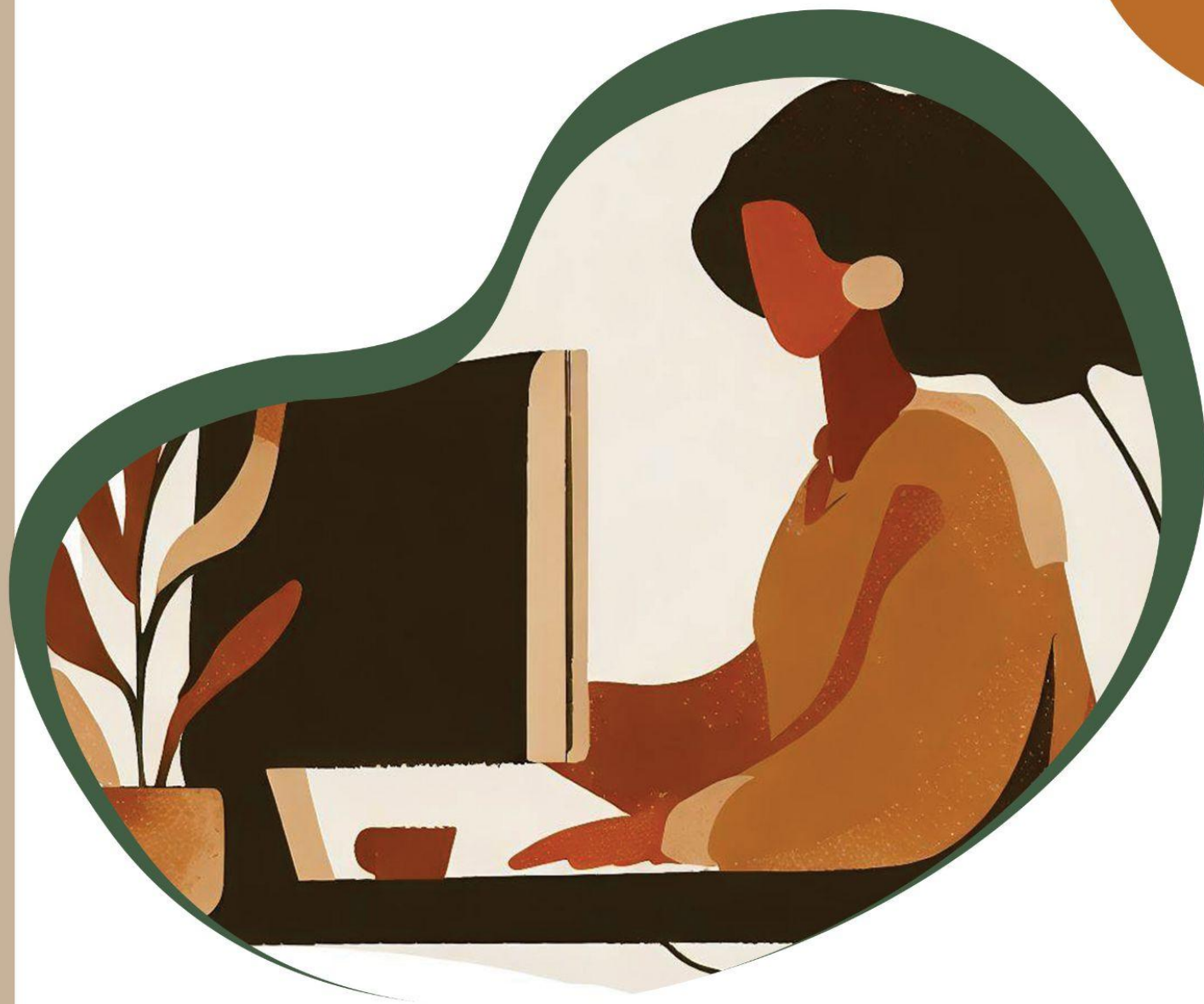




Course Syllabus

THE SCIENCE OF READING



The Science of Reading
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

In recent decades, advances in research have coalesced around a strong body of research that provides a framework for high quality literacy instruction - known collectively as “The Science of Reading”. This course begins by comparing the competing views of reading instruction under the umbrella terms of “phonics” and “whole language”. Participants then learn how the brain truly learns to read as they study grain science and analyze current models and analyze how they are supported by research.

Building from this foundation, participants learn about the two components of reading comprehension - word recognition and language comprehension. Participants learn about the primacy of phonemic awareness, phonics, and fluency for decoding. Then in a later module, participants consider the components of language comprehension including background knowledge, verbal reasoning, vocabulary, language structure, and text structure. By the end of the course, participants will gain the complete picture of how all these components come together to build fluent reading skills necessary for reading and overall academic achievement.

