READ 3023 – Word Study: Language Structures and Phonics
COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Leah Carruth, PhD
Office Location: online
Office Hours: Mondays and Wednesdays 3:00-4:00, and by appointment
Office Phone: N/A
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University Email Address: leah.carruth@msutexas.edu
Preferred Form of Communication**: email**
Communication Response Time: typically within 2 days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks – None. Numerous links and files will be provided within the course.

Course Description

Understanding the relationship between phonemic awareness and phonics to reading and writing instruction with a focus on word study, comprehension, fluency, and assessment.

Competency List
This course will build mastery of the following competency (or competencies):

PPR Standards	Lesson Plans Portfolio Assessment analysis Case Study Analysis Video Lesson

The syllabus/schedule are subject to change.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.	
A. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.	
C. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.	
EC3	
Domain II -- The Instructional Setting	Portfolio Lesson Plans Video Lesson
Competency 005 The instructional Setting 　E. Demonstrate knowledge of practices and procedures for effectively planning and managing flexible student groupings, including pairings, individualized, and small-group instruction, to facilitate learning. 　F. Demonstrate knowledge of activities, practices, materials, and technology to support the integration of oral, written, graphic, kinesthetic, and tactile methods into the teaching of key concepts and vocabulary and to assess student learning.	
Science of Teaching Reading	
Domain I - Reading Pedagogy	Portfolio Learning Activities Video Lesson Case study analysis for assessment Writing analysis Standards inquiry
Competency 001 – Foundations of the Science of Teaching Reading	
A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.	
B. Demonstrate knowledge of the Texas Prekindergarten Guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5).	
E. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling development (e.g., pre-communicative or pre-phonetic, semi-phonetic, phonetic, transitional, conventional).	
H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.	

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I. Demonstrate knowledge of factors that can affect young children's reading development, including the amount of time children spend daily engaged in reading, the amount of screen time children engage in daily, a reading curriculum that emphasizes the development of productive reading and vocabulary skills (e.g. phonics, structural analysis) rather than overreliance on memorization and context clues and that emphasizes the reading of whole texts rather than worksheets, and the use of culturally responsive instructional practices (e.g., call-and-response strategies).	
Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.	
Competency 002 -- Foundations of Reading Assessment	
A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the *Texas Prekindergarten Guidelines* or TEKS for ELAR (Kindergarten through Grade 5), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.	
C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing various decoding skills (e.g., using word lists to assess recognition of high-frequency sight words; using word pattern surveys, pseudo-word assessments, phonics inventories, writing samples, or spelling inventories to assess phonics knowledge and skills; using structural analysis inventories to assess syllabication and morphemic analysis skills) and various dimensions of reading comprehension (e.g., using oral retellings, written responses, or text-based questioning to assess reading comprehension and vocabulary knowledge; using oral language and writing samples to analyze academic language and vocabulary development).	
F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, assessment of authentic reading tasks).	
Domain II – Reading Development	Learning Activities Portfolio Video Lesson Assessment analysis Case studies Spelling Analysis
Competency 004 -- Phonological and Phonemic Awareness	
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.	
B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.	
C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.	

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D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.	
E. Demonstrate knowledge of key concepts related to the development of phonological and phonemic awareness (e.g., recognizing that young children naturally attend to the meaning of language rather than its sounds and that larger units of sound are easier to detect and manipulate than smaller units of sound).	
F. Demonstrate knowledge of the phonological awareness continuum as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.	
G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.	
H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).	
J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.	
I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.	
Competency 005 (Print Concepts and Alphabet Knowledge	
J. Demonstrate understanding that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and that English learners' literacy development in English is affected by these factors.	
Competency 006 -- Phonics and Other Word Identification Skills	
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.	
B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.	
C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text.	
D. Demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements.	
E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent e [VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an r-controlled vowel	

[CVrC]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCCVC, CVCCC]).	
F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge.	
G. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular.	
H. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., -s, -ed, -ing, -er, -est), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning.	
I. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions.	
J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to self-monitor when reading connected text in order to confirm accurate decoding and comprehension, including how to use semantic and syntactic clues to verify the meaning and pronunciation of homographs.	
K. Demonstrate knowledge of research-based strategies and best practices for reinforcing students' development of beginning reading skills (e.g., reading and rereading decodable texts that feature elements already taught, practicing applying newly taught elements in their writing).	
L. Recognize that a student's home language or language variety may not include all the sounds or sound sequences used in standard English and that English learners and speakers of various dialects or regional styles of English may require additional support in order to perceive, produce, read, or spell certain phonics elements (e.g., consonant clusters) or inflectional endings.	
M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students.	
Competency 007 -- Syllabication and Morphemic Analysis Skills	
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in syllabication and morphemic analysis skills, including related spelling skills.	
B. Demonstrate ability to accurately interpret the results of ongoing assessments in syllabication and morphemic analysis skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.	
C. Demonstrate knowledge of the continuum of knowledge and skills related to syllabication and morphemic analysis skills as described in the TEKS for ELAR (Kindergarten through Grade 5).	
D. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of compound words.	
E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent e, open, vowel team, r-controlled, consonant + le); common syllable division patterns (e.g., VC/CV, V/CV); and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words.	
F. Demonstrate knowledge of common morphemes in English (e.g., base words, roots, inflections, derivational affixes), including the distinction between inflectional and derivational suffixes, and research-based strategies and best practices for developing	

