



**University of Stevens Point- Graduate Education Program**  
**Syllabus for EDUC 718 Core Components of Teaching Reading**  
Fall Semester 2023

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**Office hours:** Mondays: 11:30am - 2:00pm (in person or virtual using link below)

Tuesdays: 1:00pm - 5:00pm (in person or virtual using link below)

Wednesdays: 10:00am - 11:30am

1:00pm - 3:00pm (in person or virtual using link below)

Thursdays: [virtual appointments available](#)

Fridays: [virtual appointments available](#)

### **I. Course Description**

Critical analysis of the reading process, including word recognition, vocabulary, comprehension study strategies and classroom organization for elementary/secondary school. Application in the classroom setting. Satisfies state mandate for phonics. (3-credit hours)

### **II. Course Format & Structure**

This asynchronous course will primarily be delivered through Canvas. You will use your UWSP account to login to the course from [www.uwsp.edu/canvas](http://www.uwsp.edu/canvas). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so. The course is divided up into the following four modules:

- **Module 1** (September 5-September 24): *Phonological Awareness*
- **Module 2** (September 25-October 22): *Phonics*
- **Module 3** (October 23-November 5): *Fluency*
- **Module 4** (November 6-November 21): *Vocabulary*
- **Module 5** (November 27-December 15): *Comprehension*

### **III. Attendance**

While this is an asynchronous course, the course has been designed to offer multiple opportunities for engagement via Zoom. Specifically, there is required:

- collaboration with a professional learning community (PLC) to discuss and apply course readings pertaining to reading assessment and instruction. PLC groups will be determined in Week 1 of the course. You will work your PLC throughout the semester. The meeting dates will be determined by your team but there are specific assignments that will be required to be submitted into Canvas at the end of each module. PLC members will also support each other through the process of assessing and instructing their case study focus students.
- communication via an RSVP related to attendance of an optional discussion meeting. The RSVP must be completed during week one of each module (i.e., Sept. 8, Sept. 29, Oct. 27, Nov. 10, and Dec. 1). Within the RSVP, you will be required to document any questions and/or items you would like to discuss. The optional meetings will take place



- during week two of each module (i.e., Sept. 14, Oct. 5, Nov. 2, Nov. 16, and Dec. 7 from 4:30-5:00 pm – specific dates/times to be determined during Week 1 of the term).
- completion of assessments and related lessons with a mini-case study focus student.

#### IV. Required Online Resource (free web-based resource)

During each module, you will work on completing self-paced modules from the Reading Rockets website.

- Reading Rockets. (2022). *Reading 101: A guide to teaching reading and writing*. WETA Public Broadcasting.  
<https://www.readingrockets.org/teaching/reading101-course/modules/course-modules>

#### V. Required Textbook

During weeks 1-2 of each module, you will complete weekly readings (i.e., book chapters and/or articles) prior to meeting with your PLC. The course textbook is:

- Honig, B. Diamond, L., Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd. ed.) Consortium of Reaching Excellence in Education (CORE), Inc.

#### VI. Required Reading Assessments

The following assessment resources will be referred to within your course modules and can be accessed online/or on Canvas:

- Alonzo, J., Tindal, G., Ulmer, K., & Glasgow, A. (2006). *EasyCBM® online progress monitoring assessment system: Teacher lite account*. <http://easycbm.com>. University of Oregon, Behavioral Research and Teaching.
- Diamond, L., & Thorsnes, B.J. (2018). *Assessing reading: Multiple measures*. Consortium of Reaching Excellence in Education (CORE), Inc.

#### VII. Course Technology Requirements

This course requires that student computers and internet capacities have [minimum recommended computer and internet configurations for Canvas](#). Also, student computers must have access to a webcam, microphone, printer, and a stable internet connection that does not rely on cellular.

