New York Center for Teacher Development, Inc.

In affiliation with The University of Massachusetts Global (Extended Education)

Course Syllabus

Course:	**EDZU 9962**	**Science of Reading: A Proven Way to Make Learning to Read Easier**
Credit Hours:	3.0 credits / 45 hours	
Instructor:	Kyle Black	

Course Description

Do you want to make learning to read easier for all of your students, including those with diverse needs, abilities and backgrounds? Do you want your students to be empowered, thoughtful readers? Reading instruction is evolving in response to research and evidence called "The Science of Reading". In this course, teachers of any level and discipline will learn why the science of reading makes learning to read easier, and how to implement practices into the classroom. Teachers will make brain science-based shifts and refine their current practices in student background knowledge, comprehension, phonemic awareness, phonics, word work, fluency, high frequency words, vocabulary, text selection and more.

Course Goals

To Know

1. What is the Science of Reading? Science of reading is a collection of research over time that confirms and disconfirms how students best learn to read.
2. Shifts teachers can make from their current reading instruction to align with the Science of Reading.
3. Background knowledge and language development strategies for students based on science that set them up for success in reading comprehension.

To Understand

1. The role of word work in the Science of Reading- phonemic awareness, phonics, syllabification and morphology.
2. What science says about how comprehension begins and best comprehension instructional routines and strategies.
3. A science based and explicit approach to vocabulary instruction.

and Be Able To

1. Explain the difference between high frequency words and sight words, and analyze proven ways to teach them to students.

2. Examine text selection for students and instructional routines for independent practice.
3. Examine, analyze and create lesson plans aligned with the Science of Reading.

Course Outline

1. Block 1- Intro. to Science of Reading
    a. The Basics
    b. Open mind & heart- attitude toward learning and evolving as a professional
    c. The Simple View of Reading
    d. Discussion
2. Block 2- Background Knowledge
    a. Language Comprehension
    b. Content Knowledge
    c. Classroom applications for building background knowledge
    d. Build background knowledge with Interactive Text Experience Plan
    e. Explore and experiment with Florida Reading Project activities about background knowledge and language comprehension
3. Block 3- Comprehension and Vocabulary
    a. How comprehension begins
    b. High leverage comprehension strategies
    c. Vocabulary: layers of science based instruction
    d. Create explicit vocabulary instructional plan
    e. Explore and experiment with FRP activities about comprehension and vocabulary
4. Block 4- Decoding
    a. The science of phonemic awareness & phonics: untangle confusion
    b. Meaning and decoding instruction
    c. Multisyllabic word instruction
    d. Morphology
    e. Explore and experiment with FRP activities about phonemic awareness, phonics, syllabification and morphology
5. Block 5
    a. High Frequency vs. Sight Words
    b. Shifting in the 3 Cueing System
    c. Decodable texts for beginning readers
    d. Rethinking independent practice- beyond silent reading
    e. The Science of Reading Fluency
    f. Explore and experiment with FRP activities about high frequency/sight words, cueing, decodable texts, and fluency
    g. Graduate assignment: choose 3 shifts, explain effectiveness and instructional plans to execute in your classroom

Methods of Instruction

Teachers enrolled in this course will:

- Analyze, research and read articles and blogs from current leaders in Science of Reading research and classroom applications.
- Teachers will reflect on how the science of reading philosophy and strategies can be applied specifically to their classrooms.
- Examine videos to observe science based reading comprehension strategies and reflect on how they can be used in their classrooms.
- Explore the Florida Reading Project's database of science based reading activities and discuss how they can be used in their classroom.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A, a student must…

- Complete all assigned readings, assignments, and discussion forums.
- Create an explicit vocabulary instructional plan and a comprehension lesson plan that includes high leverage, science based strategies and explain its effectiveness.
- Experiment with science based reading activities from a university research center, in their classroom and reflect on the results.
- Create a role play on how to cue/prompt children when they encounter an unknown word in the scientifically proven most effective way.

