



EDU 330 Teaching Reading in the Elementary Classroom

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This is a survey course in reading instruction. The course provides a comprehensive overview of the complex processes involved in reading, including the strands of language comprehension and word recognition. Teacher candidates will be able to demonstrate competencies in reading instruction based on scientifically and research-based best practices, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Data-informed instruction will be utilized to differentiate instruction for students at various levels of developmental progression. Teacher Candidates will also prepare explicit, cumulative, teacher-directed lesson plans in literacy areas and implement in whole group instruction. *Field experience is required. UTTC Competency Requirement for Reading (Praxis Reading, ACT Score, or HUM 106 A or B)*

Instructional Level: Bachelor Degree

Credits: 3

Pre/Corequisites:

- Prerequisite: EDU 232

CLASS INFORMATION

Section Number:

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

INSTRUCTOR

Brenda Rhone

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Office Location: Education Building - Office 121

Office Hours:

See instructor schedule

TEXTBOOKS

Honig, B., Diamond, L., Gutlohn, L. (2018). *Teaching Reading Sourcebook*. (3rd edition). Arena Press.

INSTITUTIONAL LEARNER OUTCOMES

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

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

PLO 6 Monitor learner progress by using multiple methods of assessment.

PLO 5 Utilize differing perspectives for the application of content.

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.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels.

InTASC Standards

Target Standards

InTASC Standard #5: Applications of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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.

North Dakota Knowledge and Practice Standards for Teachers of Reading

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

1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development

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

1.6 Connect major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.

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

1.7 Understand the most common intrinsic differences between good and poor readers.

Level 1- Readings and Lecture

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

1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Level 1- Readings and Lecture

Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia

2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

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

Standard 3: Assessment

3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.

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

3.6 Know and utilize in practice informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

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

Standard 4: Structured Literacy Instruction

Substandard A: Essential Principles and Practices of Structured Literacy Instruction

4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.

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

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

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

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.5 Know/apply in practice consideration for the general and specific goals of phonemic awareness instruction.

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

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

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

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

4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.

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

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

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

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

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

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

4C.8 Know/apply in practice considerations for the different types and purposes of texts with emphasis on the role of decodable texts in teaching beginning readers.

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.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.

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

4D.3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress monitoring practices.

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

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

4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

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

4E.4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

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

4F.1 Know/apply in practice considerations for factors that contribute to deep comprehension.

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

4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre, informational text, narrative text, and argumentation.

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

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

4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instructions, as supported by research.

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

4F.5 Know/apply in practice considerations for the teacher's role as an active mediator of text comprehension processes.

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

Substandard G: Written Expression

4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

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 3 – Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

Components

50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.

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

50015.4b Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

50015.4c Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

COURSE OBJECTIVES

1. Integrate the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
2. Examine phonemic-awareness skill development, across age and grade.
3. Explain systemically, cumulative, and explicitly teaching decoding and spelling skills, including multisyllabic words.
4. Illustrate the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. Interactive Assessment: Read-Aloud Lesson Plan
5. Review role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
6. Apply in practice considerations for factors that contribute to deep comprehension.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

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](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

CELL PHONE

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

STUDENT BEHAVIOR

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

COURSE CALENDAR

Module/ Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
1 Jan. 14 - 17	Introduction to Literacy “The Big Picture” Simple View of Reading 5 Pillars of Reading	*Intro Teaching Reading Sourcebook Pages (1-18) *“Teaching Reading is Rocket Science” article *The Reading Brain Video	Syllabus, Standards, K,W,L chart, Visible Thinking Routines (VTR) for article
2 Jan. 20 - 24	*No School 1/20 - MLK Structure of English (phonemes, sound/spellings/syllables, onset-rimes, morphemes)	*Teaching Reading Sourcebook (Chapter 1) *Scarborough’s Rope - Aims Institute Video *Logic of English Video44 Phonemes Video *Sound wall/EBLI videos	Scarborough’s Rope label activity Logic of English VideoAnt responses In-class sound box activities
3 Jan. 27 - 31	Print Awareness Letter Knowledge Handwriting	*Teaching Reading Sourcebook (Chapter 3 and 4) *NDDPI/ NDREA Standards Lesson Plan *“Memoirs of a Goldfish”	Standards/Proficiency Scales on lesson plans *In class Modeled Reading Lesson activity