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students' accurate, automatic decoding and spelling of multisyllabic words that contain two or more morphemes.	
G. Demonstrate understanding of the importance of teaching students to read common syllable types and morphemes as chunks in order to promote accurate, automatic decoding of multisyllabic and multimorphemic words and to support their ability to read increasingly complex texts with fluency.	
H. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of less common syllable types and morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns.	
I. Demonstrate knowledge of research-based strategies and best practices for teaching students how to use print and digital resources to determine syllabication, pronunciation, meaning, and word origin, including how to alphabetize a series of words to the third letter in order to facilitate their ability to use a variety of print resources.	
J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in syllabication and morphemic analysis skills in order to address the assessed needs of all students.	
Competency 008 – Reading Fluency	
E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.	
F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).	
G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension).	
Domain III - Reading Development: Comprehension	Portfolio Analysis Case Studies
Competency 009 – Vocabulary Development	
I. Demonstrate understanding of the importance of teaching students' independent word-learning strategies, including structural/morphemic analysis, contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.	
J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words.	
Competency 010 -- Comprehension Development	
C. Demonstrate knowledge of factors affecting reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type; specific text characteristics).	
Domain IV -- Analysis and Response	Case Studies

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Competency 013 -- Analysis and Response	
B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]) and to support the analysis with specific, appropriate examples from the student's reading performance.	
Science of Teaching Reading Curriculum Standards	Portfolio Standards Strategies IRIS Case Study
Standard 19 TAC §235.15(b) Reading Development.	
The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading: (3) phonological and phonemic awareness (4) phonics (5) fluency (6) vocabulary development (7) comprehension of a literary text (9) beginning strategies and reading comprehension skills	

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Must be able to use Microsoft and Google Suites.

Instructional Methods

This is an online Competency Based Education (CBE) course. Learning activities include assorted reading and videos, discussions, quizzes, pre and project-based assessments which require you to apply what you have learned.

Pretest

The Pretest for this course assesses your knowledge of concepts and lesson development in regards to phonemic awareness, phonics, and word study. The Pretest also assesses your knowledge of spelling and writing development and proper assessment of these topics.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course.

Portfolio

The portfolio will be your final project that you will work on throughout this entire course. Many of your assignments in the first few modules will become a part of the portfolio.

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The purpose of this portfolio is to help you build a collection of activities, assessments, and lessons based upon your understanding of word study and phonics. Further instruction will be available below and within the learning modules.

Phonemic Awareness Activities
You will develop three phonemic awareness activities that include the gradual release model of I do, we do, and you do. These activities should be short (a maximum of 15 minutes) and could be used as a small group or learning center as well. You will document how the activities will be modified to meet the needs of a variety of learners.

Case Study Analysis

You will complete four case studies during this course. You will select these specific case studies for the portfolio at different points throughout this course: Early Reading Level A, Case 1, Level A, Case 4, Level B, Case 2, and Level C, Case 2.
http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf

Student Grouping Exercise From Data
You will be provided a list of assessment results from an early childhood reading classroom. Based upon these results, you will determine the best plan for grouping students for small group instruction using research-based strategies.

Assessment Analysis

You will analyze two case studies related to Response to Intervention (RTI) in three different grade levels. The instructions are built into the case studies with the following link.
http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtipm.pdf

You may also explore these modules to provide yourself more of a background in RTI.
https://iris.peabody.vanderbilt.edu/module/rti01/#content
https://iris.peabody.vanderbilt.edu/module/rti02/#content
https://iris.peabody.vanderbilt.edu/module/rti04/#content

Spelling Development

You will analyze multiple writing samples from early childhood classrooms to develop a plan for what those students need in terms of their spelling development. This will be linked to their foundational phonics and word study knowledge.

Phonics and Word Study Learning Activities
You will be required to develop learning activities for small group instruction, whole group instruction, and learning centers. Activities should be explicit instruction using

research-based instruction and will fit cover a variety of topics. These topics and explanations will be built into multiple modules within this course.

Standards Inquiry

You will go through the PreK Guidelines and TEKS to explore what domains and standards are addressed throughout the PreK through 5th grade levels. You will have an explicit form to complete regarding these two sets of standards. This will help you in developing appropriate activities and lessons based on grade level and individual student expectations.

Video Teaching

You will select a child in grades K-2 to assess in phonics and develop a lesson plan based upon those assessment results. You will then record yourself teaching this child a mini-lesson indicating you understand the individual child's needs from the assessment results. This lesson will not take longer than 15 minutes to record. Place the camera behind the child so you are visible in your teaching and the child's responses can be heard.

Module Assessments

You will complete an assessment in each module. It is a great opportunity to review what you learned in each module. These assessments must be passed at an 80% or higher to demonstrate competency.

If you score less than 80% on the assessment, you will have an opportunity to review course material and re-take the Module assessment. If you have not passed the Module assessment in three tries, you will work with an Instructor Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required in all modules.

