

EDRG 3010

Syllabus

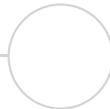


Course Information

EDRG 3010

Language Acquisition, Early Literacy, and Phonics

Spring Semester 2022



Catalog Description

This course focuses on methods to enhance early literacy development. The acquisition of both first and second languages, concepts of emergent literacy, and the integration of phonics are stressed. Fee required \$5.00. (Fall, Spring, Summer)



Course Materials

- Such, Christopher (2021). *The Art and Science of Teaching Primary Reading*. Thousand Oaks, CA: COREWIN
- Honig, B., Diamond, L., Gutlohn, L., (2018). *Teaching Reading Sourcebook, Third Edition*. Berkeley, CA.: CORE, Consortium on Reading Excellence
- Diamond, L., Thorsnes, B.J., (2018). *Assessing Reading: Multiple Measures, Revised Second Edition*. Berkeley, CA.: CORE, Consortium on Reading Excellence



Course Outcomes

By the end of this course, you will be able to:

1. Understand the science of reading, including the four-part processor (phonological, orthographic, meaning, context).
2. Identify core components of Multi-Tiered System of Support and describe the differences among Tier 1, Tier 2, Tier 3, and special education instruction.
3. Understand the differences among and purposes for screening, diagnostic, progress-monitoring, curriculum-based measures (CBMs, and outcome assessments (e.g. formative and summative assessment) and integrate the formative assessment process into instruction.
4. Plan for and implement explicit, differentiated instruction by using appropriate assessments, feedback, instructional time allotment, and research-based instructional materials.
5. Use the processes of reflection, data collection and analysis, and ongoing inquiry to improve your professional practice.
6. Apply general and specific goals and principles of phonemic awareness and phonics instruction.
7. Apply strategies for organizing word recognition and spelling lessons by following an explicit-instruction phonics lesson plan and demonstrate the ability to teach basic decoding and spelling skills.
8. Apply skills for teaching irregular and high-frequency words in small increments using special techniques.
9. Apply multi sensory routings to enhance student engagement and memory.
10. Know the purpose of different types of text, understand the role of decodable texts, and use decodable texts with beginning readers.
11. Examine, adapt, design, and evaluate evident-based instructional approaches to word-level and text-level reading, fluency, and prosody.
12. Apply logical criteria for selecting vocabulary words for instruction (e.g., utility, connections to known words and concepts, tiers of vocabulary).
13. Identify and implement direct and indirect vocabulary instruction approaches for word-level, text-level, and word learning strategies within the context of text comprehension.
14. Demonstrate basic knowledge of all the factors that contribute to reading comprehension, including oral language proficiency, word-reading accuracy, reading fluency, background knowledge and vocabulary, conventions of fiction and nonfiction texts, and use of reading comprehension strategies.
15. Understand and implement evidence-based comprehension instruction, including modeling metacognitive strategies and choosing appropriate texts for instruction.



Assignment Outline

Quizzes and Class Discussions

Quizzes will be assigned weekly. Content will be related to the week's objectives/instructional topics. Quizzes are worth 100 points each. Discussions are worth 25 points each.

Assignments

Assignments will be related to each tutoring session. Each assignment is worth 100 points.

Practicum

There is a practicum associated with this class of 12 tutoring sessions. Each session will be recorded in a tutor log and will be worth 100 points each.

Midterm

The Midterm will require that you complete the first 4 sections of your Reader Profile. It will be worth 500 points.

Final

For the final, you will use information that you have gathered over the semester to complete the Reader Profile for your student. This culminating report will be worth 500 points.



Practicum Experience

A significant university-wide focus for SUU students is to become actively involved in service-learning experiences that will enhance their career and provide service to the community. This class will provide pre-service teachers with the opportunity to serve by tutoring K-3 students in one-on-one or small group settings. SUU students will be allowed to put their knowledge into practice by providing structured reading instruction.

They will complete 12 tutoring sessions that include instruction and practice in phonemic awareness, phonics, fluency/automaticity, vocabulary, and comprehension as it relates to beginning reading development. Tutoring sessions will be between 30-45 minutes.