#### VIII. UWSP Technology Support

Graduate students have the following technology support available to them:

- <https://www3.uwsp.edu/tlc/online-learning-resources/Pages/technology.aspx>
- IT Service Desk: [Service Desk - Information Technology | UWSP](#)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

#### IX. Protecting your Data and Privacy

To protect your data and privacy you will want to consider the following:

- UW-System approved tools that meet security, privacy, and data protection standards can be found here: <https://www.wisconsin.edu/dle/external-application-integration-requests/>  
Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.



- Steps to protect your data and privacy include: a) Use different usernames and passwords for each service you use; b) do not use your UWSP username and password for any other services; c) use secure versions of websites whenever possible (HTTPS instead of HTTP); and d) have updated antivirus software installed on your devices.

### X. Technology: Canvas Support

Students are encouraged to use the self-paced [Online Student Orientation](#) tool to become informed about the application of the online coursework. Click on the help button in the global (left) navigation menu and you will be offered options that are available. Please see the table below for support options:

Support Options	Explanations
Ask your Instructor a Question Submit a question to your instructor	Use "Ask Your Instructor a Question" sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live chat with Canvas support 24x7!	Chatting with Canvas Support (Student) will initiate a text chat with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via Email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via Phone Find the number for our institution	Calling the Canvas number will let Canvas know that you're from UWSP; a phone option is available 24/7.
Search the Canvas Guides Find the answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides.
Submit an idea to Improve Canvas Share suggestions to improve platform	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

### XI. Student Expectations

Successful completion of this course requires students to:

- communicate via email.
- complete basic internet and library searches.
- download and upload documents to Canvas.
- participate in collaborative asynchronous and synchronous discussions.
- support a case study student through relevant literacy assessment and instruction.
- complete online five modules including readings, viewing videos, and taking quizzes.
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**XII. UWSP School of Education Dispositions Model**

All course policies align to the UWSP School of Education’s expectations. The School of Education has adopted [a model of the dispositions](#) that we expect from our students and graduates. It is not expected that you are at the "mastering" level in your dispositions (yet!). Instead, we will refer to the dispositions for individual self-evaluation, professional growth, and goal setting.

**XIII. “Netiquette”**

Your instructor and peers wish to foster a safe online learning environment. Following “netiquette” guidelines helps us develop digital learning environments in which people feel safe and respected. All opinions and experiences must be respected in the tolerant spirit of academic discourse. The following “netiquette” tips (Mintu-Wismatt et al., 2010; Shea, 1994) will enhance the learning experience for everyone in the course:

- Welcome all students in the discussion.
- Do not use offensive language.
- Present ideas appropriately.
- Be aware of Internet language (e.g., all UPPERCASE LETTERS indicate shouting).
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overuse.
- Avoid using vernacular and/or slang language.
- Respect all oral and written forms of communication.
- Share tips with other students.
- Keep an “open-mind” and be willing to respect minority opinions.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Use research and experiences to support your coursework communication.
- Cite your sources.

**XIV. Course Learning Objectives (CLOs)**

With the completion of EDUC 718, each class member will be able to:

- **CLO #1)** Explain the major foundational reading skills.
- **CLO #2)** Relate how each of the major foundational reading skills contributes to the reading process.
- **CLO #3)** Apply a variety of research and evidence-based literacy assessment instruments to identify a student’s strengths and needs in foundational reading skills.
- **CLO #4)** Plan explicit reading instruction including goals, materials, differentiated learning activities, and assessments to plan instruction that meets an individual learner’s needs.

**XV. Assignments**

The CLOs will be assessed by the assignments listed below:

Assignments	Points
<i>Reading Rockets Modules</i>	95 pts.
<i>Discussions</i>	25 pts.



<i>5-Pillars Study Guides</i>	75 pts.
<i>EDUC 718 Check for Understanding quizzes</i>	50 pts.
<i>Mini Case Study: Part 1 Reading Assessments</i>	45 pts.
<i>Mini Case Study: Part 2 Reading Instruction</i>	45 pts.
<b>Total Points Possible</b>	335 pts.