Throughout the course, participants learn to advocate for the science of reading. Those who successfully complete the course will be on their way to implement and advocate for this rigorous, research based instruction and for equitable access to high quality phonics based reading programs.

Objectives

- Compare whole language to phonics-based instruction
- Trace the history of competing literary movements in the United States
- Explain the simple view of reading
- Analyze Scarborough’s Reading Rope
- Identify the 44 phonemes in English
- Explain how phonological awareness is the beginning of decoding written language
- Utilize rhyme, alliteration, segmenting, and blending to enhance phonological awareness
- Differentiate between phonemes and letters
- Create a sound wall
- Describe how to build print awareness
- Explain the need for systematic and explicit phonics instruction
- Describe how phonemes, graphemes, morphemes, onset, rime, and digraphs are taught
- Understand how to teach irregular letter-sound combinations
- Understand how to teach phonics using research based strategies

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- Analyze the benefits of multisensory phonics
- Define and state the importance of reading fluency
- Research-based fluency instruction
- Activities that can support fluency
- Explain the role vocabulary acquisition plays in reading efficacy
- Implement effective vocabulary instruction
- Understand how phonics and the alphabetic principle make up the core of spelling ability
- Explain the best practices in spelling instruction
- Explain the role of building background knowledge for reading comprehension
- Implement activities to build student verbal reasoning ability
- Advocate for research based science of reading programs in their school
- Plan an effective unit based on the science of reading

Alignment to the [Charlotte Danielson Framework for Teaching](#)

- 1a Applying Knowledge of Content and Pedagogy
- 1e Planning Coherent Instruction
- 3c Engaging Students in Learning
- 4a Engaging in Reflective Practice
- 4e Growing and Developing Professionally

Course Components

This course consists of interactive presentations, videos, readings, discussion boards, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Course Outline

Module 1: Philosophies of Reading Instruction

- Presentation 1: Course Overview
- Presentation 2: Comparing Whole Language and Phonics
- Discussion Board: Memories of Reading Instruction
- Presentation 3: Competing Philosophies
- Presentation 4: The Science of Reading Emerges 2013-2023
- Discussion Board: Your School's Vision of Early Literacy

Module 2: Foundations of the Science of Reading

- Presentation 1: Research Reveals How Good Readers Read
- Presentation 2: The Simple Model of Reading
- Discussion Board: The Simple View of Reading
- Presentation 3: The Reading Rope
- Discussion Board: Understanding the Complexity of Reading

Module 3: Phonemic and Phonological Awareness

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- Presentation 1: The 44 Phonemes of the English Language
- Authentic Task 1: Create a Sound Wall
- Presentation 2: Teaching Phonemic Awareness
- Discussion Board: Supporting Diverse Learners
- Presentation 3: Phonological Awareness and The Alphabetic Principle
- Discussion Board: Phonemic Awareness Instruction

Module 4: Teaching Phonics

- Presentation 1: Phonics as Decoding
- Authentic Task 2: Digital Artifact
- Presentation 2: Characteristic of Effective Phonics Instruction
- Discussion Board: Explicit and Systematic Phonics
- Presentation 3: Phonics Instruction
- Discussion Board: Reading Intervention Programs

Module 5: Reading Comprehension

- Presentation 1: The Importance of Building Background Knowledge
- Discussion Board: Informational Texts
- Presentation 2: Verbal Reasoning
- Presentation 3: Language and text Structures
- Discussion Board: Language Comprehension - Building Equity for All Students
- Authentic Task 2 Due

Module 6: Advocating and Implementing the Science of Reading

- Presentation 1: Advocating for the Science of Reading
- Discussion Board: Advocating for the SOR
- Presentation 2: Final Project
- Final Project: Phonics Unit Plan
- Presentation 3: Reflecting on the Course
- Discussion Board: Final Reflection

Final Project:

Instructions: You will complete a written phonics or phonemic awareness unit plan for the final project. This gives you an opportunity to turn the learning from the course into an actionable product that can benefit students.

Please review the following guidelines and the rubric before you begin:

- The unit must cover 2 weeks of instruction
- You may use any generally accepted unit plan format - it is recommended that you utilize whatever is in place in your school/district.
- Include a Unit Overview – this demonstrates how the unit is a cohesive plan rather than a collection of unrelated lessons
- Include the standard components of a unit:

- Content standards
- Learning objectives (or “I can statements”)
- Instructional activities
- Materials
- Assessment
- Accommodations and strategies for special populations

Grading Policy

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Discussion Boards (12)	35%
Authentic Activities (2)	20%
Final Project	45%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

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