Each SUU student will select one student to focus on throughout the semester and will create a Reader Profile for that student which will serve as the culminating project for the semester. SUU students will gain experience administering assessments, analyzing data to inform instruction and demonstrate student progress, setting instructional goals based on diagnostic assessment data, providing structured literacy instruction and reflecting on their teaching, and evaluating and communicating student learning.

Class discussions will also reflect on the practicum experience and allow pre-service teachers to collaborate with peers. Students will also reflect on aspects of reading instruction and development based on their tutoring experience.



Assignment Details

Module 1: Introduction and Course Orientation

Assignment: Importance of Reading

Write an essay describing why reading is important to you and why learning how to read is important for young children and society. Include statistics about reading proficiency, literacy rates among various populations. You can find this by googling NAEP scores or other internet

searches (e.g., literacy rates of specific populations), and by consulting your textbooks. Reflect on your own experience with literacy development and the impact reading has had on your life personally. Give examples of the impact illiteracy has on individuals and in society.

Module 2: Conceptual Models from the Science of Reading and Preparing for First Tutoring Session

Assignment: Plan for Your First Tutoring Session

For this assignment, you will fill out your lesson plan for your first tutoring session. **There are 3 parts;** Getting to Know You Activity, Establishing Expectations, and Dialogic Read Aloud Lesson Plan

Part 1: Plan an activity for getting to know Your student (25 points)

Prepare an activity that will allow you to get to know your student's interests, background, talents, etc. This can be something like a game, a drawing, a fill-in-the-blank document. Briefly describe the activity (10 points) including how long you anticipate that it will take for your student to complete (5 points), and list any necessary materials (5 points). Next week, you will submit an "artifact" from this section of your session. Describe the artifact you plan to submit (e.g., a copy of a picture, drawing, etc.) (5 points). This can be simple so don't overthink it. The goal is to learn something about your student that will help you get to know them better and use the information as you plan future instruction.

Part 2: Learning and Behavioral Expectations (25 points)

An important part of any teaching situation requires clearly stated learning and behavioral expectations, norms, and positive reinforcement. List the expectations you will have for the student (e.g., don't talk when you are talking, do your best, etc.) (10 points) and how you will communicate those to your student (e.g., a chart or acronym to remind them) (5 points). Also indicate your plan for positive behavior reinforcement (e.g., stickers for meeting expectations, etc.) (5 points) and how this information will impact learning (5 points). This does not have to be too involved since your tutoring sessions will be less than an hour.

Part 3: Plan Dialogic Read Aloud (50 points)

Reading aloud is something that teachers do everyday. Teachers can improve students listening comprehension and language skills through the use of dialogic reading. You will do this frequently throughout the semester when there is time in your tutoring session.

Using a children's book, demonstrate a read-aloud applying the PEER model to create conversation as you read and interact with your student(s). Include five dialogic reading prompts represented in the acronym CROWD as you read. Read aloud with the student you tutor and

reflect on your experience. You will record this part of next week's tutoring session, watch it, and submit a reflection of your teaching

Module 3: Reading Assessment and Tutoring Session 1

Assignment: Getting to Know Your Student

This assignment will help prepare you for PPAT Task 1 (Step 2) that you will complete as part of your student teaching.

It is essential that teachers embark on a continuous journey of deeply knowing and understanding their students. There are multiple ways to get to know your students and appreciate their lived experiences, cultural and linguistic assets, academic strengths, and unique learning needs.

Activity 1: Getting to Know Your Student

Create or choose a meaningful activity...so that you can gather information relevant to your student's interests, and then respond to the prompt below.

Textbox 1.2.1: Getting to Know Your Students Guiding Prompts

- Description of Activity: Briefly describe the Getting to Know Your Student activity that you used during your first tutoring session. This section can be copied and pasted from your assignment from Module 2.
- Prompt: Using your student's completed Getting to Know You Activity, analyze how this information could influence an instructional decision you might make for this student.
- Required artifact for this task: provide a completed student sample from the Getting to Know Your Students activity

Assignment: Dialogic Reading Reflection

Using a children's book, demonstrate a read-aloud applying the PEER model to create conversation as you read and interact with your student(s). Include dialogic reading prompts represented in the acronym CROWD as you read. Record (audio or video) the read-aloud. Watch the recording (and/or listen to the audio) and reflect on your experience.