## XVI. Grading Policy

All assignments for this course will be submitted electronically in Canvas by the given due date. Rubrics for each assignment will be included within Canvas. All written work should adhere to the most recent APA Manuscript Format unless otherwise directed. Performance in class will be evaluated based on the following:

- **Reading Rockets Modules** (due: Sept. 10, Sept. 17, Oct. 1, Oct. 8, Oct. 15, Oct. 29, Nov. 12, Nov. 19, & Dec. 3): In order to most effectively assess and support literacy advancement, teachers must have a solid understanding of the building blocks of teaching and assessing reading and writing. Therefore, this assignment requires the successful completion of nine specific literacy modules. For full credit, you must complete the module and associated assignment as well as the completion letter for each module.
- **Discussions** (due: Sept. 8, Sept 10, Sept. 29, Oct. 27, Nov. 10, & Dec. 1): To elevate understanding, you will submit an “RSVP” discussion post during week one of each module. Within your post, you will use sentence stems to request topics and/or questions to be discussed at our optional (but highly encouraged!) meetings. The optional meetings will occur during week two of each module (i.e., Sept. 14, Oct. 5, Nov. 2, Nov. 16, and Dec. 7 from 4:30-5:00 pm – specific dates / times to be determined during Week 1 of the semester).
- **EDUC 718 Check for Understanding quizzes** (due: Sept. 17, Sept. 24, Oct. 8, Oct. 15, Oct. 29, Nov. 5, Nov. 19, Nov. 26, Dec. 10, & Dec. 15): The quizzes are designed as both a practice activity and knowledge check during weeks two and three of each module so you can gauge your understanding of the content. Each question is written in a multiple-choice format where you will be asked to select the best answer. You are allowed multiple attempts on the tests and will be awarded your highest score. I encourage you to complete the quizzes multiple times, so you earn full credit, and expand your knowledge of the core components of reading.
- **EDUC 718 Readings/Viewings**: The texts selected for this course aim to enhance your knowledge of effective reading assessment and instruction practices as well as the enrichment of pedagogical beliefs. The texts will be listed in Canvas. You should arrive at each PLC meeting with your agreed-upon texts completed and be prepared to share ideas.
- **Discussions with PLC & Completion of a Study Guide for Each Pillar of Reading** (due: Sept. 25, Oct.16, Nov. 6, Nov. 27, & Dec. 18): The work with your PLC offers you collaborative practice with the support of your peers. Specifically, you will complete a three-part study guide for each module. The study guides will represent your collective knowledge about each topic acquired through your readings and collaboration. Each individual must submit their study guides in Canvas by the end of each module.
- **EDUC 718 Mini-Case Study**
  - **Part 1 Reading Assessments** (due: Dec. 3): The initial report offers you an opportunity to demonstrate your awareness of evaluating reading. Following receiving permission from the case study focus student’s parents/caregivers, diagnostic literacy data must be collected from at least three instruments to identify a student’s reading strengths and needs to inform an instructional plan. Using your gained knowledge of reading assessment and instruction, you will write commentary to describe, demonstrate, and



support your choice of reading assessments which you will later use to inform instruction. The WI Department of Public Instruction (DPI) requires candidates to earn an 80% or higher on this task. Students are welcome to revise based on feedback.

- **Part 2 Reading Instruction** (due: Dec. 10): Students enrolled in EDUC 718 must plan and instruct three evidence-based lessons to support the student’s literacy progress. Each lesson must include lesson goals, description of formative assessment, materials, learning activity, commentary, and a post-lesson reflection.

**XVII. Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Percentage	Letter Grade	
93-100%	A	PROFICIENT
90-92%	A-	
87-89%	B+	
83-86%	B	
80-82%	B-	
77-79%	C+	Approaching Proficient
73-76%	C	
70-72%	C-	
67-69%	D+	Not there YET
63-66%	D	
60-62%	D-	
0-59%	F	Incomplete

**XVIII. Viewing Grades in Canvas**

The instructor will attempt to grade written work within a week of the assignment due date. However, written assignments may take longer to read and assess. The points received for graded activities will be posted in Canvas. You will see a visual indication of new grades on your home page under the link to the course. Click on the “Grades” link to view your points.

