



SED 607: Language/Literacy Basics

Course Outline

Course Description

Using research-based theories, methods, and strategies designed for students with disabilities, **aligned with CA-CCSS and the California ELA/ELD framework**, Education Specialist candidates will learn to assess, instruct, and provide interventions for foundational listening, speaking, reading, writing, and language for all learners in the PK-12 classrooms. Candidates will also learn about the Science of Reading including use of structured literacy instruction. Skills covered will include focus on foundational literacy including phonological awareness, decoding, morphology, fluency, encoding, and comprehension.

Course Learning Outcomes

1. Investigate multisensory teaching strategies that build foundational skills such as phonemic and phonological awareness, concepts of print, alphabetic principles and decoding.
2. Integrate knowledge of language development into instruction for all learners, including English Learners, with varying levels of language proficiency and differences.
3. Examine key components of evidence-based literacy and language instruction (reading, writing, speaking, listening, viewing, and observing) for all learners.
4. Analyze a battery of literacy assessments situated within the socio-cultural and linguistic content and appropriate developmental capabilities and needs of each learner to develop appropriate language/literary goals within the IEPs for learners with MMSN and/or ESN.
5. Utilize comprehensive learner profile data for instructional planning to develop and attain short and long-term goals for language development, phonological awareness, decoding, vocabulary, fluency, listening and reading comprehension.

Introduction

Welcome to SED607: Language/Literacy Basics. The course content will provide you with the building blocks for teaching reading. This course is embedded with practical reading assignments and applications.

During this course, you will review all domain areas of reading instruction, including the science of reading and structured literacy, as well as assessments used for screening, progress monitoring and diagnostic assessments, to support reading instruction, instructional planning, and Individual Education Plan (IEP) goal development regarding foundational literacy.

Some of the concepts and topics covered in this course include:

- Review the domains of reading for all students.
- Analyze literacy assessments and implement research based instructional strategies.
- Examine multisensory strategies for teaching reading.
- Determine various literacy skills required by students with special needs and develop appropriate instructional goals.
- Complete fieldwork experience including administering assessment and classroom observation.
- Develop an instructional lesson plan based on student present levels and model/teach the lesson developed.

By completing the work in this course, particularly the Signature Assignment, which is worked on in Modules 2, 3, and 4, you will be able to administer appropriate assessments, analyze, and use assessment data to design effective explicit instruction and create appropriate IEP goals in foundational literacy.

Remember that your instructor is here to support your success, as is an entire team on the other side of your screen. Let us know how we can help. If you have any questions as you move through the course, please contact the instructor. For any problems with course access, please contact technical support.

I would like to leave you with one more important thought. Being an effective reading teacher takes time, and this course is the beginning of your journey. You will need to keep a growth mindset when learning and applying that knowledge in reading instruction to support your students.

There is a lot to do, so let's get started!

Module 1: Language Development and Foundational Skills

Module 1 Introduction

This week, you will focus on early language development, foundational reading skills, decoding strategies, and English learners (ELs), particularly in the context of acquiring English and learning to read. The goal is to deepen your understanding of language development and the foundational skills essential for reading success. Additionally, you will explore the role of assessment in developing differentiated and equitable instruction.

Required Reading and Video Content:

1. O'Connor, R. E. (2014). *Teaching word recognition* (2nd ed.). Guilford Publications.
Use this library link <https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1715302>
 - Chapter 1: In the Beginning: Oral Language and Learning to Read Words
 - Chapter 2: Phonemic Awareness
 - Chapter 3: The Alphabetic Principle
2. Read Naturally. (n.d.). *Foundational reading skills*. <https://www.readnaturally.com/article/foundational-reading-skills-white-paper>
 - i. pages 3-10; 12-13
3. Institute of Education Science. (2020). *Foundations in emergent literacy instruction: Snapshot series* [Review of *Foundations in Emergent Literacy Instruction: Snapshot Series*]. Institute of Education Science. <https://ies.ed.gov/rel-southeast/2025/01/infographic-5> [5pp]
 - This snapshot series focuses on four key emergent literacy building blocks and highlights evidence-based instructional strategies that support children's development in these areas.
4. **California Department of Education.** (2017). *California Dyslexia Guidelines*.
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
 - This resource will support your completion of the Literacy Graphic Organizer Assignment.
 - Chapters 1, & 4 [12pp]
5. **California Department of Education.** (2013). *California common core state standards english language arts & literacy in history/social studies, science, and technical subjects*. <https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>

- This resource will support your completion of the Literacy Graphic Organizer Assignment.
 - Introduction pp. 7-14,
 - Standards K-5 pp. 15-49
6. **English Language Development Standards.** (2012). *California Kindergarten Through Grade 12.*
<https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf>
- This resource will support your completion of the Literacy Graphic Organizer Assignment.
 - Chapter 3 pp. 34-129
 - Chapter 6 pp. 187-195
7. **ELA/ELD Framework** Published by the California Department of Education Sacramento, CA. (2014).
<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf>
- Chapter 9: Access and Equity pp. 888-895 & 920-929 [59pp]

Optional Resources

- Institute of Education Sciences. (2016). *Educator's Practice Guide: A set of recommendations to address challenges in classrooms and schools WHAT WORKS CLEARINGHOUSE™ Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* NCEE 2016-4008 U.S. DEPARTMENT OF EDUCATION. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf
- The goal of this practice guide is to offer educators specific, evidence-based recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. [PDF also located in [Module 1 Resources](#)]
- Friedberg, C. (n.d.). *Understanding academic language and its connection to school success*. Retrieved March 7, 2025 from https://na.eventscloud.com/file_uploads/a1e40276a9de991e6639d99fb51ea96b_AcademicLanguageWhitePaperFINAL.pdf [6pp]
- California Department of Education. (2017). California Dyslexia Guidelines.**
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
- This resource will support your completion of the Literacy Graphic Organizer Assignment.
 - Appendix A and Glossary

Videos

- CECE Early Childhood Videos at Eastern CT State U. (2021, March 18). *Supporting oral language development in a language rich environment* [Video]. YouTube. [www.youtube.com. https://www.youtube.com/watch?v=XJpKkKq2kik](https://www.youtube.com/watch?v=XJpKkKq2kik) [9:32m] in Lesson 1
- 3 ALPHABETIC PRINCIPLES VIDEOS EMBEDDED IN LESSON 4** [37m total]

- [What Is The Alphabetic Principle?](#)
- [The Magic of the Alphabetic Principle](#)
- [The Alphabetic Principle: 5 Big ideas of Early Literacy](#)

WestEd. (2025). *Letters and sounds - The doing what works library*. Wested.org. <https://dwwlibrary.wested.org/resources/403> [2:35m] in Lesson 4

- Watch this kindergarten teacher demonstrate an effective classroom activity for teaching phonemic awareness, including a brief lesson on letter-sound correspondence.

Reading Rockets. (2019, Aug. 16). *Letter names with Reese, Kindergartener* [Video]. YouTube. <https://youtu.be/VKN3oJVBvEw?si=-XW6C9D9v--4mGZd> [15:44 m] in Lesson 4

Reading Rockets. (2019, Aug 16). *Blending sounds in syllables with Autumn, Kindergartner* [Video] YouTube. <https://youtu.be/HFw9cEEXjLE?si=TurrTtiuZGsSfiA8> [12:34m] in lesson 2

These are your Module 1 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Review Lesson 1: Language Development, Lesson 2: Phonological Awareness, Lesson 3: Phonemic Awareness, and Lesson 4: Concepts of Print and Alphabetic Principle.
- Participate in Discussion 1: Describe Strategies for Oral Language development
- Complete Assignment 1: Weekly Collaborate, Assignment 2: Complete the Literacy Graphic Organizer, and Assignment 3: Administer the Yopp Singer Assessment.

Lessons

Lesson 1: Language Development: <https://rise.articulate.com/share/2u4KkNIoMUI-R9j-x3PNMAGKSLyVr8ia>

Lesson 2: Phonological Awareness: https://rise.articulate.com/share/c_VR-mBRHpFQTIFt7TPLYulpcsB1LtAS

Lesson 3: Phonemic Awareness: <https://rise.articulate.com/share/fPVR1-qBk0vhvyGSCm5x9q2Wfd8oGO6a>

Lesson 4: Concepts of Print and Alphabetic Principle: <https://rise.articulate.com/share/RPIQd8RMtgOnNeLPWqtW2rGqz7D6X134>

Learning Activity 1 – Phonological Awareness, Phonemic Awareness vs. Phonics

(CLO: #1)

Instructions

Watch the [video](#) on phonological awareness, phonemic awareness, and phonics, then complete the matching activity for phonological awareness, phonemic awareness, and phonics.

Grading

This learning activity is ungraded and is due by [Sunday].

Sample Matching Quiz from Chat GPT:

Phonological Awareness, Phonemic Awareness, and Phonics Matching Quiz

Match the term or concept in Column A with the correct description in Column B.

Column A	Column B
1. Phonological Awareness	A. Individual sounds in words
2. Phonemic Awareness	B. Letter-sound correspondence
3. Onset	C. Larger units of sound in words
4. Rhyme	D. Beginning consonant sound or cluster
5. Phonics	E. Ending vowel and closing consonant sound
6. Syllabication	F. Combining individual sounds
7. Phoneme Isolation	G. Breaking words into syllable sounds

8. Phoneme Blending
9. Phoneme Substitution
10. Decoding

- H. Identifying individual sounds in words
- I. Changing one sound in a word
- J. Using rules to assign sounds to letters

Assignment 1: Weekly Collaborate

(CLO: #1) 2 points

Instructions

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

1. Attending live sessions with the instructor.
2. Responding to questions/prompts via chat or using voice technology.
3. Demonstrating collaboration and being respectful of colleagues' and instructors' opinions and ideas.
4. Typing in a short (2 sentence) "aha" moment about something that struck you as important or something new you want to learn more about. Ask any questions you still have about the content in Module 1.

