



EDU 232 Fundamental Elements of Effective Reading Instruction

Sandra Starr

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This course is designed to introduce students to current research, theories, practices, and materials involved in the development of language and literacy. The five components of reading instruction based on scientifically and research-based best practices. Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension are identified and closely examined.

Credits: 3

CLASS INFORMATION

Section Number:

Term: Fall Year: 2024 Start Date: 8/28/2024 End Date: 12/14/2024

INSTRUCTOR

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Office Location: Education Bldg. 119

Office Hours:

Mon- 8:30-11; Tues. 8:30-9;10:20-11:00; Wed-8:30-11; Thurs.- 8:30-9;10:20-11:00;2:30-3:30; Fri- 8:30-11

TEXTBOOKS

Carreker, S., & Birsh, J. R. (2011). Multisensory teaching of basic language skills activity book. Paul H. Brookes Pub. Co.

INSTITUTIONAL LEARNER OUTCOMES

Communication: Exhibit effective oral and written communication.

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

PROGRAM OUTCOMES

Apply central concepts to connect with and advance student learning.

Analyze instructional strategies that support learner goals.

EXTERNAL STANDARDS

InTASC Standards

Target Standards

InTASC Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards

InTASC Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

North Dakota Knowledge and Practice Standards for Teachers of Reading

Target Standards

Standard 1: Foundations of Literacy Acquisition

1.1 Understand the (5) language processing requirements of proficient reading and writing phonological, orthographic, semantic, syntactic, and discourse.

1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.

1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.

1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

Standard 4: Structured Literacy Instruction

Substandard A: Essential Principles and Practices of Structured Literacy Instruction

4A.2 Understand/apply in practice the rationale for multisensory and multimodal language learning techniques.

Substandard B: Phonological and Phonemic Awareness

4B.1 Understand the rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.

4B.4 Know/apply in practice consideration for the progression of phonemic awareness skill development, across age and grade.

4B.6 Know/apply in practice considerations for the principles of phonemic instructions: brief, multisensory, conceptual, articulatory, auditory-verbal.

Substandard C: Phonics and Word Recognition

4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word reading.

4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.

4C.4 Know/apply in practice considerations for using multi-sensory routines to enhance student engagement and memory.

4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.

4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

Substandard D: Automatic, Fluent Reading of Text

4D.1 Know/apply in practice considerations for the role of fluent word level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

4D.4. Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Substandard E: Vocabulary

4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

4E.2 Know/apply in practice considerations for the sources of wide differences in students' vocabularies.

Substandard F: Listening and Reading Comprehension

4F.3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

North Dakota Program Approval and Teacher Education Standards

Target Standards

50015 Elementary Education:

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, social studies, art, and physical education.

Components

50015.2a Elements of Literacy– Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

Standard 4 – Effective Instruction.

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

Components

50014.4g Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

COURSE OBJECTIVES

1. Investigates beginning reading instruction based on scientific and research-based best practices
2. Analyze phonics skills and instruction for beginning readers.
3. Analyze phonemic awareness strategies and practices for beginning reading instruction.
4. Analyze concepts and strategies for vocabulary development.
5. Analyze strategies and practices for reading comprehension and instruction.
6. Examine methods of supporting fluent reading behaviors at the phoneme, word, and passage level.

A. GRADING SCALE

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](https://my.uttc.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

SUMMIT PARTICIPATION - FALL 2024

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. STUDENTS WITH DISABILITIES

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning

environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

COURSE CALENDAR

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Activities and Assessment
1 Aug 27 - 30	Intro to Reading Ch. 1 Connecting Research and Practice	Ch.1	Reflect, Connect, and Respond Questions
2	Labor Day Sept 2 (College Closed) Family Day at Powwow Sept. 6 (No		Tribal Summit

Sept 2 - 6	Classes)		Summary paper
	Tribal Leaders Summit Sept. 3 - 5		
3 Sept 9 - 13	Founders Day Sept. 9 (College Closed)	Ch. 2	Reflect, Connect, and Respond Questions SOR activity
	Ch. 2 Structured Literacy Instruction		
4 Sept 16 - 20	Oral Language Development and Its Relationship to Literacy	Ch. 3	Reflect, Connect, and Respond Questions Core Phonics Survey Word Wall Folders
5 Sept 23 - 27	Pre-Kindergarten Literacy	Ch. 4	Reflect, Connect, and Respond Questions Making Words and Words Work activities
6 Sept 30 – Oct. 4	Phonological and Phonemic Awareness		Lesson Plans on PA
7 Oct 7 - 11	Alphabet Knowledge	Ch. 5	Reflect, Connect, and Respond Questions Alphabet video presentations
8 Oct 14 - 18	Indigenous Day Oct. 14 (College Closed)	Google focus week	Google folder Focus week Comprehension strategies
	Midterm Grades Due 10/18		
	Midterm presentations		
9 Oct 21 - 25	Teaching Phonemic Awareness	Ch. 6	Reflect, Connect, and Respond Questions Phoneme practice assignment
10 Oct 28 – Nov 1	Vocabulary Development		Reflect, Connect, and Respond Questions Vocabulary Lessons
11 Nov 4 - 8	Teaching Reading	Ch. 9	Reflect, Connect, and Respond Questions Comprehension Lessons
12 Nov 11 - 15	Veterans Day Nov 11 (College Closed)	Ch. 10	Reflect, Connect, and Respond Questions Spelling Lessons
	Writing and Spelling Development		

13 Nov 18 - 22	Writing and Spelling Development	Ch. 11	Reflect, Connect, and Respond Questions Spelling Lessons
14 Nov 25 - 29	Thanksgiving Break (Nov. 27 No afternoon classes) Nov. 28 – 29 No classes	Ch. 12	Reflect, Connect, and Respond Questions Fluency Lessons
	Fluency in Learning to Read		
15 Dec 2 - 6	Fluency	Ch. 12	Reflect, Connect, and Respond Questions Fluency Lessons
16 Dec 9 - 13	Finals Week		Finals
GRADES DUE	Grades DUE December 16, 2024		