**XIX. Policy for Late Work & Revisions**

Assignments are due on the expected deadline stated in the syllabus. It is expected that all work be submitted in a timely manner. If you are unable to turn in an assignment by the deadline, you must contact your instructor prior to the deadline, and the instructor may allow extensions. Unless prior arrangements are made, late work may result in a zero. These parameters may be



adjusted on a case-by-case basis, insofar that students maintain continual contact regarding any or all extenuating circumstances.

## **XX. Absences due to Military Service**

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations/opportunities to make up exams or other course assignments that impact the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

## **XXI. Academic Honesty Policy & Procedures**

UWSP Student Academic Disciplinary Procedures include the following:

- **UWSP 14.01 Statement of Principles:** The board of regents, administrators, faculty, academic staff and students at the UW system believe that academic honesty and integrity are fundamental to the mission of higher education and of the UW system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for: honest completion and representation of their work; appropriate citation of sources; and for respect of others' academic endeavors. Students who violate these standards must be confronted and accept the consequences of their actions.
- **UWSP 14.03 Academic Misconduct Subject to Disciplinary Action:** Academic misconduct is an act in which a student: a) seeks to claim credit for the work or efforts of another without authorization or citation; b) uses unauthorized materials or fabricated data in any academic exercise; c) forges or falsified academic documents or records; d) intentionally impedes or damages the academic work of others; e) engages in conduct aimed at making false representation of a student's academic performance; or f) assists other students in any of these acts. Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

## **XXII. Clery Act**

The U.S. Department of Education requires universities to disclose and publish crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual





Security Report. Another requirement is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information, please see our [Jeanne Clery Act page](#).

### **XXIII. Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain a high degree of professionalism and integrity in your behavior in and out of the classroom.

### **XXIV. Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

### **XXV. Copyright Infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page here: <https://libraryguides.uwsp.edu/copyright?hs=a>

### **XXVI. Dropping UWSP Courses**

Students are responsible for understanding when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for registration dates. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours leaving you unable to attend class, or (2) documented and severe physical/mental illness/injury to you or your family.

### **XXVII. Drug Free Schools and Communities Act (DFSCA)**

The DFSCA requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances.

### **XXVIII. Emergency Procedures**

The following emergency procedures are to be followed on the UWSP campus:

- **Medical Emergency: Call 9-1-1** or use the campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim(s).
- **Tornado Warning:** Proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters. Avoid wide-span structures (e.g., gyms, pools, large rooms).
- **Fire alarm:** Evacuate the building in a calm manner. Meet at a logical location to meet 200 yards away from the building. Notify instructors or emergency personnel of any missing individuals.
- **Active Shooter: RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UWSP Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency responses.





**XXIX. Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

**XXX. Family Educational Rights and Privacy Act (FERPA)**

FERPA provides students with a right to protect, review, and correct their student records. University staff with an educational need may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll. Lecture materials and recordings for EDUC 747 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**XXXI. Help Resources**

Tutoring	Advising	Safety & Support	Health
Tutoring and Learning Center (018 Albertson Hall, ext. 3568) helps with Study Skills, Writing, Technology, Math, & Science.	Academic and Career Advising Center (320 Albertson Hall, ext. 3226) offers advising.	Dean of Students Office (212 Old Main, ext. 2611) offers safety and other general support.	Counseling Center (Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646) offers a range of health supports.

**XXXII. Inclusivity Statement**

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. My intent is that students from all diverse backgrounds and perspectives will be well-served by this course. This includes their learning needs being addressed both in and out of class with the diversity they



bring being viewed as a resource, strength, and benefit. Therefore, I intend to present materials and activities that are respectful of diversity (i.e., gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

### **XXXIII. Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if with an accepted petition. All incomplete course assignments must be completed within a time frame expected by the UWSP faculty.