Participation via the Recording includes:

If you are unable to attend the live session on the assigned date do the following,

- View the recorded session.
- Write a half-page reflection paper including responses to all the questions and prompts posed by the instructor, a summary of the big ideas you gleaned because of the discussion, your opinions, questions, and what you learned from the session.

Grading

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week. (2 points)

Discussion 1: Describe Strategies for Oral Language Development (CLO: 1,2)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a “curiosity score” which is calculated based on the depth of thought put into a discussion post, strength of sources used in the post, formatting, and clarity of the post. This is important to note because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review the Module 1 resources and content information as well as the resources *linked below* to inform your discussion post. Be sure to cite all sources used in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of enhancing children's verbalizations during the school day.
3. **Contextualize Your Question:** Provide a description of your question and outline four strategies you could use to foster oral language development in your classroom daily. Note: Keep an eye on your Curiosity Score! You need a minimum of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*.

Resources:

Use the required Module 1 resources as well as the **optional** resources below:

- Emergent Literacy Instruction [Discussion 1 resources](#) [PDF from SP]
- Language Based Reading Difficulties [Discussion 1 resources](#) [PDF from SP]
- Foundational Skills to Support Reading for Understanding in Kindergarten through Third Grade [Discussion 1 resources](#) [PDF from SP]

Peer Response Guidance:

When responding to a peer you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 4 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. Reply posts are due by **Sunday at 11:59 p.m. (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Assignment 2: Complete the Literacy Graphic Organizer [Go React]

(CLO: 1)

Overview

In Modules 1 and 2, you will complete a literacy graphic organizer in a small group (collaboratively) and upload videos using GoReact individually. You will continue to acquire methods to assess, organize, and utilize evidence-based instruction to help all students learn. You are also learning to highlight aspects of reading and writing instruction in ways that will help you become more proficient in assessment and instruction. Your goal is to have all columns completely addressed with samples and definitions.

You will need to individually upload a video modeling one of the activities included on the graphic organizer for one of the reading domains.

Instructions:

1. Use the resources from the course, including lessons, readings, and multimedia, as well as the Common Core State Standards to **complete the graphic organizer**. Note: This is a collaborative group assignment, so you will work in a small group to complete the graphic organizer.

2. After you complete the graphic organizer, use GoReact to upload a 5–10-minute video modeling one of the activities included on the organizer for one of the reading domains. Be sure to consult with your group to ensure you are each choosing a different domain area to model.
3. In GoReact, share your video with the other candidates in your collaborative group. Add a comment providing feedback after watching the video of your team members modeling of an activity from the organizer.

Graphic Organizer Reading Domains

- Oral Language including both Receptive language and Expressive language
- Language Differences, Language Delays, Language Disabilities or Disorders
- Early Literacy
- Concepts of Print
- Alphabetic Principle
- Phonological Awareness
- Phonemic Awareness

Resources

Template [Literacy Graphic Organizer Mod 1.docx](#)

Optional Resources:

- [Module 1 Resources](#) [PDFs in SharePoint – make these available to students as assignment resources – not required] (includes resource with strike thru below)
- U.S. Department of Education, Office of Elementary and Secondary Education, Office of English Language Acquisition. (2016, November). *Tools and resources for addressing English learners with disabilities* (Chapter 6 of the English Learner Tool Kit). U.S. Department of Education. <https://www.ed.gov/sites/ed/files/about/offices/list/oela/english-learner-toolkit/chap6.pdf>
- **California Department of Education.** (2017). *California Dyslexia Guidelines*. <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
- Textbook: Vaughn, S., Boardman, A., & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press. <https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb>
 - The readings in this text will support your completion of the literacy graphic organizer assignment.

- Chapter 1: Overview of Reading Comprehension
- Chapter 2: Assessing Reading Comprehension
- Chapter 4: Instructional Practices that Promote Reading Comprehension
- Chapter 7: Intensive Interventions for Student with Significant Reading Comprehension Difficulties

Grading

This assignment is worth 8 points. The assignment is due on Sunday before 11:59 p.m. Refer to the rubric for more specific details on how this will be graded.

Rubric (same rubric for all LGO assignments)

Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Provide clear accurate definitions	Definitions are accurate and clear; all areas are completed.	Definitions are accurate, all areas are completed.	Definitions are present but incomplete	Definitions are missing or contain errors or omissions
Identify additional terms (vocabulary) that apply to this topic.	Multiple additional terms (vocabulary) that apply to this topic are identified, the list is comprehensive.	Additional terms (vocabulary) that apply to this topic are identified, the list is substantial.	Additional terms (vocabulary) that apply to this topic are identified, the list may lack some relevant items.	Some terms (vocabulary) that apply to this topic are identified, the list is missing key items and/or is inaccurate.
Identify California Common Core Standards related to this topic and list the CCSS number	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is thorough and accurate.	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is accurate.	Most California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, some items are not listed.	Few California Common Core Standards that cover this topic are identified and few CCSS numbers are listed.
List assessments for each domain (1 for MMSN and	Provided an accurate selection of relevant assessments for each	Provided assessments for each domain and a thorough rationale Both	Provided assessments for most domains. Rationale is included but may have	Did not provide the required number of assessments. Did not

1 for ESN) and provide a rationale for each.	domain and a comprehensive rationale is included. Both MMSN and ESN are included.	MMSN and ESN are included.	errors or omissions. Both MMSN and ESN are included.	provide an accurate rationale for each assessment and/or may not have provided assessments for both areas.
List an evidence-based strategy for each domain (1 for MMSN and 1 for ESN) and provide a rationale for each.	Provided an accurate and detailed evidence-based strategy and rationale for each domain. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for each domain. Some of the rationales are either missing or incomplete. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for some domains but not all. Rationales are incomplete or missing. Only MMSN or ESN is addressed but not both.	Selection of strategies may be incomplete and lack accuracy or may not have strategies listed for both MMSN and ESN areas. Missing rationales.
Criteria	Integrating/Innovative 1			Beginning 0
Collaborate with a group to complete the assignment.	Collaborated with a group effectively by meeting regularly and contributing to the graphic organizer.			Did not collaborate with group effectively by meeting regularly and contributing to the graphic organizer.
Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Create a Video to model an evidence-based strategy for one domain area of the literacy graphic organizer and uploaded the video to GoReact	Video uploaded with excellent modeling of the chosen evidence-based strategies; materials included to accurate model strategy.	Video uploaded with good modeling of the chosen evidence-based strategy. Some modeling may be inaccurate, and materials may be missing.	Video uploaded with strategy (may not be evidence-based) modeled with many inaccuracies, no materials included.	Video uploaded describing the strategy instead of modeling the strategy.
Criteria	Completed			Not Completed

	1		0
Comment on group members' videos providing feedback based on the literacy graphic organizer.	Commented on group members videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.	No comment added to group members videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.	
Overall Score	Integrating/Innovative 8	Applying 6.5	Emerging 5
			Beginning 1.5

Assignment 3: Administer the Yopp Singer Assessment (CLO: 1,4)

Instructions

1. View the video on how to administer the Yopp Singer assessment. Lambert, Emily (2018, Sep 14) *Yopp-Singer Assessment (ITL 514)* [Video] YouTube. <https://youtu.be/EI4GKgLI4Zw?si=kCMJWDR9It1XVIKz> [3:19]
2. Use the attached template and administer the Yopp-Singer assessment to any child (aged 5 and up) or any adult who is willing to take the test. **Note:** This test is for beginning readers; proficient readers need to “pretend” they cannot read.
3. Write your findings in a one-page summary using APA format.

Include the following when writing a one-page summary:

- What is the purpose of the Yopp Singer assessment?
- What type of information can you learn from this test?
- When should you use it?
- What were your results? Did you find any patterns?

Scan and include your assessment sheet with your paper.

RESOURCE: Directions for Administering the Yopp-Singer Test of Phoneme Segmentation

Insert from SharePoint: [YoppSingerTestPhonemeSeg-Grade1-Assessment \(3\).docx](#)

Grading

This assignment is worth 6 points and is due on [Sunday]. Refer to the rubric for more specific details on how this will be graded.

Rubric

Criteria	Integrating/Innovative 1.5	Applying 1	Emerging 0.5	Beginning 0.25
Administration	Candidate has correctly administered and scored the assessment.	Candidate has administered and scored the assessment, there may be 1-2 errors.	Candidate has administered and scored the assessment, there may be 3-4 errors.	Candidate has administered and scored the assessment with significant errors.
Error Analysis	Candidate thoroughly and skillfully analyzed the errors the student made.	Candidate skillfully analyzed the errors the student made.	Candidate analyzed the errors the student made. May not be as thorough as it could be.	Candidate analyzed the errors the student made. Analysis is incomplete and poorly done.
Pedagogical Test Analysis	Candidate expertly analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment.	Candidate analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment.	Candidate analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment. Some information may not be clear.	Candidate analyzed the purpose of the assessment, when to use it and what type of information can be obtained from the assessment. Analysis is not well done and may contain incorrect conclusions.
Organization/Mechanics and Grammar/Citations	Very well organized, good development of ideas,	Logical paragraph order, clear and functional	Topics and ideas discussed somewhat randomly.	Writing is unstructured. Inconsistent paragraph

	strong sentences, and varied transitions. Flawless spelling, punctuation, and capitalization. Citations from the course readings are included and are cited correctly in APA format.	transitions, good development of ideas. Few spelling and punctuation errors, includes citations from course readings and is in APA format.	Writing lacks clearly defined organization, Ineffective paragraph orders. Some careless spelling and punctuation. Includes citation from course reading but is in APA format.	order. Sentence fragments and/or run-on sentences. Many spelling and punctuation errors. No citation and not in APA format.
Overall Score	Integrating/Innovative 6	Applying 4	Emerging 2	Beginning 1

Assignment 4: Annotate a Video Clip in GoReact

(CLO 1,3)

Video link: <https://youtu.be/5CWILLYWxUw?si=csIshQVRKsM9PSuR> [3.06]

Overview

This activity will help you practice annotating videos in GoReact.