Module 4: Phonological and Phonemic Awareness and Session 2

Assignment: CORE Phonological Awareness Assessments

From the *Assessing Reading Multiple Measures* book, administer the **CORE Phonological Segmentation Tests** (pg. 19-23), the **CORE Phoneme Deletion Tests** (pg. 24-29), and the **CORE Phoneme Segmentation Tests** (pg. 30-33), to the student that you tutor. After you have

given the tests, Note each score and write a narrative paragraph summarizing the student's performance. You will also set an instructional goal based on the student's phonological awareness profile.

Module 5: High-Frequency Word Instruction, Orthographic Mapping, and Session 3

Assignment: CORE Graded High-Frequency Word Survey

From the *Assessing Reading Multiple Measures* book, administer the **CORE Graded High-Frequency Word Survey** (pg. 63-67), to the student that you tutor. The data from this assessment will be used to set goals and target instruction for your student (and reported during midterm). This assessment will be given again towards the end of the semester to measure student progress.

Module 6: Components of Effective Phonics Instruction and Session 4

Assignment: CORE Phonics Survey

From the *Assessing Reading Multiple Measures* book, administer the **CORE Phonics Survey** (pg. 41-52), to the students that you tutor. The data from this assessment will be used to set goals for your student (and reported during midterm) and target your instruction. This assessment will be given again towards the end of the semester to measure student progress.

Module 7: Creating a Reader Profile and Session 5

Module 8: Ehri's Phases of Word Reading and Session 6

Modules 7-8 (Midterm) Assignment: Reader Profile Sections 1-4

The purpose of this midterm is for you to begin your culminating project by completing half of the Reading Profile that you will turn at the end of the semester and to synthesize all of the information you have about your student to this point to define goals for instruction. These goals will be your focus during each session for the rest of the semester.

Make a copy of the Reader Profile template and fill out the following sections:

- **BACKGROUND INFORMATION (100 pts)**

Use professional language to create a portrait of the child, and be careful to distinguish fact from interpretation.

The statements in the background section should describe characteristics you have observed about the student.

Also state how you know the student (i.e. that you were assigned to work with him/her during

Spring semester... etc.).

Mention attendance of the student, scheduled day/time you met with him/her, length of session, total number of sessions and the outline for each session (e.g. Review of expectations, phonemic awareness, phonics, read aloud).

- **INITIAL TESTS ADMINISTERED (100 pts)**

List the tests administered (Each of the CORE Phonological Awareness assessments, CORE Phonics Survey, etc.) with the numerical results. You have already submitted these assessments for your module assignments. You will include copies of the assessments with the profile at the end of the semester (but not for the midterm).

Describe the tests given. (You can find descriptions, etc. in your *Assessing Reading Multiple Measures* textbook.) Write descriptions in a few sentences that are clear and understandable to anyone reading the report (e.g., parents, teachers).

- **RESULTS FROM INITIAL TESTING (200 pts)**

This section will be the longest of the midterm report. For each test:

1. Present the quantitative results (you can copy and paste from your assignment submission form for each test). At what level is the child performing? How well did the child score numerically? Make the information that you are presenting as clear, succinct, and sensible as possible to the reader.
2. Present the qualitative analysis of these results. Make interpretations. When making interpretative statements, consider using language such as “These results indicate/suggest...” For each interpretive statement, give examples, such as spellings, word readings, and so forth.

- **GOALS FOR TUTORING SESSIONS (BASED ON ASSESSMENT) (100 pts)**

List and describe the major goals for tutoring. These will be your focus during each session for the rest of the semester. Include at least one goal in each of the following areas; phonemic awareness, phonics, and high-frequency word recognition. Goals can be related to specific and desired assessment results for the end of the semester. Try to be realistic with your goals considering the limited number of sessions you have with your student. Describe each goal briefly, and explain why it is important to the reading development of your student.

Module 9 : Fluency and Session 7

Assignment: Record and Reflect on Phonemic Awareness Instruction

Record the Phonemic Awareness section of the tutoring session. You will be required to reflect

on aspects of your teaching (pacing, how you supported/scaffolded student learning, what you did well, ways you can improve) as well as student learning (response to instruction with evidence, student instructional needs based on your observation and reflection).