### **XXXIV. Religion Accommodation**

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

### **XXXV. [Title IX](#)**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.



**XXXVI. Course Schedule, Topics/Activities, & Homework Assignments**

Please see Canvas for specific readings, discussion prompts, and other assignment details. This syllabus, along with course assignments and due dates, are subject to change. Each student is responsible to check Canvas for corrections or updates to the syllabus.

**Module 1 (September 4-September 24): *Phonological Awareness***

Week	Assignments
<p><b>Week 1</b> <b>Sept. 5- Sept. 10</b>  <i>Introduction to Phonological Awareness</i>  (CLO # 1 &amp; CLO #2)</p>	<ul style="list-style-type: none"> <li>❑ <b>Post</b> an introduction/bio video or message (INTRODUCTIONS: Early Memories of Reading in the Welcome section of our course shell).</li> <li>❑ <b>Post RSVP</b> for optional <i>Module 1 Zoom Discussion</i> (due: Sept. 8).</li> <li>❑ <b>Complete</b> <i>Print Awareness Module</i> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Print Awareness Assignment (Reading Rockets, n.d.) (due: Sept. 10).</li> <li>❑ <b>Establish</b> PLC &amp; determine meeting dates.</li> <li>❑ <b>Discuss</b> <i>Study Guide: Phonological Awareness (Part 1)</i> with PLC.</li> </ul>
<p><b>Week 2</b> <b>Sept. 11- Sept. 17</b>  <i>Assessing Phonological Awareness</i>  (CLO # 3)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing required texts.</li> <li>❑ <b>Complete</b> <i>Phonological &amp; Phonemic Awareness Module</i> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Phonological &amp; Phonemic Awareness Assignment (Reading Rockets, n.d.) (due: Sept. 17).</li> <li>❑ <b>Meet</b> with PLC               <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Phonological Awareness (Part 2)</i> with PLC.</li> <li>○ Discuss <i>Mini Case Study</i> expectations.</li> </ul> </li> <li>❑ <b>Complete</b> <i>Assessing Phonological Awareness</i> (due: Sept. 17).</li> </ul>
<p><b>Week 3</b> <b>Sept. 18- Sept. 24</b>  <i>Instructing Phonological Awareness</i>  (CLO #4)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing required texts.</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Phonological Awareness (Part 3)</i> with PLC.</li> </ul> </li> <li>❑ <b>Complete</b> <i>Instructing Phonological Awareness Check for Understanding</i> (due: Sept. 24).</li> <li>❑ <b>Submit</b> <i>Study Guide: Phonological Awareness</i> (due: Sept. 24)</li> <li>❑ <b>Identify a focus student for the mini case study.</b></li> </ul>