Instructions

Access GoReact and watch the video clip of a short reading lesson titled Phonemic Awareness Lesson (whole class).

While watching the video, add a comment (i.e., “tag”) using **one** of the following categories and add a short description (1-2 sentences) of how the teacher demonstrated the components of the selected category:

Creating a Positive and Safe Learning Environment. Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).

Establishing Expectations for Content-Specific Learning. Describe how the teacher established expectations for the students’ content learning in this lesson.

Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking. Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).

Monitoring Students' Learning of Content. Explain how the teacher used informal assessment to check for students' understanding of the content-specific learning goals throughout the lesson.

Grading

This assignment is worth 1 point. Due Sunday. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative 0.5	0
Add one tag/comment to the video using one of the four specific headings.	Accurately tagged the video in GoReact using one of the four headings.	Did not accurately tag the video in GoReact using one of the four headings.
Include a short description of how the teacher modeled one of the four areas.	Included at least one to two sentences describing how the teacher in the video modeled the skill tagged in the video.	No description was included.
Overall Score	Integrating/Innovative 1	Beginning 0

Module 1 Summary

This week, you have established a strong foundation for teaching beginning readers. You had the opportunity to administer a simple phonological assessment, which you may want to download and save for future use. Additionally, you explored key topics related to oral language, including expressive and receptive language, language differences, delays and disorders, early literacy, concepts of print, the alphabetic principle, phonological awareness, and phonemic awareness.

Next week, you will continue building on these concepts by completing another literacy graphic organizer focused on additional areas of reading. You will also begin Part 1 of the student case study, which serves as the signature assignment for this course.

Module 2: Beginning to Decode

Module 2 Introduction

After reading and reviewing the textbook chapters, articles, lessons, and videos in Module 2, you will be prepared to complete the literacy graphic organizer. In this module, you will learn about the science of reading, structured literacy, and the reading domain areas needed to support students who are learning to read. You will also begin the Signature Assignment by completing part 1 of the student case study. The background material you have gained will also assist you in examining strategies and methodologies for teaching reading to students on the autism spectrum as well as other disability areas.

Required Reading and Video Content

Armbruster, B. B., Lehr, F., Osborn, J. (2006). *Put reading first*. National Institute for Literacy.

https://resources.nu.edu/ld.php?content_id=74401267. Read pages 11-17. Research regarding building blocks in reading.

LINK: <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

*Check page numbers to ensure they align

Farrell, L., Hunter, M., & Osenga, T. (2022). *A new model for teaching high frequency words*. Reading Rockets.

https://resources.nu.edu/ld.php?content_id=74401268

[7pp]

Integrating high-frequency words into phonics lessons allows students to make sense of spelling patterns for these words. To do this, high-frequency words need to be categorized according to whether they are spelled entirely regularly or not. This article describes how to “rethink” teaching high-frequency words.

Phonics Intervention Strategy - Sound (Elkonin) Boxes

https://resources.nu.edu/ld.php?content_id=74401270

A phonics teaching strategy to assist students in learning sound patterns. Learning to use Elkonin boxes helps students to hear individual sounds.

Autism Classroom. (2024). *6 easy to implement strategies for teaching a child with autism to read*. Autismclassroom.com.
<https://www.autismclassroom.com/blog/teaching-a-student-with-autism-to-read>

Teaching Children with Nonverbal Autism to Read. (n.d.). Autism Speaks. <https://www.autismspeaks.org/expert-opinion/five-tips-teaching-nonverbal-children-read>

Videos

Zaner-Bloser. (2020, October 15). *The science of reading basics, part 3: Scarborough's reading rope* [Video]. YouTube. [www.youtube.com](https://www.youtube.com/watch?v=JR7GbAHntQ4).
<https://www.youtube.com/watch?v=JR7GbAHntQ4> [1:31m]

- This model illustrates that as decoding subskills become increasingly automatic and language comprehension subskills become increasingly strategic, skilled reading occurs.

Reading Rockets. (2019, Aug. 19). *Mastering short vowels and reading whole words with Calista, first grader* [Video]. YouTube.
<https://youtu.be/kJMsWoVeBjk?si=BEUs0HZZvQ9a8KA8> [:51] [added to lesson 7]

Susan Jones Teaching. (2021, April 18). *How to teach sight words – Science of Reding/Sight word activities for struggling readers* [Video]. YouTube.
<https://youtu.be/dRuuvC-vmU4?si=3Vqyg72erPgV5mIM> [:30] [added to lesson 8]

Optional Resources

National Center on Improving Literacy. (n.d.). *Alphabetic principles & phonics*. <https://improvingliteracy.org/kit/alphabetic-principle-phonics/>
LINK: <https://www.honeycombcollaborative.com/ncil-orig/main-site/kit/alphabetic-principle-phonics/>

Top 6 Websites Offering Free Leveled Reading Passages.

(2024). California Casualty. <https://mycalcas.com/2018/09/top-6-websites-offering-free-leveled-reading-passages/>

Leveled Reading Passages. (2017, October 2). RIF.org. <https://www.rif.org/literacy-central/collections/leveled-reading-passages>

- <https://improvingliteracy.org/kit/alphabetic-principle-phonics/>
- LINK: <https://www.honeycombcollaborative.com/ncil-orig/main-site/kit/alphabetic-principle-phonics/>

Video:

Reading Rockets. (2019, Sep. 5). *Learning 'b' and 'd' and reading short vowel words with Aiko, second grader* [Video]. YouTube.

<https://youtu.be/apQ2-dwu4AE?si=cBdSBWfpDzBAgbal>

Weiland, G. (2022, Oct. 29). *Structured literacy lesson small group* [Video]. YouTube. <https://youtu.be/Kj39iKIU2bk>

What is an IRI:

McGraw Hill PreK-12. (2013, Apr 4). *Response to intervention (RTI): Informal reading inventories (IRI)* [Video]. YouTube.

https://youtu.be/dKG8156AYJo?si=whPCGc_yVJLVd9wn

How to administer an IRI:

McGraw Hill PreK-12. (2013, April 4). *How to administer an informal reading inventory* [Video]. YouTube.

<https://youtu.be/nJ42T4Jv2X4?si=FDTAb6JbUnlBV3lP>

Running record:

The Teacher Track. (2015, Apr 21). *Running record demo clip* [Video]. YouTube. <https://youtu.be/7C30JUucJiE?si=w-EvPK0mPGmA9BYG>

Running Records: Assessing and Improving Students' Reading Fluency and Comprehension:

The Balanced Literacy Diet. (2011, Nov 27). *Running records: Assessing and improving student's reading fluency and comprehension* [Video].

YouTube. https://youtu.be/ZO-4OYiJiUA?si=OCEQd6xKD_7fd8Ul

Benchmark Assessment Overview and Oral Running Records Demonstration:

Capstone. (2016, Feb. 1). *Benchmark assessment overview and oral running records demonstration* [Video]. YouTube.

<https://youtu.be/Wn1BqAZwWMU?si=BBJ-DR5vsFV37-rT>

IRI example with 3rd grade:

acpluskc. (2015, Sep 13). *Carpenter IRI assessment video* [Video]. YouTube. <https://youtu.be/HQkXWc4oydk?si=uT-7fHQhEzGXCAEy>

Running Record Assessment with a 6-Year-Old Boy:

EHE Distance Education and Learning Design. (2014, Aug 20). *Running record assessment with a 6-year-old boy* [Video]. YouTube.

<https://youtu.be/dQtLFZHWP88?si=s9TyWeu--scqR9vT>

Task List

These are your Module 2 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Complete Learning Activity 2: Components of the Science of Reading.
- Review Lesson 7: Phonics and Decoding, Lesson 8: Sight Words and High Frequency Words, Making the Shift, and Lesson 10: Structured Literacy.
- Participate in Discussion 2: Describe Strategies to Teach Reading to Students on the Autism Spectrum.
- Complete Assignment 4: Weekly Collaborate.
- Complete Assignment 5: Complete the Literacy Graphic Organizer: Part 2.
- Complete Assignment 6: Create Signature Assignment: Part 1 – Case Study.

