

Foundations of Literacy: Beginning Reading™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Foundations of Literacy: Beginning Reading™ Online explores the components of early reading as defined by the National Reading Panel and the International Reading Association.

Participants will build a knowledge base, including a portfolio of teaching strategies, for each component and then apply that knowledge in a classroom setting. Several modules will include brief discussions on compatible informal assessments. At the end of the course participants will construct a final capstone lesson plan that incorporates each early reading component for use in the classroom.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Explain the theories of language development and relate specific examples from his or her own experience to those theories.
2. Articulate the role of the family in language development.

3. Define the components of reading as stated by the National Reading Panel and the International Reading Association.
4. Articulate the levels of phonological awareness and develop strategies for each level.
5. Differentiate between phonological awareness and phonics.
6. Develop strategies for teaching phonics using three different approaches: synthetic, analytic, and decoding by analogy.
7. Develop and use appropriate lesson plan materials.
8. Develop strategies to enhance students' sight word vocabulary, analysis skills, and use of context clues and dictionaries for word identification.
9. Explain schema theory and transactive theory and their relationships to reading.
10. Compose lists of vocabulary words from both narrative and expository texts and apply strategies to teach those vocabulary words to students.
11. Articulate the components of fluency and how fluency or the lack thereof influences comprehension.
12. Develop strategies to enhance students' fluency.
13. Articulate how word identification skills, vocabulary, and fluency affect comprehension.
14. Choose appropriate visual organizers and other strategies to enhance comprehension in both narrative and expository text.
15. Develop a lesson plan for a literature selection, either narrative or expository text that includes word identification skills, background information and vocabulary, fluency, and comprehension and motivation strategies.
16. Articulate how all the components of reading affect motivation and vice versa.
17. Develop formal and informal assessments of literacy skills.
18. Generalize this course content to reflect how its skills, strategies, and knowledge meet the needs of multicultural and diverse populations within classrooms.
19. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills of this course.

20. Work collaboratively to refine understanding of content, give and receive feedback, improve expertise, and share knowledge, skills, and experiences.

Course Topical Outline

	List of Concepts
Language Development and Components of Reading	Theories of language development, including nativist, behaviorist, constructivist, Halliday’s Theory; role of the family in language development; connections between language development and reading; research from National Reading Panel and International Reading Association.
Phonological Awareness	Phonological awareness; the five levels of phonological awareness; teaching phonological awareness; assessing phonological awareness.
Decoding Words Using Phonics	Phonics and why it is taught; three approaches to teaching phonics: synthetic, analytic, and decoding by analogy or onset and rime; phonics generalizations; strategies for developing phonics skills; assessing phonics skills.
Sight Words and Context Clues	Sight words; two major lists of sight words: Fry list and Dolch list; strategies to develop students’ sight word vocabulary; other word identification skills, including context clues, structural analysis, and dictionary use.
Comprehension	Schema theory; transactive theory of reading; connection of schema theory and transactive theory to reading; features of narrative text; strategies to develop comprehension of narrative text; different types of vocabulary words; strategies to increase students’ vocabularies.

Comprehension of Expository Text	Difficulties associated with expository text; strategies to help with comprehension of expository text; assessing students' comprehension of text.
Fluency and Motivation	Components of fluency; strategies to develop fluency; materials for developing fluency; how word identification, vocabulary, fluency, and comprehension affect motivation and vice versa.
Putting it All Together	Final lesson plan that includes applying strategies from each module and course reflection.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 830 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: Language Development and Components of Reading	65	1, 2, 3, 13, 18, 19, 20
Module 2: Phonological Awareness	75	3, 4, 17, 18, 19, 20
Module 3: Decoding Words Using Phonics	75	5, 6, 17, 18, 19, 20
Module 4: Sight Words Using Context Clues	105	7, 8, 17, 18, 19, 20
Module 5: Comprehension	100	6, 8, 9, 14, 18, 19, 20

Module 6: Comprehension of Expository Text	60	10, 11, 14, 17, 18, 19, 20
Module 7: Fluency and Motivation	60	11, 12, 14, 17, 18, 19, 20
Module 8: Putting it All Together	135	15, 16, 17, 18, 19, 20
Course Project	155	1, 18, 19, 20
Final Course Portfolio Total	830	

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Additional Information

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