In order to earn a B, a student must

- Complete all assigned readings, assignments, and discussion forums.
- Create an explicit vocabulary instructional plan and a comprehension lesson plan that includes high leverage, science based strategies.
- Explore samples and reflect on science based reading activities from a university research center.
- Explain how to cue/prompt children when they encounter an unknown word in the scientifically proven most effective way.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, and e-mail.

Time Validation

Assignment	Time (hrs)
Block 1: Intro to the Science of Reading	
The Basics of the Science of Reading: read infographic, introduction, reflect on current reading practices, ask questions	2.00
Open Mind & Heart: attitude toward making changes, being professional, growing. Read 6 Commitments, and "Teachers Head and Mother's Heart" article to reflect on professional attitude and growth	2.00
The Simple View of Reading- a simple summary of reading comprehension, but difficult to apply, read about it and use it to analyze sample students reading strengths and weaknesses	2.00
Discussion: What have you learned so far? What questions do you have?	1.00
Block 2: The Science of Background Knowledge	
Language Comprehension- Why is background knowledge important? Read about and reflect on science based ways to build background knowledge and set students up for success in reading	2.00
Content area reading and background knowledge- read an article and analyze the connection and shift from past reading practice, and how content area reading and background knowledge can be integrated	2.00
6 Shift Book- classroom applications and instructional routines to build background knowledge. What can you do in your classroom to build background knowledge?	2.00
Discussion: Explore and evaluate Florida Reading Project activities- browse, analyze and evaluate activities and resources about background knowledge, grade level specific, and reflect on it	1.00
Build background knowledge by creating an interactive text experience plan that teachers can use in their classroom	2.00
Block 3: The Science of Reading Comprehension and Vocabulary	
Comprehension Strategies- read articles, watch a video and choose a strategy, explaining how you will use it, try it out and reflect on it	2.00
Vocabulary- read a blog about effective vocabulary instruction and the layers of science based classroom practices	2.00
Create an explicit vocabulary lesson plan that teachers can use in your classroom	2.00
Discussion: Explore and evaluate Florida Reading Project vocabulary activities and resources, pick one, try it out in your classroom and reflect on it	1.00
Block 4: The Science of Decoding	
Untangle confusion: read a blog and untangle confusion between phonemic awareness and phonics, examine how these skills can effectively be practiced, and analyze dos and don'ts	2.00
Embed meaning into decoding instruction: examine 10 easy ways to do this in the classroom by reading a blog	2.00
Strategies to teach multisyllabic word reading: read a blog and watch videos, choose ideas that you can use in your classroom and reflect on them	2.00

Morphology: read a blog. What is it? How to teach it? Plan an explicit instruction lesson plan to use in your classroom.	2.00
Discussion: Explore Florida Reading Project phonemic awareness, phonics, syllabification and morphology activities and resources, pick one, try it out in your classroom and reflect on it	1.00
Block 5: The Science of High Frequency Words, Cuing, Independent Work and Fluency	
High Frequency Words vs. Sight Words: what is the difference and how to teach them, read a blog and choose words to teach to your students	2.00
3 Cueing System: read an article and watch a video to learn the latest shift in prompting students to solve unknown words, teachers will create a role-play/dialogue practicing how to prompt common errors their students make	2.00
Decodable Texts: read a blog about the shift in text our students read to practice and learn. Examine and reflect on decodable text examples	2.00
Choose an independent activity and a partner activity to learn about, reflect on and use as a part of your classroom science based reading routine	2.00
The Science of Fluency- learn about instructional routines for students to practice reading smoothly so their minds can be free to comprehend the text and understand the shift from "round robin reading" which is proven to be an ineffective strategy	2.00
Discussion: explore Florida Reading Project fluency activities and reflect on one to use in your classroom	1.00
Graduate Assignment: Choose 3 Science of Reading "shifts". Explain why they are effective and what instructional strategies/routines you will use in your classroom to carry them out.	2.00
Total Time	**45.00**