Lesson 7: Phonics and Decoding <https://rise.articulate.com/share/SIJ3WsMUztFWWpkFFnHfurVL8zN1xEvt>

Lesson 8: Sight Words and High Frequency Words https://rise.articulate.com/share/S_Ndc0ScRPvMRqMyTDJufJ4cO3AjLeRd

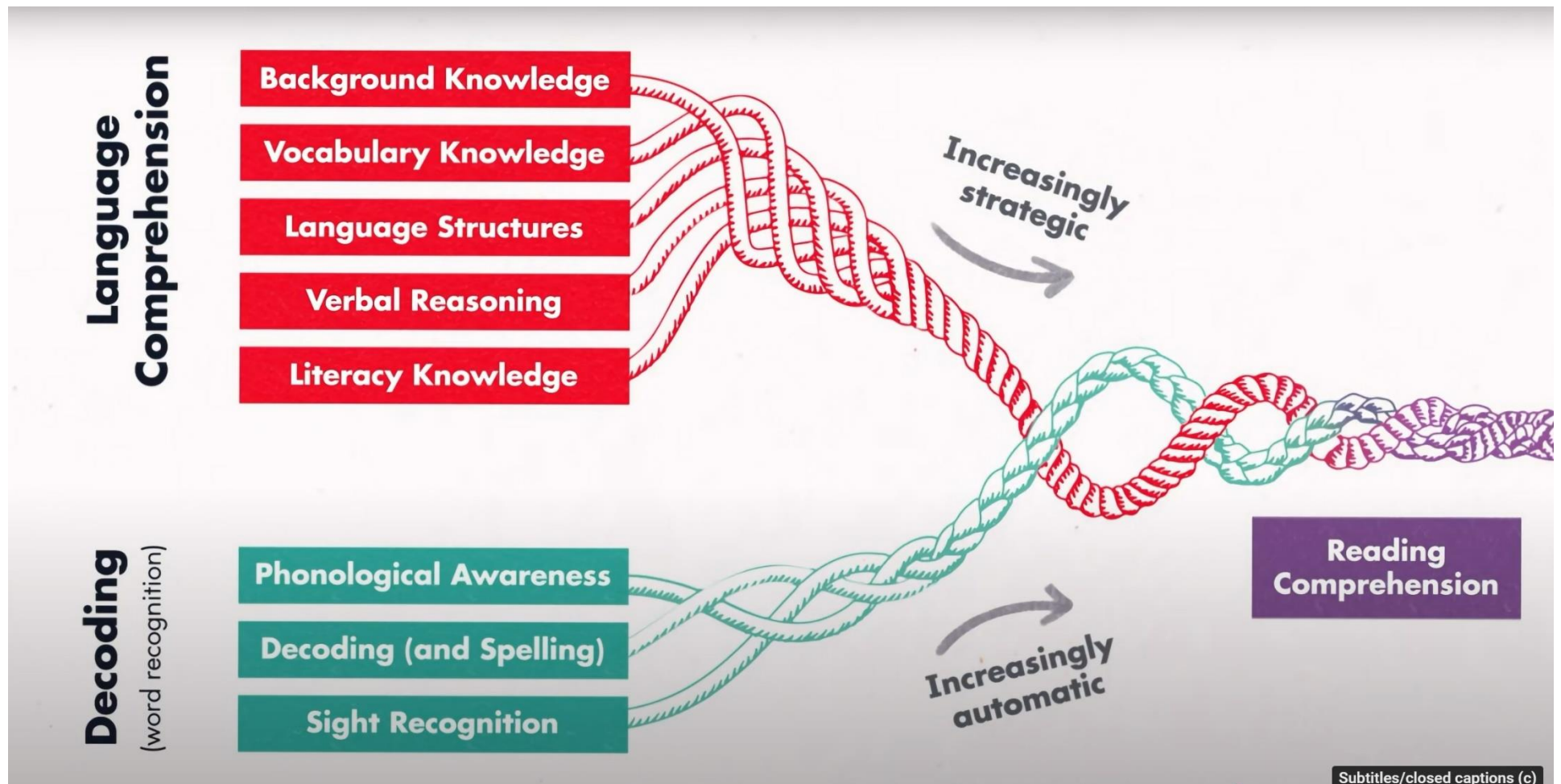
Lesson 9: Structured Literacy <https://rise.articulate.com/share/QNrMkgXL37u6mvRHpOnX6owkjCYnRMZG>

Learning Activity 2: Components of the Science of Reading

Zaner-Bloser. (2020, October 15). *The science of reading basics, part 3: Scarborough's reading rope*. [www.youtube.com](https://www.youtube.com/watch?v=JR7GbAHntQ4).
<https://www.youtube.com/watch?v=JR7GbAHntQ4>

Have the Scarborough rope graphic with the headings: Word Recognition, Language Comprehension, Skilled Reading on the image.

Students need to drag and drop the randomly mixed terms listed below to the appropriate section



A non-graded knowledge check for formative feedback, yet this needs to be a forced completion...they cannot move on in the module until it is completed.

Instructions

Sorting activity- Take the following terms and concepts and place them in the correct section of the major components of beginning literacy instruction.

Word Recognition (Bottom Left part of the rope):

- Phonological awareness
- Decoding
- Alphabetic principle
- Letter-sound correspondences
- Sight recognition

Language Comprehension: Upper Left section

- Background knowledge
- Vocabulary
- Language structures
- Verbal reasoning
- Literacy knowledge

Grading

This learning activity is ungraded and is due by Sunday and must be completed accurately to continue in this module.

Assignment 5: Weekly Collaborate - (CLO: 1) 2 points

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

- Attending live sessions with the instructor.
- Responding to questions/prompts via chat or using voice technology.
- Demonstrating collaboration and being respectful of colleagues' and instructors' opinions and ideas.
- Typing in a short (2 sentence) “aha” moment about something that struck you as important or something new you want to learn more about. Ask any questions you still have about the content in Module 2.

Reflection Paper:

If you are unable to attend the live session on the assigned date, you can write a half-page reflection to receive full credit, which includes the following:

- Response to all questions and prompts posed by the instructor.
- Summary of big ideas you gleaned because of the discussion.
- Your opinions, questions, and what you learned from the session.

Grading

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week. This assignment is worth 2 points.

Discussion 2: Describe Strategies to Teach Reading to Students on the Autism Spectrum. (CLO: 4)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a “curiosity score” which is calculated based on the depth of thought put into a discussion post, strength of sources used in the post, formatting, and clarity of the post. This is important to note because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review Module 2 resources and content information as well as the resources *linked below* to inform your discussion post. Be sure to cite all sources in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of strategies and or methodologies used to teach reading to students on the Autism Spectrum.
3. **Contextualize Your Question:** Provide a description of your question and outline some of the strategies in detail. Note: Keep an eye on your Curiosity Score! You need a minimum score of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*.

Resources

Use the required Module 2 resources as well as the optional resources below:

- AutismCRC. (2017, Nov 6). *Early literacy predictors for young children on the Autism Spectrum* [Video]. YouTube.
<https://youtu.be/4qcDksXtfVE?si=ti9Xn3CnoqFAY1Ls>
- Reading Horizons. (2019, Apr 25). *Podclassed S2:E5 | Supporting students with Autism in reading and writing* [Video]. YouTube.
<https://youtu.be/EVxppQQQKIQ?si=g3GHmwvOXjL9pxMs>
- Rippel, M. (2016, May 2). *Teaching reading and spelling to autistic children—6 great tips!* All about Learning Press.
<https://blog.allaboutlearningpress.com/teach-reading-autistic-child/>

- Autism Classroom. (2024). *6 easy to implement strategies for teaching a child with autism to read*. Autismclassroom.com. <https://www.autismclassroom.com/blog/teaching-a-student-with-autism-to-read>
- *Teaching Children with Nonverbal Autism to Read*. (n.d.). Autism Speaks. <https://www.autismspeaks.org/expert-opinion/five-tips-teaching-nonverbal-children-read>

Peer Response Guidance:

When responding to a peer you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 4 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. Reply posts are due by **Sunday at 11:59 p.m. (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Rubric will be in Packback

Assignment 6: Complete the Literacy Graphic Organizer, Part 2.

(CLO: 1)

Overview:

In Modules 1 and 2, you will complete a literacy graphic organizer in a small group (collaboratively) and upload videos using GoReact individually. You will continue to acquire methods to assess, organize, and utilize evidence-based instruction to help all students learn. You are also learning to highlight aspects of reading and writing instruction in ways that will help you become more proficient in assessment and instruction. Your goal is to have all columns completely addressed with samples and definitions.

You will need to individually upload a video modeling one of the activities included on the graphic organizer for one of the reading domains.

Instructions:

- Use the resources from the course, including lessons, readings, and multimedia, as well as the Common Core State Standards to **complete the graphic organizer. Note:** This is a collaborative group assignment, so you will work in a small group to complete the graphic organizer.
- After you complete the graphic organizer, you will use GoReact to upload a video modeling one of the activities included on the organizer for one of the reading domains. You will need to work with your group to ensure you are each choosing a different domain area to model.
- You will then need to share your video with the other candidates in your collaborative group (in GoReact) and add a video comment adding feedback after watching the video of your team members modeling of an activity from the organizer.

Graphic Organizer Reading Domains

- Phonics
- Multisyllabic Words, Syllabic Analysis
- Morphology, Structural Analysis
- Orthographic Knowledge, Spelling
- Multisensory reading instruction
- Fluency
- Comprehension: Narrative
- Comprehension: Informational

Optional Resources:

Textbook: Vaughn, S., Boardman, A., & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.

<https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb>

- Chapter 4

Textbook: O'Connor, R.E. (2014). *Teaching word recognition: Effective strategies for students with learning difficulties* (2nded.). The Guilford Press.
<https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1715302>

- This textbook will support the completion of the literacy graphic organizer.
- Chapter 4: Beginning to Decode
- Chapter 5: Word Patterns
- Chapter 6: Developing Sight Words
- Chapter 7: Reading Multisyllabic Words
- Chapter 8: Using Morphology to Read Words
- Chapter 9: Reading Words Fluently

California Department of Education. (2017). *California Dyslexia Guidelines.* <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Grading

This assignment is worth 8 points and is due on [Sunday]. Refer to the rubric for more specific details on how this will be graded.

Rubric

Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Provide clear accurate definitions	Definitions are accurate and clear; all areas are completed.	Definitions are accurate, all areas are completed.	Definitions are present but incomplete	Definitions are missing or contain errors or omissions
Identify additional terms (vocabulary) that apply to this topic.	Multiple additional terms (vocabulary) that apply to this topic are identified, the list is comprehensive.	Additional terms (vocabulary) that apply to this topic are identified, the list is substantial.	Additional terms (vocabulary) that apply to this topic are identified, the list may lack some relevant items.	Some terms (vocabulary) that apply to this topic are identified, the list is missing key items and/or is inaccurate.

