>5. <b>Complete:</b> Quiz #3 (ULO 1, 2, 3)</li> <li>6. <b>Complete:</b> (AG #6) Chapter 6 Post-Anticipation Guide (ULO 1, 2, 3)</li> </ol>
	<b>Unit 13:</b> Word Analysis Skills and Strategies: Part II	<p>ULO 1: Explain how Latin and Greek roots form English words. (SLO 1, 2)</p> <p>ULO 2: Explain the importance of syllabication, spelling patterns, homographs, and compound words for reading and spelling. (SLO 1, 2)</p> <p>ULO 3: Describe how to support the development of word analysis skills and fluency in English Language Learners, struggling readers, and highly proficient readers. (SLO 1, 2)</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. Read: Chapters 5 &amp; 6 (with a focus on alphabetic principle)</li> <li>2. <b>Read:</b> Common Core State Standards (Reading Foundational Skills)</li> <li>3. <b>Complete:</b> Assignment #8; (ULO 1, 2, 3)</li> <li>4. <b>Complete:</b> Quiz #4, (ULO 1, 2, 3)</li> <li>5. <b>Complete:</b> Discussion Board # 7 (ULO 2)</li> </ol>
	<b>Unit 14:</b> Vocabulary Development	<p>ULO 1: Explain the relationship between oral and written vocabulary development and reading comprehension. (SLO 1, 2)</p> <p>ULO 2: Explain the role of</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. Read: Chapters 4, 5, 6, and 9 (with a focus on vocabulary)</li> <li>2. <b>Read:</b> Common Core State Standards (Standard 4 for RI, RL, and L)</li> </ol>

		<p>systematic, non-contextual vocabulary strategies and contextual vocabulary strategies (SLO 1, 2)</p> <p>ULO 3: Describe strategies for promoting oral language development and listening comprehension, such as read-alouds. (SLO 1, 2)</p>	<p>3. <b>Complete:</b> Quiz #5, (ULO 1, 2, 3)</p> <p>4. <b>Complete:</b> Major Assignment #2 (ULO 1, 2, 3)</p> <p>5. <b>Complete:</b> (AG #7) Chapter 6 Post- Anticipation Guide (ULO 1, 2, 3)</p>
	<p><b>Unit 15:</b> Reading Comprehension Skills and Strategies for Literary and Informational Text</p>	<p>ULO 1: Explain why and how reading is a process to construct meaning; (SLO 1, 2)</p> <p>ULO 2: Creates assignments that require literary response skills where students connect elements in a text to prior knowledge and other sources. (SLO 1, 2)</p> <p>ULO 3: Create assignments that require students to use evidence from a text to support analyses, develop summaries, and draw inferences and conclusions. (SLO 2, 3)</p> <p>ULO 4: Identify and explain how to use various comprehension strategies to support effective reading. (SLO 2, 3)</p> <p>ULO 5: Support students with using of oral language activities to promote comprehension. (SLO 4)</p>	<p>1. <b>Read:</b> Gunning, T., (10th ed.) (2019). <i>Creating Literacy Instruction for All Students</i>. Read: Chapter 7, 8, 9, and 10 (focus on comprehension)</p> <p>2. <b>Read:</b> Put Reading First Booklet: Text Comprehension Instruction (pages 41-48)</p> <p>3. <b>Complete:</b> Class Assignment: Teaching Early Reading Philosophy (ULO 1 and 5)</p>

*\* These descriptions and timelines are subject to change at the discretion of the instructor.*