



CENTER ON DISABILITIES AND  
HUMAN DEVELOPMENT

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**University of Idaho**

College of Education, Health and Human Sciences

EDSP 505

## Essential Components for Reading Instruction – Part 1

**Instructor:** Cari Murphy, Ph.D., UI Center on Disabilities & Human Development

**Co-Instructor:** Alayna Gee, M.Ed., Idaho State Department of Education

**Number of Professional Development Graduate Credits: 1**

**Course Location:** This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:

<http://www.idahotc.com/lms>

### **Contact Information**

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### **Technical Assistance**

Idaho Training Clearinghouse

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### **Course Description**

**The course consists of 10 online modules with descriptions of each below. Modules are self-paced and include quizzes to check for understanding.**

<b>Module Title</b>	<b>Module Description</b>
Phonological Awareness	In this Module, you will work to understand and dig deeper into the topic of <u>phonological awareness</u> . You will learn about the instructional implications of phonological awareness and how to include this instruction in your day to day classroom instruction.
Phonics & Word Recognition	Within this Module, you will dig deeper into the topic of decoding and <u>word identification</u> . You will learn more about the instructional implications for Idaho students and apply our learning to design and evaluate instruction aligned to the focus of this Module.
Phonics -All About Syllables: Part 1	This is the first module in a 2-part series, focused on building background that leads to a broader understanding of <u>syllabication</u> and advanced decoding. As students develop in their reading ability, awareness of the parts of words helps them decode multisyllabic words and should be included in classroom instruction.
Phonics- All About Syllables: Part 2	This second Module in a two-part series focused on building background that leads to a broader understanding of syllabication and <u>advanced decoding</u> . This Module will focus on morphology, which is the study of words, how they are formed, and their relationship to other words in the same language
Partner Talk	This Module focused on taking a closer look at using the strategy of <u>Partner Talk</u> or Think-Pair-Share as a tool to increase engagement. Through the steps of this Module, you will investigate how you can design intentional instructional opportunities that allow for students to experience increasing oral language skills.
Academic Discussion	This Module is focused on the importance of designing opportunities and putting scaffolds in place to ensure Idaho students can successfully engage in rigorous <u>academic discussions</u> with peers.
Academic Vocabulary	This Module is focused on <u>academic vocabulary</u> in K-5 classrooms. Students need regular exposure and practice with complex text and its <u>academic vocabulary</u> . This module focuses on identifying academic vocabulary and embedding it into reading instruction.
Developing Word Consciousness	This Module is focused on developing <u>word consciousness</u> in students in grades K-5. We know that not all words can be taught directly, so instilling interest in, and knowledge of words all day long will support students. One way to help students develop vocabulary is by fostering word consciousness.
Word Analysis	This Module is focused on <u>teaching word analysis</u> to students in grades K-5. Word analysis can help students to determine the meanings of unfamiliar words independently and transfer the strategies to other words.
Context Clues	This Module is focused on <u>teaching context clues</u> to students in grades K—5. After this module, students will be able to utilize graphic organizers with students to identify the elements that support the identification of context clues and support students’ use of context clues in reading.

## University of Idaho Learning Outcomes

### 1. **Learn and integrate**

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

### 2. **Think and create**

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

### 3. **Communicate**

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

### 4. **Clarify purpose and perspective**

Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

### 5. **Practice citizenship**

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

**Specific Course Objectives Related to Above Learning Outcomes:** At the conclusion of this course, students will be able to:

- articulate the instructional implications of teaching phonological awareness
- explain how the topic of phonological awareness is a foundation for later reading instruction
- differentiate between decoding and word identification
- teach decoding in a systematic way to improve delivery of reading instruction
- instruct students in utilizing decoding to read multi-syllable words
- describe all 6 syllable types found in words
- explain what morphology means in phonics instruction
- teach students the relationship between morphology and word formation
- use the partner talk strategy in reading instruction
- design intentional instructional opportunities for partner talk in the classroom
- design opportunities for students to successfully engage in academic discussions in the reading classroom
- scaffold instruction in academic discussion so that all students can participate in the classroom
- imbed academic vocabulary instruction into reading lessons
- identify academic vocabulary words within student text materials
- foster word consciousness for students

- identify words that can't be directly taught to students through vocabulary instruction
- teach independent word learning strategies to students
- explain the difference between word consciousness and word analysis
- utilize graphic organizers with students to support their use of context clues in reading
- identify the elements that support the identification of context clues

### **Graduate Credit Course Requirements**

1. Participation: Participants are required to complete all modules, including handouts and quizzes.
2. Quizzes: All module quizzes must be submitted through the online course at the Idaho Training Clearinghouse LMS.
3. Surveys: Participants are required to complete a satisfaction survey after each module.
4. Final assignment: This assignment (requirements listed below) must be submitted through the online course at the Idaho Training Clearinghouse LMS.

### **Quizzes**

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each module quiz to pass the course. Quizzes can be retaken until passed. Each quiz is worth 10 points.

### **Final Assignment (100 points)**

This course requires that you submit a culminating final assignment from your work in each module. In step 4 of each module you will create 3 presentation slides (e.g., PowerPoint) to summarize the content presented.

- An additional 3 slides will be added for each module completed, for a total of 30 slides.
- The information on each slide should summarize learning from the module.
- The final slide deck should include both text and graphics.
- Information presented in the slide should have proper citation.
- No more than 10% of the slides may have direct quotes from the module content.

### **Grading Policy**

This is a Pass/Fail course.

1. Participants must earn an 80% (8/10) score on each module quiz to pass the course. Quizzes can be retaken until passed.
2. Participants must earn an 80% (80/100 points) on the final assignment to pass the course.
3. Participants must complete the satisfaction surveys after each module to pass the course.

### **Academic Integrity**

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high

standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

### **Condensed Policy of Nondiscrimination**

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, and other state and federal laws and regulations.

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: [3220](#). Retaliation for bringing forward a complaint is prohibited, see [3810](#).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885- 4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220- 6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or [hrai@uidaho.edu](mailto:hrai@uidaho.edu)).