Identify California Common Core Standards related to this topic and list the CCSS number	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is thorough and accurate.	California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, the list is accurate.	Most California Common Core Standards that cover this topic are identified and the CCSS numbers are listed, some items are not listed.	Few California Common Core Standards that cover this topic are identified and few CCSS numbers are listed.
List assessments for each domain (1 for MMSN and 1 for ESN) and provide a rationale for each.	Provided an accurate selection of relevant assessments for each domain and a comprehensive rationale is included. Both MMSN and ESN are included.	Provided assessments for each domain and a thorough rationale Both MMSN and ESN are included.	Provided assessments for most domains. Rationale is included but may have errors or omissions. Both MMSN and ESN are included.	Did not provide the required number of assessments. Did not provide accurate rationale for each assessment and/or may not have provided assessments for both areas.
List an evidence-based strategy for each domain (1 for MMSN and 1 for ESN) and provide a rationale for each.	Provided an accurate and detailed evidence-based strategy and rationale for each domain. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for each domain. Some of the rationales are either missing or incomplete. Both MMSN and ESN are included.	Provided an accurate evidence-based strategy for some domains but not all. Rationales are incomplete or missing. Only MMSN or ESN is addressed but not both.	Selection of strategies may be incomplete and lack accuracy or may not have strategies listed for both MMSN and ESN areas. Missing rationales.
Criteria	Integrating/Innovative 1			Beginning 0
Collaborate with a group to complete the assignment	Collaborated with a group effectively by meeting regularly and contributing to the graphic organizer.			Did not collaborate with group effectively by meeting regularly and contributing to the graphic organizer.
Criteria	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25

Create a Video to model an evidence-based strategy for one domain area of the literacy graphic organizer and upload the video to GoReact	Video uploaded with excellent modeling of the chosen evidence-based strategies; materials included to accurately model strategy.	Video uploaded with good modeling of the chosen evidence-based strategy. Some modeling may be inaccurate, and materials may be missing.	Video uploaded with strategy (may not be evidence-based) modeled with many inaccuracies, no materials included.	The video uploaded describing the strategy instead of modeling the strategy.
Criteria	Completed 1			Not Completed 0
Comment on group members' videos providing feedback based on the literacy graphic organizer	Commented on group members' videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.		No comment added to group members' videos providing feedback on their modeling of the instruction activity from the literacy graphic organizer.	
Overall Score	Integrating/Innovative 8	Applying 6.5	Emerging 5	Beginning 1.5

Assignment 7: Create Signature Assignment Part 1 – Case Study - Assessment (CLO: #3)

Overview

The student case study is the signature assignment in this course. The case study will be done in 3 parts. This is Part 1 (Module 2); Part 2 will be in Module 3, and Part 3 (the conclusion) is in Module 4.

Instructions:

Please follow these steps to utilize informal and formal reading assessments with a student. **Note:** Contact the instructor if you are unable to find a student to assess

- *[Audio CORE assessments Joshua](#) + [Joshua Case Study.docx](#)

Step I: Read Introduction to Assessing Reading Multiple Measures: [assessing-reading-rev-2nd-edition-sample-pages](#) [PDF]

Step II. Open and review the [linked template](#) for the case study which includes sections for data collection and analysis for Modules 2 and 3.

Step III. Select and administer the CORE Reading Assessments and collect data.

- Determine which CORE reading assessments to administer with your student. Use page 12 for Grades K through 3 or page 13 for Grades 4 through 12 to follow the Assessment Sequence. [assessing-reading-rev-2nd-edition-sample-pages](#)

Resource links for possible CORE Reading Assessments to be given:

- **Phonological Awareness:**
 - CORE Phonological Segmentation Test [Core phonological segmentation test](#)
- **Decoding and Word Attack:**
 - CORE Phonics Survey [core phonics survey](#)
 - CORE Graded High-Frequency Word Survey (Grades K-4) [core-high-freq-word-survey](#)
 - San Diego Quick Assessment of Reading Ability (Grades K-11) [san diego quick assessment](#)
- **Fluency:**
 - MASI-R Oral Reading Fluency Measures (Grades 1-6) [CORE MASI-R Fluency Test2](#)
 - [Acaidence](#) or [DIBELS](#)
- **Vocabulary and Comprehension:**
 - CORE Vocabulary Screening (Grades 1-8) [CORE-Vocab-Screening-6-20](#)
 - CORE Reading Maze Comprehension Test (grades 2-10) [core-reading-maze-comprehension-test 2](#)

Step IV. First gather background information about the student you have selected for your case study. Then, enter results for the CORE assessments administered on the case study assignment template in the column labeled, “Part 1 – Collect Data (Module 2)”.

Please note this assignment is a 2-part assignment divided as follows:

On this assignment (Module 2), you will focus on **data collection**. You will be required to gather background information in **COLUMN 1** on the template and submit it for a grade.

In the next assignment (Module 3), you will focus on **data analysis**. You will be required to submit **column 2** on the template with analysis of the data as well as summarize the student's areas of strength and challenges based on data analysis. Lastly, you will make recommendations for the home, school, and future assessments to be given, and write IEP goals based on the areas of challenge. These IEP goals will be used in Part 3 (in Module 4) to create a lesson plan.

Resources:

Signature Assignment Template: [Signature Assignment Case Study Template M2-3.docx](#)

Grading

This assignment is worth 10 points and is due on [Sunday]. Refer to the rubric for more specific details and how you will be graded.

Rubric

Criteria	Integrating/Innovative 2.5	Applying 2	Emerging 1.5	Beginning 1
Data Collection/ Phonological Awareness	Accurate information taken in a systematic manner.	Accurate information taken in a systematic manner, may have missed one or two items.	Accurate information taken but not systematically, several errors.	Information taken, much of the information is not accurate.
Data Collection/ Decoding & Word Attack	Accurate information taken in a systematic manner.	Accurate information taken in a systematic manner, may have missed one or two items.	Accurate information taken but not systematically, several errors.	Information taken, much of the information is not accurate.
Data Collection/ Vocabulary & Comprehension-	Accurate information taken in a systematic manner.	Accurate information taken in a systematic manner, may have missed one or two items.	Accurate information taken but not systematically, several errors.	Information taken, much of the information is not accurate.
Data Collection/ FLUENCY-	Observations are carefully done and reading calculation rate is accurate	Observations are carefully done and reading calculation rate is	Observations are done and reading calculation rate	Observations not carefully done and reading

		accurate, may have missed one or two items.	attempted, several errors made.	calculation rate is not accurate
Overall Score	Level 4 10	Level 3 8	Level 2 6	Level 1 4

Assignment 8: Annotate Video Clip in GoReact

(CLO 1,3)

Video: Blending Sounds to Read Words with Short Vowels <https://youtu.be/Z5RrWD-LOzg> [5:45]

Overview

This activity will help you practice annotating videos using specific tags.

Instructions

Access GoReact and watch the posted video clip of a short reading lesson. While watching the video, add a comment (i.e., “tag”) using **one** of the following categories and add a short description (1-2 sentences) of how the teacher demonstrated the components of the selected category:

- **Creating a Positive and Safe Learning Environment.** Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).
- **Establishing Expectations for Content-Specific Learning.** Describe how the teacher established expectations for the students’ content learning in this lesson.
- **Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking.** Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).
- **Monitoring Students’ Learning of Content.** Explain how the teacher used informal assessment to check for students’ understanding of the content-specific learning goals throughout the lesson.

Grading

This assignment is worth 1 point. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative 0.5	0
Add one tag/comment to the video using one of the four specific headings.	Accurately tagged the video in GoReact using one of the four headings.	Did not accurately tag the video in GoReact using one of the four headings.
Include a brief description of how the teacher modeled one of the four areas.	Included at least one to two sentences describing how the teacher in the video modeled the skill tagged in the video.	No description was included.
Overall Score	Integrating/Innovative 1	Beginning 0

Module 2 Summary

The knowledge you've acquired about the early stages of reading will be crucial when working with students who are just beginning to read. This understanding will enable you to identify areas where students struggle and develop effective strategies to address their challenges. Additionally, you may find it beneficial to download and save some of these articles for future reference in your teaching career.

Module 3: Fieldwork Observation and Assessment Analysis

Module 3 Introduction

This week, you will observe students with MMSN and/or ESN in grade range of K to fifth grades in a foundational skills reading lesson, for example, a Tier 2 or Tier 3 Reading Group. You will complete part 2 of the student case study signature assignment where you will analyze the data collected in Module 2 and use your data analysis to summarize student's areas of strength and challenge and make recommendations to support your

student. You will also create SMART goals based on your student's areas of challenge. You will learn more about multisensory reading instruction and get to practice ensuring that you are saying the "sounds" correctly and understanding the terminology learned in Modules 1 and 2.

Required Reading and Video Content

Textbook: O'Connor, R.E. (2014). *Teaching word recognition: Effective Strategies for students with learning difficulties* (2nd ed.). The Guilford Press.
<https://ebookcentral.proquest.com/lib/nu/detail.action?docID=1715302>

- Read Chapter 10: Teaching Students Who Are English Learners.

Textbook: Vaughn, S., Boardman, A., & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press. <https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb> [33pp]

This textbook will support your completion of Discussion 3 in Packback.

- Chapter 3: Vocabulary Instruction
- Chapter 8: Supporting English Language Learners with Learning Difficulties

California Department of Education. (2017). *California dyslexia guidelines*. https://resources.nu.edu/ld.php?content_id=74401274

- California's dyslexia guidelines provide up-to-date information for special educators while building on hard-won knowledge confirmed over decades of research.
- **Chapters 5 & 6**

The California Department of Education. (2019-2020). The reading brain. *The EDge Literacy*, 33(3).

https://resources.nu.edu/ld.php?content_id=74401275

- **The Reading Brain pp. 4-7**

To teach all our children to read fluently—with both understanding and a love for reading—our teaching methods need to incorporate knowledge to help create a reading brain.