**Module 2 (September 25- October 15): Phonics**

Week	Assignments
<p><b>Week 1</b> <b>Sept. 25 – Oct. 1</b> <i>Introduction to Phonics</i> (CLO # 1 &amp; CLO #2)</p>	<ul style="list-style-type: none"> <li>❑ <b>Post RSVP</b> for optional <i>Module 2 Zoom Discussion</i> (due: Sept. 29).</li> <li>❑ <b>Complete</b> <i>Phonics Module</i> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Phonics Assignment (Reading Rockets, n.d.) (due: Oct. 1).</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Phonics</i> (Part 1).</li> </ul> </li> <li>❑ <b>Establish</b> dates to work with the focus student and <b>obtain</b> permission from their parent(s)/caregiver(s).</li> </ul>
<p><b>Week 2</b> <b>Oct. 2 – Oct. 8</b> <i>Assessing Phonics</i> (CLO # 3)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Complete</b> <i>Spelling Module</i> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Spelling Assignment (Reading Rockets, n.d.) (due: Oct. 8).</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Phonics</i> (Part 2) with PLC.</li> <li>○ <b>Discuss</b> selected assessments for mini case study.</li> </ul> </li> <li>❑ <b>Complete</b> <i>Assessing Phonics Check for Understanding</i> (due: Oct. 8).</li> <li>❑ <b>Begin</b> proctoring phonological awareness and/or phonics assessments to your focus student.</li> </ul>
<p><b>Week 3</b> <b>Oct. 9 – Oct. 15</b> <i>Instructing Phonics</i> (CLO #4)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Phonics</i> (Part 3) with PLC.</li> <li>○ <b>Offer</b> peer support related to analyzing reading data of focus students and planning relevant instruction.</li> </ul> </li> <li>❑ <b>Complete</b> <i>Instructing Phonics Check for Understanding</i> (due: Oct. 15).</li> <li>❑ <b>Submit</b> <i>Study Guide: Phonics</i> (due: Oct. 15).</li> <li>❑ <b>Plan</b> and/or instruct lessons for your focus student.</li> </ul>



**Module 3 (October 16 - November 5): *Fluency***

Week	Assignments
<p style="text-align: center;"><b>Week 1</b></p> <p style="text-align: center;"><b>Oct. 16 – Oct. 22</b></p> <p style="text-align: center;"><i>Introduction to Fluency</i></p> <p style="text-align: center;">(CLO # 1 &amp; CLO #2)</p>	<ul style="list-style-type: none"> <li>❑ <b>Post RSVP</b> for optional <i>Module 3 Zoom Discussion</i> (due: Oct. 20).</li> <li>❑ <b>Complete <i>Fluency Module</i></b> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit <i>Letter of Completion</i></b> for Reading Rockets Fluency Assignment (Reading Rockets, n.d.) (due: Oct. 22).</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss <i>Study Guide: Fluency</i></b> (Part 1) with PLC.</li> <li>○ <b>Offer</b> peer support related to analyzing reading data of focus students and planning relevant instruction.</li> </ul> </li> <li>❑ <b>Plan and/or instruct</b> lesson(s) for focus student</li> </ul>
<p style="text-align: center;"><b>Week 2</b></p> <p style="text-align: center;"><b>Oct. 23 - Oct. 29</b></p> <p style="text-align: center;"><i>Assessing Fluency</i></p> <p style="text-align: center;">(CLO #3)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Complete <i>Writing Module</i></b> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Writing Assignment (Reading Rockets, n.d.) (due: Oct. 29).</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss <i>Study Guide: Fluency</i></b> (Part 2) with PLC.</li> <li>○ <b>Discuss</b> mini case study.</li> </ul> </li> <li>❑ <b>Complete <i>Assessing Fluency Check for Understanding</i></b> (due: Oct. 29).</li> </ul>
<p style="text-align: center;"><b>Week 3</b></p> <p style="text-align: center;"><b>Oct. 30 – Nov. 5</b></p> <p style="text-align: center;"><i>Instructing Fluency</i></p> <p style="text-align: center;">(CLO #4)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss <i>Study Guide: Fluency</i></b> (Part 3) with PLC.</li> <li>○ <b>Offer</b> peer support related to analyzing reading data of focus students and planning relevant instruction.</li> </ul> </li> <li>❑ <b>Complete <i>Instructing Fluency Check for Understanding</i></b> (due: Nov. 5).</li> <li>❑ <b>Submit <i>Study Guide: Fluency</i></b> (due: Nov. 5).</li> <li>❑ <b>Plan and/or instruct</b> lesson(s) for your focus student.</li> </ul>



