



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: Spring Year: 2025 Start Date: 1/15/2025 End Date: 5/3/2025

Delivery Mode: Online

INSTRUCTOR

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Office Hours:

Mon- 10-12; Tues. 9-10:30, 1-2:30; Wed-10-12; Thurs.-9-10:30, 1-2:30; Fri- 10-12

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

Demonstrate understanding of central concepts to connect with and advance student learning.

Monitor learner progress by using multiple methods of assessment.

EXTERNAL STANDARDS

Council for the Accreditation of Educator Programs (CAEP) Standards

Target Standards

CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels.

InTASC Standards

Target Standards

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.

InTASC Standard #6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard #7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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.

Level 1- Readings and Lecture

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

Level 1- Readings and Lecture

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

Level 2- Readings, Lecture, Assignment, and/or Evaluation

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.

Level 1- Readings and Lecture

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.

Level 1- Readings and Lecture

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.

Level 2- Readings, Lecture, Assignment, and/or Evaluation

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

Level 1- Readings and Lecture

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

Level 1- Readings and Lecture

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

Level 1- Readings and Lecture

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.

Level 1- Readings and Lecture

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

Level 1- Readings and Lecture

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

Level 1- Readings and Lecture

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

Level 1- Readings and Lecture

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

Level 3- Readings, Lecture, Assignment, and/or Evaluation, and Field Experience

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.

Level 3- Readings, Lecture, Assignment, and/or Evaluation, and Field Experience

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

Level 1- Readings and Lecture

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.

Level 3- Readings, Lecture, Assignment, and/or Evaluation, and Field Experience

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

Level 3- Readings, Lecture, Assignment, and/or Evaluation, and Field Experience

Substandard F: Listening and Reading Comprehension

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

Level 3- Readings, Lecture, Assignment, and/or Evaluation, and Field Experience

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).

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. THUNDER ALERT SYSTEM

UTTC's Thunder Alert System (TAS) 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 Thunder 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 on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder 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.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.
- Generative AI should not:
 - Replace original student work
 - Compromise the evaluation of student learning outcomes
 - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

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](#).

ONLINE

Regular and Substantive Interaction (RSI) Statement

- This course meets the regular and substantive interaction requirements for online courses. The instructor for this online course will do the following: Monitor your academic engagement and success and contact you regarding your progress using your UTTC email.
- Regularly communicate with you through virtual meetings (Zoom) regarding course content and expectations.
- Engage in the discussion forum on a weekly basis.
- Provide detailed and personalized feedback on your papers and projects.
- Respond to student questions through UTTC email or telephone in a timely manner.

Virtual Meetings

This course is offered completely online but it does include a synchronous component in the form of Zoom meetings. A synchronous Zoom meeting refers to a meeting when all of the students and the instructor in a class come together at the same time and discuss class materials, projects, or other topics virtually using Zoom. Please note that this is not a self-paced course, one that you do on your own time and pace. There is a class schedule, and it is strictly followed. Please be aware of the dates on the course schedule for your assignments and scheduled Zoom meetings.

Netiquette Discussion Forum Guidelines

Netiquette guidelines address communication behaviors that are particular to an online environment. Below are some general netiquette guidelines for online discussion boards.

1. **Be Inclusive.** It is important to be intentional about making sure we “see” each other in an online community. You can do this by making sure that everyone has at least one response. Tip: If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply to people who post questions or comments to you.

2. **Be on time.** Your contributions to our discussions are important, but our learning community will not benefit from them unless you post on time. Tip: Set calendar reminders to make sure you contribute on time.
3. **Disagree respectfully.** Disagreement and different ideas are essential parts of learning, problem-solving, and creativity. However, for different ideas to be heard and shared, it is important to maintain a respectful stance even through vehement disagreement; otherwise, communication may break down. Tip: You might start the conversation with a question to clarify or get more information before you explain your different perspective. For example, “Nate, can you tell me more about what you meant when you said that meals for elderly are a poor use of community resources?” Tip: Refrain from using judgmental evaluations of what someone posted, and instead present your own perspective supported by facts and more information. For example, instead of saying, “Jacey, your discussion makes no sense”, you can say, “Jacey, I didn’t understand what you meant when you said the new program was not working. Can you provide more information?”
4. **Be concise.** Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise. Tip: Consider using bullet points to help highlight your main points or headings if your post needs to be lengthy.
5. **Stay on topic.** Off-topic comments can derail our conversation. You can post off-topic comments in our open discussion forum or one of the other communication modes we are using in the course.
6. **NO YELLING.** When you write in uppercase letters in online communication, it is usually interpreted as yelling.
7. **Add some emotion.** Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary for it can also be annoying to readers if you use too many (which is probably the opposite of your intention).
8. **Use humor carefully.** Sarcasm in particular does not translate well in an online environment. It is best to avoid the potential pitfalls of misunderstood messages.

COURSE CALENDAR

Module/Week	Academic Topic Instructional Strategy	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
1 Jan 14 - 17	Introduction to Course	Syllabus	START Here Module
2 Jan 20 - 24	*No School 1/20 MLK Intro to Reading Ch. 1 Connecting Research and Practice	Ch.1 Multisensory Teaching of Basic Reading Skills	Ch.1 Reflect, Connect, and Respond Questions Discussion Forum
3 Jan 27 - 31	Ch. 2 Structured Literacy Instruction	Ch. 2	Reflect, Connect, and Respond Questions SOR activity
4 Feb 3 - 7	Oral Language Development and Its Relationship to Literacy	Ch. 3	Reflect, Connect, and Respond Questions Core Phonics Survey Word Wall Folders

5 Feb 10 - 14	Pre-Kindergarten Literacy	Ch. 4	Reflect, Connect, and Respond Questions Making Words and Words Work activities
6 Feb. 17 - 21	No School 2/17 President’s Day		Lesson Plans on PA
	Phonological and Phonemic Awareness		
7 Feb 24 – 28	Alphabet Knowledge	Ch. 5	Reflect, Connect, and Respond Questions Alphabet video presentations
8 Mar 3 - 7	Midterm Grades Due 3/7	Ch. 6	Reflect, Connect, and Respond Questions Phoneme practice assignment
	Teaching Phonemic Awareness		
Mar 10 - 14 Spring Break – No Classes			
9 Mar 17 - 21	Vocabulary Development		Reflect, Connect, and Respond Questions Vocabulary Lessons
10 Mar 24 - 28	Teaching Reading	Ch. 9	Reflect, Connect, and Respond Questions Comprehension Lessons
11 Mar 31 - Apr 4	Writing and Spelling Development	Ch. 10	Reflect, Connect, and Respond Questions Spelling Lessons
12 APR 7 - 11	Writing and Spelling Development	Ch. 11	Reflect, Connect, and Respond Questions Spelling Lessons
13 Apr 14 - 18	No School 4/18 Good Friday	Ch 12	Reflect, Connect, and Respond Questions Fluency Lessons
	Fluency in Learning to Read		
14 Apr 21 - 25	Fluency	Ch. 12	Reflect, Connect, and Respond Questions Fluency Lessons
15 Apr 28 – May 2	Finals Week		Small Group lesson plan
	Finals Week		
GRADES DUE	May 5, 2025		

