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 Two

MODULE DESCRIPTION:
This module is the second module on structured literacy. In this module, we will focus on elements related to the language comprehension side of the reading rope. We will discuss how these skills impact reading and identify strategies related to the subskills related to language comprehension. For this course, you will need to buy: Birsh, J. R. & Carreker, S.C. (2018). *Multisensory teaching of basic language skills*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

PREREQUISITES:
Structured Literacy Module One

PROFESSIONAL STANDARDS MET:
CDE Elementary Education Literacy Standards
4.02 (6) (e)syntax
4.02 (6) (e) (i) define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure
4.02 (6)(e)(ii) identify the parts of speech and grammatical role of a word in a sentence
4.02 (6)(f) (i) explain the major differences between narrative and expository discourse
4.02 (6)(f)(ii) identify and construct expository paragraphs of varying logical structures (e.g. classification, reason, sequence,
4.02 (6) (f)(iii) identify coheasive devices in text and inferential gaps in the surface language of text
4.02 (6) (f) interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations
4.02 (10) (a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read.
4.02 (10)(b) understanding reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders and as a consequence of practice and instruction.
4.02 (10) (c) defining and identifying examples of text at a student's frustration, instructional and independent reading level.
4.02 (10)(d) knowing sources of activities for building fluency in component reading skills.
4.02 (10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes.
4.02 (10) (f) understanding techniques to enhance a student's motivation to read.

4.02 (10) (g) understanding appropriate uses of assistive technology for students with serious limitations in reading fluency.

4.02 (10) (h) understand the relationship between accuracy and reading fluency.

4.02 (11) (a) understanding the role of vocabulary development and vocabulary knowledge in comprehension.

4.02 (11) (b) understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.

4.02 (11) (c) knowing varied techniques for vocabulary instruction before, during and after reading.

4.02 (11) (d) understanding that word knowledge is multifaceted.

4.02 (11) (e) understanding the sources of wide differences in students' vocabularies.

4.02 (12) (a) being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading.

4.02 (12) (b) contrasting the characteristics of major text genres, including narration, exposition and argumentation.

4.02 (12) (c) understanding the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.

4.02 (12) (d) identifying in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.

4.02 (12) (e) understanding levels of comprehension including the surface code, text base and mental model (situation model).

4.02(12) (f) understanding factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

4.02 (13) (a) knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive; and

4.02 (13) (b) knowing techniques for teaching handwriting fluency.

4.02(13) (b)(i) recognizing and explaining the relationship between transcription skills and written expression;

4.02(13)(c) understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);

4.02(13)(c)(i) understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);

4.02(13)(c)(ii) knowing grade and developmental expectation for students' writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes; and

4.02(13)(c)(iii) understanding appropriate uses of assistive technology in written expression.

GOALS AND OBJECTIVES OF THE COURSE
Identify how Structured Literacy moves beyond word recognition

Explain how language comprehension skills can benefit reading comprehension and composition.

Identify research-based practices that support language comprehension skills within a Structured Literacy approach

Identify instructional strategies related to background knowledge, vocabulary, syntax, literacy structures, verbal reasoning, handwriting and composition

CONTENT OF THE COURSE:
Unit 1: Background Knowledge
Unit 2: Vocabulary Development

Unit 3: Syntax
Unit 4: Literary Knowledge
Unit 5: Verbal Reasoning
Unit 6: Composition
Unit 7: Comprehension
Unit 8: Fluency

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	*70*
Total Points	*150*

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

REQUIRED READINGS:

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

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 Background knowledge	*Building background knowledge: It's what they already know that counts* (found within unit)	1.Overview 2. Welcome Lecture 3. Unit 1 Reading 4. Unit 1 Video 5.. Background Knowledge PowerPoint 6. Background Knowledge Strategy 7. See It In Action 8. Resources 9. Quiz
Unit 2 Vocabulary	Birsh text – Chapter 15 *Working with word meaning (and reading within unit)*	1. Overview 2.Welcome Lecture 3. Unit 2 Readings 4. Unit 2 Tier Two Video 5. Vocabulary Knowledge PowerPoint 6. Vocabulary Knowledge Strategy 7. See It In Action! 8. Quiz
Unit 3 Syntax	*Syntax: Somewhere between Words and Text (Found within unit)*	1. Overview 2. Video 3. Welcome Lecture 4. Unit Reading 5. Syntax Instruction PowerPoint 6. Compound and Complex Sentences PowerPoint 7. Scope and Sequence Resource 8.See It In Action- Padlet of Resources 9. Quiz
Unit 4 Literacy knowledge	*Guiding Students through Expository Text with Text Feature Walks* (Found in unit)	1. Overview 2. Welcome Lecture 3. Unit 4 Video 4. Literacy Knowledge PowerPoint 5. Unit Reading 6. See It In Action! 7. Additional Resources 8. Quiz

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Unit 5 Verbal reasoning	*Providing Preschool foundations for later reading comprehension: The importance of and ideas for targeting inferencing in storybook sharing interventions.* (Found in unit)	1. Overview 2. Welcome Lecture 3. Video 4. Unit Reading 5. Verbal Reasoning PowerPoint 6. See it In Action Videos 7. Additional Resources 8. Quiz
Unit 6 Composition	Birsh text Chapters 11 & 17	1. Overview 2. Welcome Lecture 3. Video 4. Unit Reading 5. Composition PowerPoint 6. Composition Strategy 7. See It In Action 8. Quiz
Unit 7 Comprehension	Birsh text Chapter 16	1. Overview 2. Video 2. Welcome Lecture 3. Comprehension PowerPoint 4. See It In Action Videos Padlet 5. Additional Resources Padlet 6. Quiz
Unit 8 Fluency	Reading Fluency – A Brief History (found in unit)	1. Overview 2. Unit 8 Reading 3. Unit 9 Video 4. Fluency PowerPoint 5. Fluency Strategy 6. See It In Action 7. Resources 8. Final Exam