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:  


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


- Colorado “Reading, Writing, and Communicating” P-12 standards. Download from: [https://www.cde.state.co.us/standardsandinstruction/standards](https://www.cde.state.co.us/standardsandinstruction/standards)  

Recommended Text:  

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.

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

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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| Week 1 | What is reading? Theories of reading and learning to read | **To Read:**  
Elementary Educator Standards: 4.02(5)a, 4.02(5)b, 4.02(5)e, 4.02(5)f, 4.02(10)f |
| Week 2 | Reading difficulties and Structured reading instruction | **To Read:**  
**Due:** Reading theories multimedia presentation  
Additional Resources:  
[https://www.colorincolorado.org/article/reading-101-english-language-learners](https://www.colorincolorado.org/article/reading-101-english-language-learners) (see also 4-6th grade one for Nonie Lesaux’s interview and video)  
Elementary Educator Standards: |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>To Read</th>
<th>Due</th>
<th>Additional Resources</th>
</tr>
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</table>
| **Indep Review** | Oral Language and English Phonology (do this as a review video – with a review assignment) | **To Read:** Honig et. al (2018) *Teaching Reading Sourcebook*, Chapter 1: Structure of English. (pp. 19-42) | **Due:** Reading Questions | Additional Resources: 44 Phonemes from the Rollins Literacy Institute [https://www.youtube.com/watch?v=wBuA589kJRg&t=143](https://www.youtube.com/watch?v=wBuA589kJRg&t=143)  
Elementary Educator Standards: 4.02(5)(b), 4.02(5)(c), 4.02(5)(e), 4.02(7)(a), 4.02(7)(b), 4.02(7)(e) |
| **Week 3** | Early Literacy: Print Awareness and Letter Knowledge  
FIND SOMEONE TO COME IN! | **To Read:** Honig et. al (2018) *Teaching Reading Sourcebook*, Chapter 3: Print Awareness (pp. 69-78) and Chapter 4: Letter Knowledge (pp. 83-110)  
Reading Rockets Phonics Instruction: The Value of a Multi-sensory Approach (retrieved from: [http://www.readingrockets.org/article/phonics-instruction-value-multi-sensory-approach](http://www.readingrockets.org/article/phonics-instruction-value-multi-sensory-approach)) | **Due:** Reading Questions | Additional Resources:  
Print Awareness: [https://www.readingrockets.org/teaching/reading-basics/printawareness](https://www.readingrockets.org/teaching/reading-basics/printawareness)  
Becoming Aware of Print video: Reading Rockets. Retrieved from: [https://www.youtube.com/watch?v=xV3k2kLPDi0&list=PLLxDwKxHx3yjxG3l6l3SyfGf507Z5&index=6](https://www.youtube.com/watch?v=xV3k2kLPDi0&list=PLLxDwKxHx3yjxG3l6l3SyfGf507Z5&index=6)  
Shanahan: Should we teach Letter Names? [https://www.readingrockets.org/blogs/shanahan-literacy/should-we-teach-letter-names](https://www.readingrockets.org/blogs/shanahan-literacy/should-we-teach-letter-names)  
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) |
| **Week 4** |  | **WRITING STAGES – EMERGENT and LETTER Name Alphabetic** |  |  |
| **Week 5** | Early Literacy: Phonological and Phonemic Awareness | **To Read:** Honig et. al (2018) *Teaching Reading Sourcebook*, Chapter 5: Phonological Awareness (p. 115-156)  
Recommendation 2 (p. 14-21) |  |  |
### Week 6

**Phonics, Decoding, and Word Recognition**

**To Read:**
- Honig et. al (2018) *Teaching Reading Sourcebook*, Section 3: Decoding and Word Recognition Introduction (pp. 161-167) and Chapter 6: Phonics (pp. 169-234)
  - Recommendation 2 (p. 22-31)

**Due:** Reading questions

**Optional Resources:**
- Phonics and Decoding: [https://www.readingrockets.org/teaching/reading-basics/phonics](https://www.readingrockets.org/teaching/reading-basics/phonics)

### Week 7

**Developing and Assessing Phonics Knowledge (Park Visit #1)**

**To Read:**

**Due:** Reading questions

**Optional Resources:**
- Dr. Louisa Moats- Spelling as a Diagnostic Tool: [https://www.youtube.com/watch?v=x1s49iOFLTA&t=3s](https://www.youtube.com/watch?v=x1s49iOFLTA&t=3s)

How to give a spelling inventory:
| Week 8 | Word Reading (Park Visit #2) | **DUE 3/15 - Reading Interventionist Conversation**
Honig et al. (2018) *Teaching Reading Sourcebook*, Morphemes (pp. 42-47) and Chapter 7: Irregular Word Reading (p. 241-255) and Chapter 8: Multisyllabic Word Reading (p. 241-255).