The California Department of Education. (2019-2020). UDL and literacy. *The EDge Literacy*, 33(3).

https://resources.nu.edu/ld.php?content_id=74401275

- **UDL and Literacy pp. 8-9**

How to tap into the Universal Design for Learning model when teaching reading.

Task List

These are your Module 3 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Review Lesson 11: Multi-Sensory Reading Strategies and Lesson 12: Writing SMART IEP Goals.
- Participate in Discussion 3: Reading Strategies to Support English Learners with Reading Difficulties.
- Complete Assignment 7: Weekly Collaborate.
- Complete Assignment 8: Create Signature Assignment Part 2: Case Study – Data Analysis.
- Complete Assignment 9: Observe and Reflect on a Foundational Reading Lesson.

Lesson 11: Multi-Sensory Reading Strategies <https://rise.articulate.com/share/QUqUIwtEKYm9SgC6XfbXeOW0YtRmEYLS>

Lesson 12: Writing SMART IEP Goals https://rise.articulate.com/share/RPPL4Ynz9Ht9743qLPBSJ0qG_xPKbAFM

Assignment 9: Weekly Collaborate

(CLO: 1) 2 points

Instructions

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

- Attending live sessions with the instructor.
- Responding to questions/prompts via chat or using voice technology.
- Demonstrating collaboration and being respectful of colleagues' and instructors' opinions and ideas.
- Typing a short “aha” moment about something that struck you as important or something new you want to learn more about. (2 sentences)
Ask any questions you still have about the content in Module 3.

Reflection Paper and Video:

If you are unable to attend the live session on the assigned date, you can write a half-page reflection to receive full credit, which includes the following:

- Create video modeling 6-8 consonant names and sounds and all 5 vowel sounds. Say the letter, keyword and sound, select two examples in each of the following areas: silent e, consonant digraph, vowel digraph, vowel diphthong, r-controlled to model.
- Refer to pages 171 and 173 from the course text for examples.
- Response to all questions and prompts posed by the instructor.
- Summary of big ideas you gleaned because of the discussion.
- Your opinions, questions, and what you learned from the session.

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week.

Grading

This assignment is worth 2 points and is due on [Sunday].

Discussion 3: Reading Strategies to support English Learners with reading difficulties (CLO: 3)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a “curiosity score” which is calculated based on the depth of thought put into a discussion post, strength of sources cited in the post, formatting, and clarity of the post. This is important because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review your readings from O'Connor (2014) Chapter 10; and Vaughn, Boardman, and Klinger (2024) Chapters 3 and 8. Be sure to cite all sources in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of strategies and/or methodologies used for teaching reading to English learners with learning difficulties.
3. **Contextualize Your Question:** Provide a description of your question and discuss some of the strategies and/or methodologies used for teaching reading to English learners. **Note:** Keep an eye on your Curiosity Score! You need a minimum of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*.

Peer Response Guidance:

When responding to a peer you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 2 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. The reply posts are due by **Sunday at 11:59 pm (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Assignment 10: Signature Assignment – Part 2 – Case Study Data Analysis (CLO: 5)

Overview

In Module 2, you completed Part 1 of the Signature Assignment by administering multiple reading assessments and recording the data in the first column of the provided template. In this module, you will analyze that data to identify patterns and trends in the student's performance.

Your task is to:

- Complete **Column 2** of the template by analyzing the assessment data.
 - Summarize the student's **areas of strength** and **areas of challenge** based on your analysis.
 - Provide **recommendations** for the home, school, and future assessments.
 - Develop **IEP goals** that address the student's areas of challenge. These IEP goals will be used in **Module 4 (Part 3)** to create a lesson plan.
-

Instructions

1. **Analyze the Data:** Review the data you recorded in Part 1 (Module 2) and complete **Column 2** of the template with your analysis. Identify patterns, trends, and key takeaways.
2. **Summarize Strengths and Challenges:** Based on your analysis, write a brief summary highlighting the student's strengths and areas that need improvement.
3. **Develop Recommendations and IEP Goals:**
 - Provide recommendations for **home** and **school** to support the student's progress.
 - Suggest **future assessments** that would help further evaluate the student's needs.
 - Write **IEP goals** tailored to the student's challenges. These goals should be measurable and will be used in Module 4 to design a lesson plan.

Make sure your analysis is **clear, data-driven, and well-organized** to ensure meaningful insights and recommendations.

Resources:

Assignment template: [Signature Assignment Case Study Template M2-3.docx](#)

Optional Resources to use for the recommendations section of case study:

Home:

Literacy at Home | Reading Rockets. (n.d.). <https://www.readingrockets.org/literacy-home>

Resources for Parents and Families - Child Development (CA Dept of Education). (2018). Ca.gov.

<https://www.cde.ca.gov/sp/cd/re/parentresources.asp>

School: Reading Rockets. (2019). *Reading Rockets | Launching Young Readers*. Reading Rockets | Launching Young Readers.

<https://www.readingrockets.org/>

Great Early Reading Resources. (n.d.). Common Sense Education. <https://www.commonsense.org/education/lists/great-early-reading-resources>

Assessments:

California, O. (n.d.). *Assessing Reading Multiple Measures. Revised Second Edition*. <https://corelearn.wpenginepowered.com/wp-content/uploads/2018/09/assessing-reading-rev-2nd-edition-sample-pages.pdf>

Sedita, J. (2022, July 24). *Reading Assessment Basics*. Keys to Literacy. <https://keystoliteracy.com/blog/reading-assessment-basics/>

Grading

This assignment is worth 10 points and is due on [Sunday]. Refer to the rubric for more specific details on how this will be graded.

Rubric

Criteria	Integrating / Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Completes student case study profile with background information	Provides details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.	Provides most details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.	Provides some details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.	Provides minimal details for each area: background history (family, academics, health), Academic Content (environment, school, literacy taught) and addresses other areas of concern.
Criteria	Integrating / Innovative 3	Applying 2.25	Emerging 1.5	Beginning 0.75

Analyzes the meaning of data	Expertly analyzed the meaning of the data for each assessment administered in Module 2.	Analyzed the meaning of the data from for each assessment administered in Module 2.	Analyzes the meaning of the data from for each assessment administered in Module 2. May have weak observations.	Analyzes the meaning of the data from for each assessment administered in Module 2. May miss numerous areas or have incorrect observations.
Summarize the data based on the student's strengths and challenges	Clear and accurate interpretation of analysis of each reading area – justifies observations based on data.	Good interpretation of each reading area-justifies observations based on data.	Some confusion in interpreting data into a report, observations on data may have some errors.	Significant issues with Interpretation of data, incorrect or minimal response.
Make recommendations for the three requested categories and write SMART IEP goals for every challenge area	Offers 3 detailed recommendations that includes apps, timeline for future testing and well written SMART IEP goals for every challenge area.	Offers 2-3 general recommendations, timeline, and somewhat SMART IEP goals.	Recommendations made do not align with scores, not all challenge areas addressed with an IEP goal, need more specificity.	Interprets incorrectly or does not write goals based on the challenge areas.

Overall Score	Integrating / Innovative 10	Applying 7.25	Emerging 5	Beginning 2.5
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Assignment 11: Observe and Reflect on a Foundational Reading Lesson

(CLO: 1)

Instructions

Field Work: Observation (choose either an MMSN or ESN setting). The lesson you observe must be a foundational reading lesson (You must observe a lesson that focuses on phonological awareness, decoding, or fluency). Please use the attached form to document your observations. Not all items will be observed. Write a 2 to 3-page paper analyzing your observation and describe the lesson and the foundational skills you observed. Include all details about the classroom, what you believe worked, and one suggestion for improvement. Recommendation: Use the rubric Criteria as the headings for your paper to ensure you include all areas in your paper.

Scan and submit the completed template with your paper:

[Assignment 11-Class Observation Template.docx](#) SED 607 Class Observations

Grading

This assignment is worth 10 points and is due on [Sunday]. Refer to the rubric for more specifics on how this will be graded.

Criteria	Integrating / Innovative 2	Applying 1.5	Emerging 1	Beginning 0.5
Pre-observation Data	Comprehensive and clear description of pre-observation information. (Classroom structure, demographics, etc.)	Clear description of pre-observation information.	Description of pre-observation information	Minimal description of pre-observation information
Lesson Structure	Comprehensive and clear description of how the lesson is structured. Includes how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted.	Comprehensive description of how the lesson is structured. Includes how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted.	Description of how the lesson is structured. Includes partial explanation of how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted.	Description of how the lesson is structured. Includes partial explanation of how the lesson opens, develops, and closes. The role of the teacher, student and transitions are noted. Parts of the observation are incomplete or confusing.
Class Management	Comprehensive and clear description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual.	Comprehensive description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual.	Description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual.	Description of how students are managed and grouped, paraprofessional's role is noted. Notation of whole class activities, pair or individual. Parts of the observation are incomplete or confusing.

Materials Used	Comprehensive and detailed notation of materials, technology, hands on, textbooks, etc.	Detailed notation of materials, technology, hands on, textbooks, etc.	Notation of materials, technology, hands on, textbooks, etc.	Notation of materials, technology, hands on, textbooks, etc. Parts of the observation are incomplete or confusing.
Reading Activities Observed	Comprehensive and clear description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).	Clear and clear description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).	Description and clear description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).	Minimal description of reading areas covered (i.e., phonological awareness, fluency, comprehension, and vocabulary).
Overall Score	Level 4 10	Level 3 7.5	Level 2 5	Level 1 2.5

Assignment 12: Annotate Video Clip in GoReact

(CLO 1, 3)

Overview

This activity will help you practice annotating videos using specific tags.

