

Science of Reading Course
 Content Alignment
 Alternative Master's in
 Elementary and Collaborative

Course Content Criteria	Course Number/s Where Criteria is Taught
Phonology and Phonological Awareness	
Segment real words and detached syllables into sound units.	EDUC 540
Identify each sound in single syllable and multisyllabic words.	EDUC 540
Blend sounds into syllables.	EDUC 540
Sound-Symbol/Symbol-Sound Association (Alphabetic Principle)	
Sequence the alphabet orally and in print, including application.	EDUC 540
Accurately pronounce a phoneme represented by a given grapheme (symbol to sound).	EDUC 540
Write the grapheme (or graphemes for phonemes with multiple spellings) that represents a given phoneme (sound to symbol).	EDUC 540
Legibly form individual letters; connect if in cursive.	EDUC 540
Syllable Instruction	
Read words with various syllable types.	EDUC 540
Spell dictated words with various syllable types.	EDUC 540

Identify the number of syllables in spoken words of one to five syllables.	EDUC 540
Identify the number of syllables in written words of one to five syllables.	EDUC 540
Identify the primary accented (stressed) syllable within spoken words.	EDUC 540
Divide printed words into syllables and identify the syllable type	EDUC 540
Identify the unaccented (unstressed) syllables in spoken and written words.	EDUC 540
Morphology	
Identify morphemes (prefixes, suffixes, and base elements or roots) in written and spoken words.	EDUC 542
Identify the functional uses of prefixes and suffixes to determine word meaning and usage.	EDUC 542
Correctly spell dictated words containing morphemes	EDUC 542
Spell dictated words demonstrating application of rules for addition of suffixes.	EDUC 542
Syntax	
Demonstrate knowledge of the structure of the English language, including parts of speech, word order, and rules of capitalization, punctuation, and grammar.	EDUC 542
Apply knowledge of English language structure in written expression.	EDUC 542

Reading Fluency (accuracy, automaticity and oral reading prosody – to facilitate/support comprehension)	
Accurately identifies (pronounces) words in connected text.	EDUC 541
Reads at an appropriate rate (one that ensures accuracy and that may vary, depending on purpose of reading and/or difficulty level of text).	EDUC 541
Reads with prosody (chunks words in text into meaningful phrases).	EDUC 541

Semantics (Comprehension)	
Demonstrate knowledge of word meanings, including base words, prefixes, and suffixes.	EDUC 540
Identify main idea in a paragraph.	EDUC 541
Identify supporting details in a paragraph.	EDUC 541
Use graphic organizers to teach components of narrative and expository text.	EDUC 541
Demonstrate comprehension following oral/silent reading.	EDUC 541

IMSLEC
Educator Pre-Service Program
Affiliation PRINCIPLES OF
INSTRUCTION

Principles of Instruction	List course #s where course content is taught
Simultaneous, Multisensory (VAKT) Techniques	

Instruction incorporates simultaneous use of all learning pathways in the brain to enhance memory and learning.	EDUC 540
Simultaneously integrate Visual, Auditory, Kinesthetic, and Tactile (VAKT) modalities during instruction.	EDUC 540
Systematic Instruction	
Systematic, sequential, and cumulative instruction requires that lesson plans and teaching are organized to follow the logical order of the language.	EDUC 541
Categorize and sequence the skills to be taught according to level of difficulty, always teaching the simplest first.	EDUC 541
Review previously introduced material, never assuming that the student has learned merely because a skill has been presented.	EDUC 541
Introduce new material as a continuation of previous lessons.	EDUC 541
Direct Instruction	
Direct instruction is explicit teaching of specific skills until mastered to the level of automaticity. (Inferential learning of any concept cannot be taken for granted. Never assume the student already knows or has mastered any skill.)	EDUC 540
Break a task into its component parts and teach each part interactively.	EDUC 540
Provide opportunities within the lesson for functional use of previously introduced and practiced skills.	EDUC 540

Diagnostic Teaching	
Diagnostic teaching is based on careful and continuous assessment of the student's needs. The teacher must be adept at prescriptive and individualized teaching. The content presented must be mastered to the level of automaticity. Purposeful practice with functional use of skills must be included in lessons with the goal of independent use.	EDUC 541
Analyze and address student errors. Reteach when necessary.	EDUC 541
Teach and review skills until the student demonstrates independent application before presenting the next skill.	EDUC 541
Synthetic and Analytic Instruction	
Synthetic instruction presents the parts of the language, then teaches how the parts work together to form a whole. Analytic instruction teaches how the whole can be broken down into components.	EDUC 540
Teach how to combine parts into a whole.	EDUC 540
Teach how to break down a whole into components.	EDUC 540