Watch: Reading Multisyllable Words with Xavier

**Due:** Reading Questions

| **Due:** | Reading Questions 4.02(6)(b)(iv), 4.02(7)(c), 4.02(7)(d), |
| Week 9 | Fluency Instruction Park Visit #3 | **DUE 3/27 - Word Study/ Decoding Lesson Draft**

**To Read:**

Honig et al. (2018) *Teaching Reading Sourcebook*, Chapter 10: Fluency Instruction (pp. 359-398)

Science of Reading Podcast: The Importance of Fluency Instruction (Dr. Rasinski).

**Due:** Reading Questions and Phonics Lesson

| Additional Resources: | Fluency: |
| SPRING BREAK - March 21-25 | |
| Week 10: 4/5 and 4/7 | BRING IN DATA PERSON | To Read: Honig et al. (2018) *Teaching Reading Sourcebook*, Chapter 9: Fluency Assessment (pp. 327-355)  
**Due in class:** Teach Small-group fluency lessons  
Recommendation 4 (p. 32-37)  
Elementary Educator Standards: 4.02(5)(e), 4.02(7)(d), 4.02(10)e, 4.02(10)g |
|---------------------|----------------------|--------------------------------------------------|
| Week 11  
**Additional Resources:** Vocabulary [https://www.readingrockets.org/teaching/reading-basics/vocabulary](https://www.readingrockets.org/teaching/reading-basics/vocabulary)  
IES- Three-part vocabulary instruction [https://www.youtube.com/watch?v=Tc5Dpks3UKY&t=13s](https://www.youtube.com/watch?v=Tc5Dpks3UKY&t=13s)  
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) |
| Week 12  
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<tr>
<th>Week 13</th>
<th>Building Comprehension</th>
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<tr>
<td>T: 4/26 and Th: 4/28</td>
<td><strong>DUE: 4/24 – Completed Decoding or Word Study Lesson</strong></td>
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<td><strong>To Read:</strong></td>
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<td>Duke, N. (2013) Video: What Good Readers Do <a href="https://www.youtube.com/watch?v=CgSRH0EYvhU">https://www.youtube.com/watch?v=CgSRH0EYvhU</a></td>
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<td><strong>Due:</strong> Reading Questions and Vocabulary Lesson</td>
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<td><strong>Additional Resources:</strong></td>
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<td>Joan Sedita: Research about Reading Comprehension video from Keys to Literacy. Retrieved from: <a href="https://www.youtube.com/watch?v=Vm7ntFS7bc">https://www.youtube.com/watch?v=Vm7ntFS7bc</a></td>
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<td>Comprehension: <a href="https://www.readingrockets.org/teaching/reading-basics/comprehension">https://www.readingrockets.org/teaching/reading-basics/comprehension</a></td>
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<td>Elementary Educator Standards: 4.02(5)(d), 4.02(5)(e), 4.02(5)(f), 4.02(12)(a), 4.02(12)(e), 4.02(12)(f)</td>
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<tr>
<th>Week 14</th>
<th>Comprehension – Literary and Informational Text</th>
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<tr>
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<td><strong>To Read:</strong></td>
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<td>Assistive Technology: Text to Speech <a href="https://www.readingrockets.org/article/text-speech-tts">https://www.readingrockets.org/article/text-speech-tts</a></td>
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<td>Text Read Aloud/ Discussion assignment</td>
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<td><strong>Additional Resources:</strong></td>
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<td>Reciprocal Teaching and comprehension video: <a href="https://www.youtube.com/watch?v=Jm4mSVXDCjE&amp;t=138s">https://www.youtube.com/watch?v=Jm4mSVXDCjE&amp;t=138s</a></td>
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<td>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)</td>
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<p>| REVIEW FOR FINAL- take in Week 14 |</p>
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Final Exam</th>
<th>Revise Final Exam</th>
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<tr>
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<td><strong>To take:</strong> Comprehensive Final Exam</td>
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