



## **Professional Development Institute**

### **Flex Course Syllabus**

### **The Science of Reading (K-5)**

**PDI Course Number: 138T02**

**UCSD Course Number: EDUC42326**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

#### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

#### **Course Description**

Are you one of the many educational professionals who seek to understand the science of reading and how to put its principles into practice in your classroom? The science of reading simply means reading instruction that is based on what has been scientifically proven to work. This online course provides K-5 teachers with the perfect tools to approach reading instruction using best practices, with readers specifically putting five areas of focus together (phonemic awareness, phonics, vocabulary, fluency, and comprehension) in order to become successful readers. Teachers will be provided with thorough background information and research-based support for each component of reading, as backed by reading science. As they progress through this course, teachers will be introduced to a variety of best practices as they relate to the teaching and learning of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Teachers will add many tools to their already-existing schemas to help students who struggle in any of these five areas of reading. Additionally, effective research-based strategies for working with students who are learning English as an additional language and students with dyslexia are also shared. By the end of this course, teachers will feel more confident and successful in their quest to embed the science of reading practices into their own reading instruction so that all K-5 students can become better, more literate readers.

## Educational Outcomes

1. Teachers will understand the basis for the reading wars, and they will understand how the science of reading fits into it.
2. Teachers will understand what the science of reading is.
3. Teachers will learn about the Simple View of Reading (SVR), and they will learn how reading instruction has changed over time to a more active approach.
4. Teachers will learn how working memory and auditory processing fit into the science of reading best practices.
5. Teachers will understand the impact that illiteracy has on society, and they will learn specific best practices for combatting same in an effort to close the achievement gap, making literacy more equitable for all students.
6. Teachers will understand the subtle differences between phonological awareness, phonemic awareness, and phonics.
7. Teachers will learn about the various components that comprise phonemic awareness.
8. Teachers will deeply explore several phonemic awareness best practices as they relate to assessment, instructional routines, word lists, multisensory scaffolds, and clear instructional language.
9. Teachers will learn specific strategies (all of which are based in the science of reading) to help students who struggle with phonemic awareness, including English language learners, students with dyslexia, and students with auditory discrimination issues.
10. Teachers will understand the brain research behind the science of reading as it relates to phonics.
11. Teachers will learn how mirror invariance and orthographic mapping affect students' ability to master phonics skills.
12. Teachers will learn how to best assess decodable readers for use in their classrooms.
13. Teachers will explore several phonics best practices as they relate to systematic and explicit instruction, scope and sequence, and applying phonics during reading instruction.
14. Teachers will learn specific strategies (all of which are based in the science of reading) to help students who struggle with phonics, including English language learners, students with dyslexia, and students with auditory discrimination issues.
15. Teachers will understand the brain research behind the teaching and learning of vocabulary.
16. Teachers will be introduced to three big ideas in terms of vocabulary development, and they will thoroughly explore how students learn vocabulary, either incidentally or through direct instruction.
17. Teachers will understand how to choose which words to teach based on best science of reading practices.
18. Teachers will deeply explore several vocabulary best practices, including focusing on rich word meanings, concentrating on connections between words, raising word consciousness, reviewing words often, and teaching word parts.
19. Teachers will learn specific strategies (all of which are based in the science of reading) to help students who struggle with vocabulary, including English language learners, students who are economically disadvantaged, and students with dyslexia.
20. Teachers will understand what fluency is and why it is so important to the process of reading.

21. Teachers will learn about the six dimensions of fluency (pausing, phrasing, stress, intonation, rate, integration), and they will learn how it can be measured.
22. Teachers will deeply explore several fluency best practices, including modeling, repeated readings, reader's theater, teaching phrase boundaries, and independent reading.
23. Teachers will learn specific strategies (all of which are based in the science of reading) to help students who struggle with fluency, including English language learners and students with dyslexia.
24. Teachers will be introduced to the five stages of reading development, and they will understand that factors that affect reading comprehension at each level.
25. Teachers will understand how reading comprehension is inextricably linked to language comprehension.
26. Teachers will learn specific strategies for assessing reading comprehension in their students.
27. Teachers will deeply explore several reading comprehension best practices, including teaching word reading *and* bridging skills, beginning comprehension instruction early, teaching text structures, teaching vocabulary and knowledge, teaching comprehension strategies, and encouraging wide reading.
28. Teachers will learn specific strategies (all of which are based in the science of reading) to help students who struggle with reading comprehension, including English language learners and students with dyslexia.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## **Evaluation**

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design Three Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- The Reading Wars
- Introduction to the Science of Reading
- The Science of Reading and Social Justice
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about merging the science of reading into your own best teaching practices to help K-5 students become better, more literate readers. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- The Science of Phonemic Awareness
- Best Practices for Phonemic Awareness Instruction
- Embracing the Science of Reading to Help Students Who Struggle with Phonemic Awareness
- **Assignment #2**  
*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

### Unit Three

- The Science of Phonics
- Best Practices for Phonics Instruction
- Embracing the Science of Reading to Help Students Who Struggle with Phonics
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to incorporating the science of reading best practices into your own teaching repertoire to help K-5 students become better, more literate readers. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*
- **Test #3**

## Unit Four

- The Science of Vocabulary
- Best Practices for Vocabulary Instruction
- Embracing the Science of Reading to Help Students Who Struggle with Vocabulary
- **Test #4**

## Unit Five

- The Science of Fluency
- Best Practices for Fluency Instruction
- Embracing the Science of Reading to Help Students Who Struggle with Fluency
- **Test #5**

## Unit Six

- The Science of Reading Comprehension
- Best Practices for Reading Comprehension Instruction
- Embracing the Science of Reading to Help Students Who Struggle with Reading Comprehension
- **Assignment #4**  
*Create a lesson plan for three different areas which have been scientifically proven to be crucial to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension). The lessons that you create need to connect to science of reading best practices so that all readers — struggling or otherwise — can and will benefit. Each lesson plan should provide enough detail so that another teacher can easily use it. For each lesson, be sure to also include a plan for assessment (e.g., rubric, explanation of how the lesson goals/activity will be assessed, either through formal or informal assessment, etc.). The lessons should be applicable to the K-5 level. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.*
- **Assignment #5**  
*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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