<p>4 Feb. 3 - 7</p>	<p>Phonological Awareness Decoding and Word Recognition Introduction</p>	<p>*Teaching Reading Sourcebook (Chapter 5 and Page 161-167) *Phonological Awareness Hourglass *Ehri's Developmental Phases Video *Sound boxes</p>	<p>PAST Screening Test - Simple View of Reading, Four Part Processing Model, and Phonological & Orthographic Processing notes Ehri's Developmental Phases</p>
<p>5 Feb. 10 - 14</p>	<p>Phonics</p>	<p>*Teaching Reading Sourcebook (Chapter 6) *EBLI videos *UFLI manual/site *Florida Center for Reading Research (FCRR) *Sound Wall</p>	<p>UFLI Lesson plan (teach in class) Core Phonics Survey FCRR Lesson plan Sound Wall</p>
<p>6 Feb. 17 - 21</p>	<p><i>*No School 2/17 – President's Day</i> Irregular Word Reading Multisyllabic Word Reading</p>	<p>*Teaching Reading Sourcebook (Chapter 7&8) *Orthographic Awareness Hourglass *Syllable Types *Morphemes *Word Reading Strategies *Spelling screener</p>	<p>Syllable Types or Word Reading Lesson plan (teach in FE at grade level to whole group) Spelling screener</p>
<p>7 Feb. 24 - 28</p>	<p>Word-Learning Strategies (Morphemes, Affixes, Contextual Analysis) Word consciousness (Word history/etymology, idioms, Latin and Greek)</p>	<p>*Teaching Reading Sourcebook (Chapter 11) Word Learning Strategies *Teaching Reading Sourcebook (Chapter 12)</p>	<p>Prefix/Suffix/Root Word Connect activities Word-Learning Strategy Activity (Teach in class) Word-Learning Strategy Activity (Teach in class) *In class Modeled Reading Lesson activity</p>
<p>8 Mar 3 - 7</p>	<p>Vocabulary Specific Word Instruction</p>	<p>*Teaching Reading Sourcebook (Chapter 11 & Pages 401-418) *Selecting Word to Teach (Tier i, Tier 2, Tier 3) *Vocabulary Instruction Strategies *Interactive Read Aloud (Barrentine article) *Muncha, Muncha</p>	<p>Vocabulary Assessment Vocabulary Activity (Teach in class) Interactive Read Aloud Lesson Plan (Teach in FE) VTR for article Midterm Reading Assessment</p>

		*Pirate’s Daughter	
Mar 10 - 14	SPRING BREAK – March 13 -17		
9 Mar 17 - 21	Fluency Assessment and Instruction	*Teaching Reading Sourcebook (Chapter 9&10) *Oral Reading Fluency *Repeated Readings *Fluency Instruction Strategies	Dibels Case Study (ORF)and Lexile Level Fluency Activity (Teach in class)
10 Mar 24 - 28	Comprehension Introduction (Strategies, reader response, ELL, Webb’s DOK)	*Teaching Reading Sourcebook (Pages 601-631) Comprehension Strategies - Explicit Instruction Reciprocal Teaching	Comprehension Strategies (IRA Book) Comprehension Lesson Plan
11 Mar 31- Apr 4	*No School 4/7 – Good Friday	*Teaching Reading Sourcebook (Pages 601-631) *Mercedes andThe Chocolate Pilot	Comprehension Strategies (IRA Book) Lesson Plan (Teach in FE at grade level to whole group)
	Comprehension Introduction (Continued)		
12 Apr 7 - 11	Literary Text	*Teaching Reading Sourcebook (Chapter 14) Narrative Graphic Organizers	Narrative Text activity share-out Narrative Graphic organizer
13 Apr 14 - 18	Informational Text	*Teaching Reading Sourcebook (Chapter 15) Expository Graphic Organizers Non-Fiction Text Features	Information Text activity share-out Non-Fiction Text Features foldable
14 Apr 21 - 25	Teaching Reading Weekly Plan (Curriculum Based)	Various Reading Curriculums at FE Grade level	Reading Curriculum and resource reviews Weekly Plan Matrix (Curriculum Based)
15 Apr 28- May 2	Last week of classes – Final Exams		Present Weekly Curriculum-Based Unit
GRADES DUE	Grades DUE May 5, 2025, by 5:00 pm		