Module 10: Decodable Text, Text Types and Session 8

Assignment: Record and Reflect on High-Frequency Word Instruction

Record the High-Frequency Word section of the tutoring session. You will be required to reflect on aspects of your teaching (pacing, how you supported/scaffolded student learning, what you did well, ways you can improve) as well as student learning (response to instruction with evidence, student instructional needs based on your observation and reflection).

Module 11: Syllable Types, Multisyllabic Word Instruction and Session 9

Assignment: Record and Reflect on Phonics Instruction

Record the Phonics section of the tutoring session. You will be required to reflect on aspects of your teaching (pacing, how you supported/scaffolded student learning, what you did well, ways you can improve) as well as student learning (response to instruction with evidence, student instructional needs based on your observation and reflection).

Module 12: Vocabulary, Morphology, and Etymology and Session 10

Assignment: Record and Reflect on Decodable Text/Application

During the Phonics section of the tutoring session, record your student in the reading of decodable text. Reflect on your teaching (introduction of the text, corrective and affirmative feedback, response to student reading) as well as how well your student did in reading the text (accuracy, rate, prosody, comprehension).

Module 13: Comprehension Assessment and Instruction and Session 11

Assignment: CORE Phonological Awareness POST Tests

Measure student learning by re-administering these assessments. Analyze the results to determine student progress and to identify what the student needs next for continued reading development. This information will be used to complete the Reader Profile.

Module 14: Addressing Reading Difficulties and Session 12 (Celebration!)

Assignment: CORE Phonics Survey

Measure student learning by re-administering these assessments. Analyze the results to determine student progress and to identify what the student needs next for continued reading

development. This information will be used to complete the Reader Profile.

Module 15: Culminating Project- Reader Profile and Reflections of Learning

Assignment (FINAL): Reader Profile

Both preservice and inservice teachers benefit from learning how to analyze a student's reading strengths and challenges. Writing a formal report requires thinking about the child and your procedures in a comprehensive and analytic manner, rather than simply declaring that a child is a successful or a striving reader. Analyzing data for an individual student will help you immensely as you address the needs of all readers in your classroom in the future.

You have already completed sections 1-4 for the midterm. You can make any revisions and then copy and paste the info into the final template.

To write a thorough report, ask yourself questions about the child's overall performance and about how the different pieces of the assessment puzzle fit together. Then, on the basis of those findings, determine what instructional interventions will support the child. Think about how to communicate this information to a parent or another teacher, explaining clearly what you did and what you found. Do not assume the reader of the profile has a background in reading.

This assignment will be worth 600 points. Points for each section are as follows:

1. Background Information (25 pts)
 2. Initial Tests Administered (50 pts)
 3. Results from Initial Testing (100 pts)
 4. Goals for Tutoring Sessions (Based in Initial Assessment) (50 pts)
 5. Observations from Instruction (50 pts)
 6. Post-Assessment Results (100 pts)
 7. Summary (100 pts)
 8. Recommendations (100 pts)
- Grammar and Conventions (25 pts)

Course Summary:

Date	Details	Due
Mon Jan 17, 2022	 Commenced Attendance Quiz (https://suu.instructure.com/courses/745463/assignments/10273142)	due by 11:59pm
	 Intro Quiz: Your Thoughts About Reading Development and Instruction (https://suu.instructure.com/courses/745463/assignments/10417059)	due by 11:59pm
	 Module 1 Assignment: Importance of Reading (https://suu.instructure.com/courses/745463/assignments/10417078)	due by 11:59pm
	 Module 1 Discussion: Introductions (https://suu.instructure.com/courses/745463/assignments/10418410)	due by 11:59pm
Mon Jan 24, 2022	 Module 2 Assignment: Plan for First Tutoring Session (https://suu.instructure.com/courses/745463/assignments/10417070)	due by 11:59pm
	 Module 2 Discussion: Learning and Behavior Expectations (https://suu.instructure.com/courses/745463/assignments/10472310)	due by 11:59pm
	 Module 2 Quiz: Conceptual	

[Models from the Science of Reading](https://suu.instructure.com/courses/745463/assignments/10472465) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10472465>)