Instructions

1. Watch a video clip of a short reading lesson in GoReact.
2. Search for specific areas based on the list provided below and “tag” those specific points in the video with a comment on where you are observing the specific area.

Use ONE (1) of the following headings for your comment “tags” and add a short description of how the teacher demonstrated each area:

- **Creating a Positive and Safe Learning Environment:** Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).

- **Establishing Expectations for Content-Specific Learning:** Describe how the teacher established expectations for the students' content learning in this lesson.
- **Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking:** Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).
- **Monitoring Students' Learning of Content:** Explain how the teacher checked for students' understanding, using informal assessment, of the content-specific learning goals throughout the lesson.

GoReact Video Information/Access:

Viewing the following video: [A Teaching Routine for Academic Vocabulary in Grades PreK-1 \[9:08\]](#)

Grading

This assignment is worth 1 point. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative 0.5	0
Add one comment to the video using one of the four specific headings.	Candidate has correctly tagged the video in GoReact using one of the four headings.	Candidate did not tag the video in GoReact using one of the four headings.
Add a brief description of how the teacher modeled one of the four areas.	Candidate included at least one to two sentences describing how the teacher in the video modeled the skill the candidate tagged in the video.	No description was included.
Overall Score	Integrating/Innovative 1	Beginning 0

Module 3 Summary

Observing a classroom is one of the best ways to learn how to teach. Your observation should have provided new ideas for teaching beginning reading. Now, by completing **Part 2** of the student case study, you are prepared to create a lesson plan tailored to your case study student's specific challenges in reading.

Module 4: Lesson Planning

Module 4 Introduction

In this module, you are putting it all together! This week, you will develop a detailed instruction plan for a student with special needs by applying your knowledge of phonemic awareness, phonics, encoding, fluency, comprehension, and SMART goals to create a structured literacy lesson plan and completing the discussion using Packback. You will also research additional strategies to teach reading to students with Extensive Support Needs. Your lesson plan assignment will conclude the student case study signature assignment.

Required Reading and Video Content

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices. *Teaching Exceptional Children*, 51(3).

https://resources.nu.edu/ld.php?content_id=75173516

The International Dyslexia Association. (IDA). (2012). Understanding Dysgraphia. https://resources.nu.edu/ld.php?content_id=75173554

This article discusses Dysgraphia, what it is, and how to diagnose and remediate it.

Spelling. (n.d.). International Dyslexia Association. <https://dyslexiaida.org/spelling-2/> [website – 3 scrolls]

Encoding and dictation and why it matters. (2021, October 13). Literacy Edventures. <https://www.literacyedventures.com/blog/encoding-dictation>
[blog – 5 scrolls]

admin. (2024, February 27). *Expert Strategies for Teaching Encoding and Decoding Skills*. Orton Gillingham for All. <https://ogforall.com/expert-strategies-for-teaching-encoding-and-decoding-skills/>

California Department of Education. (2017). *California Dyslexia guidelines*. https://resources.nu.edu/ld.php?content_id=74401274

- **Chapter 11 pp. 64-75**

California's dyslexia guidelines provide up-to-date information for special educators while building on hard-won knowledge confirmed over decades of research.

Optional Resources

Textbook: O'Connor, R.E. (2014). *Teaching word recognition: Effective Strategies for students with learning difficulties* (2nd ed.). The Guilford Press. <https://research.ebsco.com/linkprocessor/plink?id=9099ec4d-fca0-399b-83da-b55668113df5>

ISBN: 9781462516193

Chapter 11: Older Students with Reading Difficulties

Textbook: Vaughn, V., Boardman, A., & K. Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.

<https://research.ebsco.com/linkprocessor/plink?id=7b830efd-cd2d-3658-93b2-4548aae5d4eb>

Chapter 8: Multicomponent Approaches to Strategy Instruction

Dictation / Reading Rockets. (n.d.). <https://www.readingrockets.org/classroom/classroom-strategies/dictation>

Kearns, D. M. (2020). Does English have useful syllable division patterns? *International Literacy Association Reading Research Quarterly*, 55(S1). https://resources.nu.edu/ld.php?content_id=75173467

- **Syllabication patterns and how to divide them.**

These are your Module 4 tasks to complete:

- Read all Required Resources posted in the Course Resources.
- Review lesson 13: Encoding and Dictation, Lesson 14: Comprehension, Lesson 15: Fluency.

- Participate in Discussion 4: Description of Structured Literacy and Creating Lesson Plans.
- Complete Assignment 13: Weekly Collaborate, Assignment 14: Describe Strategies and or Methodologies used to Teach Reading to Students with Extensive Support Needs, Assignment 15: Create Signature Assignment: Part 3 – Case Study Lesson Plan and Assignment 16: Annotate a Video Clip in GoReact.

Lessons

[Lesson 13: Encoding and Dictation](https://rise.articulate.com/share/aDKjhgE1d9MkBP64OWr9oc3pInjnd16G) LINK TO RISE: <https://rise.articulate.com/share/aDKjhgE1d9MkBP64OWr9oc3pInjnd16G>

Lesson 14: [Comprehension](https://rise.articulate.com/share/5kR7hCPEPRMHXVKEgV2LCQrH-yUjFLbN) LINK TO RISE: <https://rise.articulate.com/share/5kR7hCPEPRMHXVKEgV2LCQrH-yUjFLbN>

Lesson 15: [Fluency](https://rise.articulate.com/share/tmBriKo47WmE7dSmahOtAwF-dvuxd_VL): LINK TO RISE: https://rise.articulate.com/share/tmBriKo47WmE7dSmahOtAwF-dvuxd_VL

Assignment 13: Weekly Collaborate

(CLO: 1) 2 points

Instructions

Collaborate: Each week, your instructor will host a live (synchronous) Zoom session.

You may participate by attending a live session or by watching the recording and writing a reflection by the end of the week as an assignment.

Live Participation includes:

- Attending live sessions with the instructor.
- Responding to questions/prompts via chat or using voice technology.
- Demonstrating collaboration and being respectful of colleagues' and instructors' opinions and ideas.
- Typing a short “aha” moment about something that struck you as important or something new you want to learn more about. (2 sentences)
Ask any questions you still have about the content in Module 4.

Reflection Paper:

If you are unable to attend the live session on the assigned date, you can write a half-page reflection to receive full credit, which includes the following:

- Response to all questions and prompts posed by the instructor.
- Summary of big ideas you gleaned because of the discussion.
- Your opinions, questions, and what you learned from the session.

Please submit your Reflection Paper if you are unable to attend the live, synchronous session by the end of the week. (2 points)

Grading

This assignment is worth 2 points and is due on [Sunday].

Discussion 4: Description of Structured Literacy and Creating Lesson Plans

(CLO: 3)

Overview

The discussions in this course will utilize Packback. Packback is a discussion tool that uses artificial intelligence to provide real-time feedback as you author discussion posts to increase post quality, critical thinking, and engagement with course content. Packback will check your posts for plagiarism and will automatically assign a “curiosity score”, which is calculated based on the depth of thought put into a discussion post, strength of sources used in the post, formatting, and clarity of the post. This is important to note because your curiosity score becomes part of your grade.

Instructions

1. **Review the Resources:** Review the Module 4 resources and content information as well as the resources *linked below* to inform your discussion post. Be sure to cite all sources in your post and response.
2. **Pose a Question:** Ask your peers an open-ended question on the topic of structured literacy.
3. **Contextualize Your Question:** Provide a description of your question and discuss the components of structured literacy and strategies that can be used to create a structured literacy lesson plan for diverse leaders. **Note:** Keep an eye on your Curiosity Score! You need a minimum of 70.
4. **Engage with Peers:** Respond to at least one of your peers' questions or comments *using the guidance below*

Resources:

Use the required Module 4 resources as well as the optional resources below:

- Center for Dyslexia MTSU. (2019, May 23). *An overview of structured literacy* [Video]. YouTube. <https://youtu.be/CcsXZ9MLMNs?si=h-kEw9DUxxdkw6Gf>
- Spear-Swerling, L. (2018). Structured literacy and typical literacy practices. *Teaching Exceptional Children*, 51(3). https://resources.nu.edu/ld.php?content_id=75173516
- Learning Without Tears. (2024, November 19). *Language, learning, and the reading brain with Dr. Carolyn Strom – S3EP11* [Video]. YouTube. <https://www.youtube.com/watch?v=kqHPsAC7qPU>

When responding to a peer, you should consider the following:

- Answer the question.
- Ask a follow-up question.
- Provide your perspective on the reading/topic.
- Expand on a connection or draw a new connection based on what they wrote.
- Add to their understanding or answer their question(s).
- Agree or disagree with their assessment of the reading/topic (support your agreement or disagreement with evidence).
- Cite relevant concepts and key terms.

Grading

This discussion is worth 4 points and the initial post will be due by **Thursday at 11:59 p.m. (PST)**. The reply posts are due by **Sunday at 11:59 p.m. (PST)**. Minimum Packback Curiosity score of 70. Up to 3 points for a question, up to 1 point for response.

Assignment 14: Describe Strategies and/or Methodologies to Teach Reading to Students with Extensive Support Needs

(CLO: 3)

Instruction

Describe strategies and or methodologies you would use to teach reading to students with Extensive Support Needs. Write a 2-page paper describing the methods you would use, how you would evaluate the student's progress and what data collection method you may use. This paper should be written in APA format, including a title page and reference page.