Each module assessment will consist of multiple choice, true/false, and short answer questions. They will each be worth 100 points and be able to be taken no more than three times each. You must make at least an 80 on each assessment in order to successfully complete the course.

Student Responsibilities or Tips for Success in the Course

To be successful in this course, plan to spend at least **90** hours to read/listen to online content, post discussion responses, complete assignments, and study the course material.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
F = 70%-79% or Below

Competency Assessments

Performance-Based Final Project – Cumulative Portfolio

For this project you will put together all lesson plans, analysis assignments, reflection over video teaching, case study analysis, writing analysis, and spelling analysis into one large file. This will be a cumulation of the projects you did during this course. You will be required to write a final reflection and analysis of your portfolio using questions supplied within the final module.

The Final Project for this course assesses your overall knowledge of the learning outcomes for this course.

A score of 80 percent or higher on all Module Quizzes and Final Project is required to demonstrate competency.

If the 15-week term ends and you do not complete all competencies, you will receive a grade of "F" and be required to complete the remaining competencies in the next term.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements and associated system check.

D2L Technical Requirements

ACCESS AND NAVIGATION

You will need your user name and password to log into the course. If you do not know your user name or have forgotten your password, contact helpdesk@mwsu.edu. For more information on the MSU's IT services, see Information Technology.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor Coach.

Technical Support

If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact Distance Education. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

Expect responses to email within **24** hours and feedback on your final project within **48** hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

In order to demonstrate competency you must achieve 80% or higher on each required competency assessment.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

Students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, social justice, respect, community, and responsibility. When members of the MSU community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. The Code of Student Conduct is described in detail in the Student Handbook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

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Electronic Network Access

Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See Student Handbook for specific policies on electronic network access.

Academic Dishonesty

Students at MSU are expected to maintain high standards of integrity and honesty in their scholastic work. For more details and the definition of academic dishonesty see the Student Handbook.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. It is the policy of Midwestern State University that no otherwise qualified person, on the basis of disability, be excluded from participation in, be denied the befits of, or be subject to discrimination under any education program, activity, or employment of the university. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Physical location: Clark Student Center, 168
Phone: 940-397-4140
Fax: 940-397-4180
Email: disabilityservices@msutexas.edu
Website: https://msutexas.edu/student-life/disability/index.php

Nondiscrimination Notice

MSU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

MSU is committed to providing a safe and secure learning, working, and living environment for students, faculty, staff, and visitors, and to respecting the right of

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individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on MSU's campus premises except in locations and at activities that are prohibited. The carrying of any handgun by an unlicensed person or the open carry of a handgun is not permitted in any place on MSU's campus premises. For more information on Carrying Concealed Handguns, see the [Student Handbook](#).

COURSE OUTLINE

COURSE OUTLINE/CALENDAR		
Module Topic	**Materials to Read and Review**	**Assignments**
PRETEST	**NO REVIEW NEEDED**	**COMPLETE ON FIRST DAY**
M1 – Phonemic Awareness	**What is Phonemic Awareness?** • Reading Rockets Article **Balanced Literacy Diet Videos** **PreK Guidelines and TEKS**	**Exercises within this module:** **PreK Guidelines and TEKS standards inquiry** **Learning Activities** **Case Study analysis of students** **Module 1 Quiz**
M2 – Phonics Knowledge	**What is Phonics?** • ILA Position Statement • Phonics PowerPoint **Balanced Literacy Diet Videos Phonics Sounds Video** **PreK Guidelines and TEKS**	**Exercises within this module:** **PreK Guidelines and TEKS standards inquiry** **Rise Academy Phonics** **Module 2 Quiz**
M3 – Phonics Instruction	**Explicit vs Implicit Phonics Instruction** • Teaching Strategies PowerPoint • Decoding Strategies • Florida Center for Reading Research	**Learning Activities** **Rate Phonics Activities** **Module 3 Quiz**

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	Balanced Literacy Diet Videos **Instructional Strategies Videos**	
M4 – Spelling	**How to assess and teach spelling** • Stages of Spelling Development PowerPoint • Strategies to assess and teach spelling • ILA Position Statement	**Analyze Spelling Stages** **Case Study Analysis** **Module 4 Quiz**
M5 – Factors influencing Reading development	**What is Comprehension?** • Fluid Dynamics Article • Factors Influencing Comprehension PowerPoint **What is Fluency?** • Fluency PowerPoint • Fluency Activities **Balanced Literacy Diet Videos**	**Fluid Dynamics Article questions** **Cueing Systems Exercise** **Module 5 Quiz**
M6 – Literacy Assessment	**What is Literacy Assessment and How do we use it?** • ILA Position Statement • Reading Rockets Article • Case Studies	**Case Study Analysis** **Video Recorded Lesson with a Child** **Grouping Students Exercise** **Module 6 Quiz**
FINAL PROJECT	**Early Reading Portfolio**	**REQUIRED ASSIGNMENT:** · **Create Final Portfolio from work completed in modules 1-6.** · **Send the Portfolio to the**

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		instructor for feedback · Place into e-Portfolio upon successful completion, as directed by instructor.

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