 [Module 3 Quiz: Reading Assessment](https://suu.instructure.com/courses/745463/assignments/10487909) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10487909>)

 [Intro Quiz: Your Thoughts About Reading Development and Instruction](https://suu.instructure.com/courses/745463/assignments/10417059) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10417059>)
(1 student)

 [Module 3 Assignment: Dialogic Reading Reflection](https://suu.instructure.com/courses/745463/assignments/10487921) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10487921>)

Mon Jan 31, 2022

 [Module 3 Assignment: Getting to Know Your Student \(Artifact\)](https://suu.instructure.com/courses/745463/assignments/10487922) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10487922>)

 [Module 3 Discussion: First Tutoring Session](https://suu.instructure.com/courses/745463/assignments/10487908) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10487908>)

 [Module 3: Session 1 Tutor Log](https://suu.instructure.com/courses/745463/assignments/10487910) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10487910>)

Fri Feb 4, 2022

 [Module 2 Assignment: Tutoring Placement Letter for Parent/Caregiver or Admin/Teacher](https://suu.instructure.com/courses/745463/assignments/10472464) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10472464>)

 [Module 4 Assignment: CORE Phonological Awareness Assessments](https://suu.instructure.com/courses/745463/assignments/10417068) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10417068>)

 [Module 4 Discussion: Phonemic Awareness Examples](https://suu.instructure.com/courses/745463/assignments/10417068) due by 11:59pm

Mon Feb 7, 2022

<https://suu.instructure.com/courses/745463/assignments/10487929>

 [Module 4 Quiz: Phonological and Phonemic](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10487928>

 [Module 4: Session 2 Tutor Log](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10487927>

 [Module 5 Quiz: Orthographic Mapping and the 4-Part Processor](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10516528>

 [Module 5 Assignment: CORE Graded High-Frequency Word Survey](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10516527>

Mon Feb 14, 2022

 [Module 5 Discussion: Teachers of Reading](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10516544>

 [Module 5: Session 3 Tutor Log \(Including Planning Form\)](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10516541>

 [Module 6 Assignment: CORE Phonics Survey](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10417066>

 [Module 6 Discussion: Phonics Instruction](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10530759>

Tue Feb 22, 2022

 [Module 6 Quiz: Phonics Instruction](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10530761>

 [Module 6: Session 4 Tutor Log \(Including Planning Form\)](#) due by 11:59pm
<https://suu.instructure.com/courses/745463/assignments/10530760>

 [Module 7 Discussion: Spring Break](https://suu.instructure.com/courses/745463/assignments/10542390) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10542390>)

Mon Feb 28, 2022

 [Module 7 Quiz: \(Take after reading the instructions for the midterm assignment\)](https://suu.instructure.com/courses/745463/assignments/10542413) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10542413>)

 [Module 7: Session 5 Tutor Log \(Including Planning Form\)](https://suu.instructure.com/courses/745463/assignments/10542396) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10542396>)

 [Module 8 Quiz: Ehri's Phases of Word Learning](https://suu.instructure.com/courses/745463/assignments/10417063) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10417063>)

 [Module 7-8: Midterm Assignment-Reader Profile Sections 1-4](https://suu.instructure.com/courses/745463/assignments/10563708) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10563708>)

Mon Mar 14, 2022

 [Module 7: Midterm Assignment-Reader Profile Sections 1-4](https://suu.instructure.com/courses/745463/assignments/10542392) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10542392>)

 [Module 8 Discussion: Ehri's Phases and Your Student](https://suu.instructure.com/courses/745463/assignments/10563916) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10563916>)

 [Module 8: Session 6 Tutor Log \(Including Planning Form\)](https://suu.instructure.com/courses/745463/assignments/10563917) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10563917>)

 [Module 9 Assignment: Record and Reflect on Phonemic Awareness Instruction](https://suu.instructure.com/courses/745463/assignments/10579557) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10579557>)

Mon Mar 21, 2022

 [Module 9 Discussion: Fluency](https://suu.instructure.com/courses/745463/assignments/10579506) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10579506>)

 [Module 9 Quiz: Fluency](https://suu.instructure.com/courses/745463/assignments/10579564) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10579564>)