**Module 4 (November 6 - November 26): Vocabulary**

Week	Assignments
<p style="text-align: center;"><b>Week 1</b> <b>Nov. 6 – Nov. 12</b> <i>Introduction to Vocabulary</i>  (CLO # 1 &amp; CLO #2)</p>	<ul style="list-style-type: none"> <li>❑ <b>Post RSVP</b> for optional <i>Module 4 Zoom Discussion</i> (due: Nov. 10).</li> <li>❑ <b>Complete Vocabulary Module</b> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Vocabulary Assignment (Reading Rockets, n.d.) (due: Nov. 12).</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss Study Guide: Vocabulary</b> (Part 1) with PLC.</li> <li>○ <b>Discuss</b> and offer support on lesson plans for identified focus students.</li> </ul> </li> <li>❑ <b>Plan and/or instruct</b> lesson(s) for your focus student.</li> </ul>
<p style="text-align: center;"><b>Week 2</b> <b>Nov. 13 – Nov. 19</b> <i>Assessing Vocabulary</i>  (CLO # 3)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Complete Assessment Module</b> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Assessment Assignment (Reading Rockets, n.d.) (due: Nov. 19).</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss Study Guide: Vocabulary</b> (Part 2).</li> <li>○ <b>Discuss</b> and offer support on lesson plans for identified focus students.</li> </ul> </li> <li>❑ <b>Complete Assessing Vocabulary Check for Understanding</b> (due: Nov. 19).</li> </ul>
<p style="text-align: center;"><b>Week 3</b> <b>Nov. 20 – Nov. 26</b> <i>Instructing Vocabulary</i>  (CLO # 4)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Complete Instructing Vocabulary Check for Understanding</b> (due: Nov. 26).</li> <li>❑ <b>Submit Study Guide: Vocabulary</b> (due: Nov. 26).</li> </ul>





**Module 5 (November 27- December 15): *Comprehension***

Week	Assignments
<p><b>Week 1</b> <b>Nov. 27 – Dec. 3</b>  <i>Introduction to Comprehension</i>  (CLO # 1 &amp; CLO #2)</p>	<ul style="list-style-type: none"> <li>❑ <b>Post RSVP</b> for optional <i>Module 5 Zoom Discussion</i> (due: Dec. 1).</li> <li>❑ <b>Complete</b> <i>Comprehension Module</i> (Reading Rockets, n.d.).</li> <li>❑ <b>Submit</b> Reading Rockets Comprehension Assignment (Reading Rockets, n.d.) (due: Dec. 3).</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Comprehension</i> (Part 1) with PLC.</li> </ul> </li> <li>❑ <b>Submit</b> <i>Mini Case Study: Part 1 Reading Assessments</i> (due: Dec. 3).</li> </ul>
<p><b>Week 2</b> <b>Dec. 4 – Dec. 10</b>  <i>Assessing Comprehension</i>  (CLO # 3)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Comprehension</i> (Part 2) with PLC.</li> </ul> </li> <li>❑ <b>Complete</b> <i>Assessing Comprehension Check for Understanding</i> (due: Dec. 10).</li> <li>❑ <b>Submit</b> <i>Mini Case Study: Part 2 Reading Instruction</i> (due: Dec. 10).</li> </ul>
<p><b>Week 3</b> <b>Dec. 11 – Dec. 15</b>  <i>Instructing Comprehension</i>  (CLO # 4)</p>	<ul style="list-style-type: none"> <li>❑ <b>Complete</b> reading and/or viewing resources listed in Canvas.</li> <li>❑ <b>Meet with PLC</b> <ul style="list-style-type: none"> <li>○ <b>Discuss</b> <i>Study Guide: Comprehension</i> (Part 3) with PLC</li> </ul> </li> <li>❑ <b>Complete</b> <i>Instructing Comprehension Check for Understanding</i> (due: Dec. 15).</li> <li>❑ <b>Submit</b> <i>Literacy Foundations Collection: Comprehension</i> (due: Dec. 15).</li> </ul>
<p><b>FINAL: Due 12/22/23</b></p>	<ul style="list-style-type: none"> <li>❑ <b>Synthesis of Learning (due: Dec. 22)</b></li> </ul>