UNC

UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
School of Special Education

EDSE 513
Implemented Structured Literacy in the Classroom Module 1

MODULE ONE DESCRIPTION:
This module will provide a basic introduction to structured literacy that can be used in the general k-3 classroom or with struggling readers. It will explore strategies related to phonology, sound symbol relationship, syllables, spelling, morphology.

PREREQUISITES:
None

PROFESSIONAL STANDARDS MET:
CDE Elementary Education Literacy Standards
4.02(5) The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as:

4.02 (5)(a) understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing.

4.02(5)(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression.

4.02(5)(f) know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

4.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development. 4.02(6) The elementary educator is knowledgeable about the structure of language including:

4.02(6)(a) phonology (the speech sound system), and is able to:

4.02(6)(a)(i) identify, pronounce, classify and compare the consonant and vowel phonemes of English.

4.02(6)(b) orthography (the spelling system), and is able to:

4.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme.

4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English.

4.02(6)(b)(v) identify, explain and categorize six basic syllable types in English spelling. 4.02(6)(c) morphology, and is able to:

4.02(6)(c)(i) identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek- based combining forms.

4.02(6)(d) semantics, and is able to:

4.02(6)(d)(i) understand and identify examples of meaningful word relationships or semantic organization.

4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.

4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).

4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.

4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory- verbal.

4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary. 4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.

4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review. 4.02(9)(c) stating the rationale for multisensory and multimodal techniques.

4.02(13)(b)(iii) recognizing and explaining the influences of phonological, orthographic, and morphemic knowledge on spelling.

GOALS AND OBJECTIVES OF THE COURSE
Explain how Structured Literacy can benefit early readers.
   a. Identify the principles and components of Structured Literacy
   b. Identify the benefits of structured literacy for early readers
Identify the connection between oral language and literacy.
Understanding areas of oral language (phonology, morphology, semantics, syntax, and pragmatics) and the relationship to reading
   a. Reasons students struggle such as dyslexia, language-based learning disability, culturally and linguistically diverse learners
Identify research-based practices that support Structured Literacy instruction.
   a. Develop strategies to teach student skills related to phonology, sound-sound symbol relationships, syllables, morphology, and spelling

CONTENT OF THE COURSE:
1. Structured Literacy and Overview
2. Language and Literacy
3. Phonology
4. Accurate Decoding (Sound-Symbol, Syllables, Spelling, Morphology)

COURSE REQUIREMENTS:
Quizzes and Final
This module contains multiple choice quizzes and a final based off the materials within each unit.

Expectations	Points
Multiple Choice Quizzes Each Unit	*10 each*
Final Multiple-Choice Test	*100*
Total Points	***170***

GRADING CRITERIA
Grading is Pass/Fail; 80% or higher is needed to receive a passing grade

REQUIRED READINGS:
The Electronic Readings will be provided in each unit. The reading come from the following sources:

Teaching Exceptional Children. (2018). *Special Issue on Dyslexia* Vol. 51. No. 3

International Dyslexia Website (N.D.) *Spelling*. Retrieved from: https://dyslexiaida.org/spelling/

Birsh, J. R. & Carreker, S.C. (2018). *Multisensory teaching of basic language skills*. Brookes Publishing
Company. PO Box 10624, Baltimore, MD 21285.

UNC POLICIES
Disability Resource Center:
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visitwww.unco.edu/bear-pantry for more information.
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX
The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence,
or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.
- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visitwww.unco.edu/institutional-equity-compliance

Schedule

Unit	Readings	Assignments
Unit 1 1.What is structured literacy?	Structured Literacy and Typical Literacy Practices – Spear Swerling	1. Overview 2. Unit Lecture 3. Electronic Reading 4. Video – Spear Swerling on Structured Literacy 5. Structured Literacy PowerPoint 6. Video -Structure Literacy in Action 7. CDE Structured Literacy Testimonials 8. Online Structured Literacy Resources 9. Optional Review 10. Quiz
Unit 2 How oral language impacts literacy	Oral Language Development and Its Relationship to Literacy -Soifer	1. Overview 1. Video- The Connection between Speaking and Reading 2. Unit Lecture 3. Reading Theories Impacting Instruction PowerPoint 4. Reading (Electronic Reserve) 5. The 44 Sounds of the English Language PowerPoint 6. Video -Sound Walls 7. Optional Review 8. Quiz
Unit 3 Phonology	Teaching phonemic awareness -Paulson	1. Overview 2. Lecture 3. Electronic Reading 4. Are You Ready to Teach PA? PowerPoint 5. PA PowerPoint 6. Beyond Blending and Segmenting Webinars 7. Electronic Resources 8. Optional Review 9. Quiz
Unit 4 Sound symbol relationship and basic decoding	Accurate Decoding (pages 338 - 355 and 373-378) - Carreker	1. Overview 2. Unit Lecture 3. Electronic Reading 4. Accurate Decoding PPT

		5. Video – Examining the Use of Decodable Text
		6. Electronic Resources
		7. Optional Review
		8. Quiz
Unit 5 Syllables and Syllable Division	Accurate Decoding (pages 355 - 373) -Carreker	1. Overview 2. Unit Lecture 3. Electronic Reading 4. Syllable PPT 5. Syllable Division PPT 6. Electronic Resources 7. Optional Review 8. Quiz
Unit 6 Etymology and Morphology	The History and Structure of Written English- Henry	1. Overview 2. Video- How did English Evolve 3. Unit Lecture 4. Video -Why is there a doubt in b? 5. Electronic Reading 6. Morpheme PPT 7. Electronic Resource 8. Optional Review 9. Quiz
Unit 7	Spelling Fact Sheet- International Dyslexia Association	1. Video- Akeelah and the Bee Clip-Small Words 2. Lecture 3. Electronic Reading 4. Spelling PowerPoint 5. Optional Training video 6. Optional Review 7. Quiz
Final Exam		Take Final Exam