 [Module 9: Session 7 Tutor Log \(Including Planning Form\)](https://suu.instructure.com/courses/745463/assignments/10579558) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10579558>)

 [Module 10 Assignment: Record and Reflect- High Frequency Word Instruction](https://suu.instructure.com/courses/745463/assignments/10589979) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10589979>)

 [Module 10 Discussion: Decodable Text](https://suu.instructure.com/courses/745463/assignments/10589998) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10589998>)

 [Module 10 Quiz: Decodable Text and Decodability](https://suu.instructure.com/courses/745463/assignments/10590036) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10590036>)

 [Module 10: Session 8 Tutor Log \(Including Planning Form\)](https://suu.instructure.com/courses/745463/assignments/10590001) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10590001>)

 [Module 8 Quiz: Ehri's Phases of Word Learning](https://suu.instructure.com/courses/745463/assignments/10417063) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10417063>)
(1 student)

 [Module 11 Assignment: Record and Reflect- Phonics Instruction](https://suu.instructure.com/courses/745463/assignments/10596392) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596392>)

 [Module 11 Discussion: Syllabic Structure of Words](https://suu.instructure.com/courses/745463/assignments/10596529) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596529>)

 [Module 11 Quiz: Syllable Types/Multisyllabic-Word Instruction](https://suu.instructure.com/courses/745463/assignments/10596415) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596415>)

Mon Mar 28, 2022

Mon Apr 4, 2022

 [Module 11: Session 9 Tutor Log \(Including Planning Form\)](https://suu.instructure.com/courses/745463/assignments/10596531) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596531>)

 [Module 12 Assignment: Record and Reflect- Phonics-Text Application](https://suu.instructure.com/courses/745463/assignments/10596928) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596928>)

 [Module 12 Discussion: Morphological Structure of Words and Word Etymology](https://suu.instructure.com/courses/745463/assignments/10596791) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596791>)

Mon Apr 11, 2022

 [Module 12 Quiz: Vocabulary](https://suu.instructure.com/courses/745463/assignments/10596926) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596926>)

 [Module 12: Session 10 Tutor Log \(Including Planning Form\)](https://suu.instructure.com/courses/745463/assignments/10596930) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596930>)

 [Module 13 Assignment: CORE Phonological Awareness POST Test](https://suu.instructure.com/courses/745463/assignments/10417069) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10417069>)

 [Module 13 Discussion: Relationship Between Listening Comprehension, Language Comprehension, and Reading Comprehension](https://suu.instructure.com/courses/745463/assignments/10596936) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10596936>)

Mon Apr 18, 2022

 [Module 13 Quiz: Comprehension Instruction](https://suu.instructure.com/courses/745463/assignments/10597025) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10597025>)

 [Module 13: Session 11 Tutor Log \(Including Planning Form\)](https://suu.instructure.com/courses/745463/assignments/10597027) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10597027>)

Fri Apr 22, 2022

 [Module 15 Assignment: \(FINAL\) Reading Profile](https://suu.instructure.com/courses/745463/assignments/10417074) due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10417074>)

 **Module 14 Assignment:**
CORE Phonics Survey POST Test due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10417067>)

 **Module 14 Discussion:**
Reading Difficulties: Prevention due by 11:59pm
and Intervention
(<https://suu.instructure.com/courses/745463/assignments/10597092>)

Mon Apr 25, 2022

 **Module 14 Quiz: Addressing**
Reading Difficulties due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10597086>)

 **Module 14: Session 12 (Final**
Session) Tutor Log (Including due by 11:59pm
Planning Form) Copy
(<https://suu.instructure.com/courses/745463/assignments/10597084>)

 **Module 15 Assignment:**
Practicum (Total Tutoring due by 11:59pm
Sessions Completed)
(<https://suu.instructure.com/courses/745463/assignments/10417075>)

Thu Apr 28, 2022

 **Module 15 Discussion: Major**
Takeaways due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10597099>)

 **Module 15 Quiz: Course**
Feedback due by 11:59pm
(<https://suu.instructure.com/courses/745463/assignments/10597103>)

 **Roll Call Attendance**
(<https://suu.instructure.com/courses/745463/assignments/10417077>)
