Professional Development Institute

Flex Course Syllabus

Reading Foundations for Emergent and Early Readers (PreK-2)

PDI Course Number: 82T02

UCSD Course Number: EDUC41676

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

Do you ever wonder what you can do to help young students gain a better foundation in reading? This online course is designed for teachers in grades PreK-2 who want to build a solid foundation in reading for each of their students from the very beginning. Information on the building blocks of reading is shared together with specific strategies for incorporating these foundational skills into everyday practice. The course begins with building a solid understanding of such concepts as phonological awareness, phonemic awareness, and phonics. Teachers will then strengthen their toolbox of strategies for teaching spelling, word families, decoding, sight words, vocabulary, and fluency. Teachers will also learn assessment strategies such as story retelling and asking students to answer questions using textual evidence. Teachers will learn how to help their students choose "just right" books for their individual reading levels while balancing the types of text they read. To help in this regard, teachers will gain strategies for teaching students the features of nonfiction text. Finally, strategies for making the most of classroom read-alouds will be shared. By the end of this course, teachers will more fully understand how to best help their students master the foundations of reading, and will have gained valuable classroom ideas to incorporate into their everyday teaching.

Educational Outcomes

1. Teachers will understand the basics of the Common Core State Standards in English Language Arts.
2. Teachers will learn about concepts of print, its various components, and specific strategies to best assess how their students understand and use it in their quest to becoming fluent readers.
3. Teachers will understand the differences between phonics and phonological awareness and will gain strategies for teaching both.
4. Teachers will learn how to use spelling and word families to help students become independent readers and writers.
5. Teachers will learn how to use their morning message and read-alouds to the fullest in service of practice and development of literacy skills.
6. Teachers will learn how to incorporate specific word attack strategies into their teaching so that students can more easily decode words to become more fluent readers.
7. Teachers will learn how to harness the power of sight words and simple strategies to help student grow as fluent readers.
8. Teachers will learn specific strategies to combine oral reading fluency and silent reading fluency in order to provide students with a gateway to comprehension.
9. Teachers will gain a better understanding of how to accurately assess students' oral reading fluency.
10. Teachers will learn about the different stages of reading development and the types of texts which are available for emergent and early readers.
11. Teachers will have a greater understanding of the various components of text complexity, as well as the three levels of text for individual readers.
12. Teachers will gain a better understanding of how to select books in order to match students with their individual reading levels.
13. Teachers will learn how to help students grow their vocabulary through direct instruction and self-learning strategies.
14. Teachers will learn specific strategies for implementing a wide variety of reading genres within their classrooms.
15. Teachers will have an appreciation for, and will learn the importance of, the reading-writing connection.
16. Teachers will be introduced to several strategies to incorporate writing with reading.
17. Teachers will learn about the importance of reading aloud, together with the necessary steps to accomplish this teaching strategy.
18. Teachers will learn specific strategies to incorporate effective questioning techniques during reading that are anchored by textual evidence.
19. Teachers will learn about the elements of fiction at the K-2 level.
20. Teachers will learn how to comprehend stories using effective story retells.
21. Teachers will learn specific strategies to effectively compare and contrast texts in order to guide students to better comprehension and reading enjoyment.
22. Teachers will learn about the elements of nonfiction at the K-2 level.
23. Teachers will learn specific strategies for incorporating the teaching of nonfiction into their curriculum.

24. Teachers will gain a better understanding of how to help guide students to make connections to various texts in order to improve their fluency, comprehension, and overall enjoyment of reading.
25. Teachers will gain strategies to help students ask question, connect to texts, and retell stories.

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 Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Given Scenarios via a Lesson Plan (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Overview of the Common Core State Standards in English Language Arts
- Concepts of Print
- Phonological/Phonemic Awareness
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching the foundations of reading. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Phonics
- Spelling and Word Families
- Decoding Strategies
- **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

- Sight Words
- Fluency
- Text Types and "Just Right" Books for Emergent Readers
- **Assignment # 3**
- *Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively incorporating reading foundational skills and will 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 easily follow. 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

- Building Vocabulary
- Genre Matters: Balancing Types of Text
- Writing With Reading In Mind
- **Test #4**

Unit Five

- Making the Most Out of Read Alouds
- Asking and Answering Questions with Evidence
- Effective Story Retells
- **Test #5**

Unit Six

- Comparing and Contrasting
- Features of Nonfiction Texts
- Making Connections
- **Assignment #4**
  Using what you have learned in this course, create a lesson plan for each of the three scenarios presented in the course assignment in order to help these students become more successful readers. Each plan should focus on what the problem is and how you plan to address the issue. The lessons should be described in enough detail so that someone else can teach them.
- **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.

Bibliography

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