Additional Optional Resources

Whitebread, K.M., Knapp, S.L., & Bengtson, M. (2021). Teaching foundational reading skills to students with intellectual disabilities. *Teaching Exceptional Children*, 53(6). <https://nationalu.brightspace.com/content/enforced/37772-SED607-Dev/Module%204/Files%20for%20Assignment%2011/Teaching%20Foundational%20Reading%20Skills%20to%20Students%20with%20Intellectual%20Disabilities.pdf>

- Knowing how students with ID take in, interpret, store, and retrieve information is crucial for teachers planning literacy assessments and instruction.

Lemons, C.J., Allor, J.H., Otaiba, S.A., & LeJeune, L.M. (2016). 10 researched-based tips for enhancing literacy instruction for students with intellectual disability. *Teaching Exceptional Children*, 90(4). <https://nationalu.brightspace.com/content/enforced/37772-SED607-Dev/Module%204/Files%20for%20Assignment%2011/10%20Researched-Based%20Tips%20for%20Enhancing%20Literacy%20Instruction%20for%20Students%20with%20Intellectual%20Disability.pdf>

- This article offers 10 research-based tips for special education teachers, general education teachers, and other members of IEP teams to consider when planning literacy instruction for students with ID.

Johnston, S.S., O'Keeffe, B.V., & Stokes, K. (2018). Early literacy support for students with physical disabilities and complex communication needs. *Teaching Exceptional Children*, 51(2). <https://nationalu.brightspace.com/content/enforced/37772-SED607-Dev/Module%204/Files%20for%20Assignment%2011/Early%20Literacy%20Support%20for%20Students%20With%20Physical%20Disabilities%20and%20Complex%20Communication%20Needs..pdf>

- This article discusses the use of augmentative communication devices in teaching reading and writing.

Grading

This assignment is worth 10 points and is due on Saturday. For more specific details on how this will be graded, refer to the rubric.

Rubric

Criteria	Integrating / Innovative 3	Applying 2	Emerging 1	Beginning 0.5
Description of strategies and or methodologies	Excellent and thorough description of strategies and or methodologies. Quality details give important information that goes beyond the average.	Thorough description of strategies and or methodologies. Details give important information that goes slightly beyond the average.	Description of strategies and or methodologies. Details give average information.	Description of strategies and or methodologies are poor. Details give below average information.
Evaluation of student progress.	Clear and comprehensive methods of evaluation of student progress are present.	Comprehensive methods of evaluation of student progress are present.	Comprehensive methods of evaluation of student progress are present but may not be clear.	Methods of evaluation of student progress are present but are not clear or well thought out.
Data Collection	Data collection is described in detail. Method of collection is clear and appears to be easy to implement.	Data collection is described well. Method of collection is and appears to be easy to implement.	Data collection is described but may not be clear. Method of collection may be difficult to implement.	Data collection is described but description is poor. Method of collection not practical to implement.
	Integrating/Innovative 1	Applying 0.75	Emerging 0.5	Beginning 0.25
Organization Mechanics and Grammar and Citations (when required)	Very well organized, good development of ideas, strong sentences, and varied transitions. Flawless spelling, punctuation, and capitalization. Three citations from the course	Logical paragraph order, clear and functional transitions, good development of ideas. Few spelling and punctuation errors, Citation includes 2 citations from course	Topics and ideas discussed somewhat randomly. Writing lacks clearly defined organization, Ineffective paragraph orders. Some careless spelling and punctuation.	Writing is unstructured. Inconsistent paragraph order. Sentence fragments and/or run-on sentences. Many spelling and punctuation errors.

	readings are included and are cited correctly in APA format, citations are from multiple outside sources.	readings and one other outside source and is in APA format.	Citation includes one citation from course reading but is in APA format.	Citation is minimal and not in APA format.
Overall Score	Integrating / Innovative 10	Applying 6.75	Emerging 3.5	Beginning 1.75

Assignment 15: Signature Assignment – Part 3 – Case Study Lesson Plan [Go React]- (CLO: 5)

Overview: For parts 1 (Module 2) and 2 (Module 3) of the Signature Assignment, you have assessed a student using various assessments from the CORE Multiple Measures Assessments and then analyzed the data collected to make recommendations for future instruction and created IEP goals based on areas of reading challenges. You will now use that information to create structure literacy lesson plan and record yourself teaching that lesson. You will also add a comment to your video as a self-reflection of your teaching.

Instructions

Refer to Parts 1 and 2 of your Signature Assignment/Case Study completed in Modules 1 and 2 and use the provided template [Assignment 16-Module 4-Reading Lesson plan Template Structured Literacy.docx](#)

1. Create a lesson plan using the template to incorporate structure literacy instruction designed to help remediate the student's weaknesses in reading.
2. Create a video using GoReact to model or teach the lesson plan that you created and add a video comment providing a self-reflection on the modeling of the lesson.

Grading

This assignment is worth 10 points and is due on Saturday. Refer to the rubric for more specific details on how this will be graded.

Rubric

Criteria	Integrating / Innovative	Applying	Emerging	Beginning
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	2	1.5	1	0.5
SMART/IEP Goal	Expertly created 2-3 IEP goals that are Specific, Measurable, Achievable, Results-Oriented and Time-Bound and precisely targets needed student skills.	Created 1-2 IEP goals that are Specific, Measurable, Achievable, Results-Oriented and Time-Bound and targets needed student skills.	Created 1 IEP goal that is Specific, Measurable, Achievable, Results-Oriented and Time-Bound several of the SMART criteria are not well written or slightly miss the targeted skill.	Created 1 IEP goal that is Specific, Measurable, Achievable, Results-Oriented and Time-Bound, many of these criteria are not well written and miss the targeted skill.
Pre-Lesson Planning: Prior Knowledge, Standards, Objective, Materials, Collaboration	Expertly completed each section including information relating to prior knowledge, standards, objectives, materials, and collaboration.	Completed each section including information relating to prior knowledge, standards, objectives, materials, and collaboration.	Completed each section including information relating to prior knowledge, standards, objectives, materials, and collaboration some elements may be missing.	Completed each section including information relating to prior knowledge, standards, objectives, materials, and collaboration Skills are not completely defined, parts are missing.
	Integrating / Innovative 3	Applying 2	Emerging 1.5	Beginning 1
Teach and Assess	Expertly detailed all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear.	Detailed all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear.	Included all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear. Some parts may be missing.	Included all sections listed for a structured literacy lesson: opening, warm up, teach, practice, and apply. Instructional activities are detailed and clear. Many parts may be missing, information may be unclear.
	Integrating / Innovative 2	Applying 1.5	Emerging 1	Beginning 0.5
Go React – Upload Video to GoReact of Lesson being taught to student(s)	Expertly modeled the lesson (matches the lesson plan) and	Modeled the lesson created in the lesson plan. May have not modeled all	Modeled the lesson created in the lesson plan. May have not modeled all	Did not model the lesson created in the lesson plan. May have described rather

	uploaded the video to GoReact.	parts of the lesson plan. Video was uploaded into GoReact.	parts of the lesson plan. Video was uploaded into GoReact.	than modeled the lesson. Video was uploaded into GoReact.
	Completed 1		No Submission 0	
Self-Reflection: Upload Video to GoReact	Uploaded a video comment reflecting on the modeling of the lesson. Discussed how the lesson went, if all aspects of the lesson plan were modeled or if there were areas for improvement.		Did not upload a video with required commentary.	
Overall Score	Integrating/Innovative 10	Applying 7.5	Emerging 5	Beginning 2.5

Assignment 16: Annotate a Video Clip in GoReact

(CLO 1, 3)

Overview

This activity will help you practice annotating videos using specific tags.

Instructions

1. Watch a video clip of a short reading lesson in GoReact.
2. Search for specific areas based on the list provided below and “tag” those specific points in the video with a comment on where you are observing the specific area.

Use **one** (1) of the following headings for your comment “tags” and add a short description of how the teacher demonstrated each area:

- **Creating a Positive and Safe Learning Environment:** Explain how the teacher established a positive, safe learning environment (e.g., creating a safe and welcoming environment that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport).
- **Establishing Expectations for Content-Specific Learning:** Describe how the teacher established expectations for the students’ content learning in this lesson.

- **Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher Order Thinking:** Explain why the teacher implemented learning activities and used instructional strategies (e.g., resources, materials, educational technology) to provide access and engage students in challenging content-specific learning using age and/or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization).
- **Monitoring Students' Learning of Content:** Explain how the teacher checked for students' understanding, using informal assessment, of the content-specific learning goals throughout the lesson.

GoReact Video Information/Access:

Viewing the following video: **Running Records: Assessing and Improving Students' Reading Fluency and Comprehension:**

<https://www.youtube.com/watch?v=ZO-40YiJiUA>

[2:21]

Grading

This assignment is worth 1 point. Refer to the rubric for more specific details on how this will be graded.

Criteria	Integrating/Innovative 0.5	0
Add one comment to the video using one of the four specific headings.	Candidate has correctly tagged the video in GoReact using one of the four headings.	Candidate did not tag the video in GoReact using one of the four headings.
Add a brief description of how the teacher modeled one of the four areas.	Candidate included at least one to two sentences describing how the teacher in the video modeled the skill the candidate tagged in the video.	No description was included.
Overall Score	Integrating/Innovative 1	Beginning 0

Module 4 Summary

Congratulations on completing SED607! Throughout this course, you have explored the core domains of reading instruction, from phonological awareness to reading comprehension. You should now be able to analyze assessments, implement research-based strategies, and address the diverse literacy needs of all learners, including those with special needs and English language differences.

As you move forward, keep a growth mindset, remembering that becoming an effective reading teacher is an ongoing process. Embrace continuous learning, seek out professional development opportunities, and remain committed to making a positive impact on your students' lives. The foundational knowledge gained in SED607 will empower you to create engaging and effective literacy experiences for all learners.