



Course Title:

Essential Components for Reading Instruction – Part 1 (ECRI-1)

Number of Credits:

1

Course Location/Format:

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: <https://idahotc.com/lms>

Instructor Name:

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Course Description:

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

Module Title	Module Description
Phonological Awareness	In this Module, you will work to understand and dig deeper into the topic of phonological awareness. 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 word identification. 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 syllabication 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 advanced decoding. 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 Partner Talk 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 academic discussions with peers.
Academic Vocabulary	This Module is focused on academic vocabulary in K-5 classrooms. Students need regular exposure and practice with complex text and its academic vocabulary. This module focuses on identifying academic vocabulary and embedding it into reading instruction.
Developing Word Consciousness	This Module is focused on developing word consciousness 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 teaching word analysis to students in grades K-5. Word analysis can help students to determine the meaning of unfamiliar words independently and transfer the strategies to other words.
Context Clues	This Module is focused on teaching context clues 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 Objectives:

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.

Course Objectives:

1. Participants will be able to articulate the instructional implications of teaching phonological awareness

2. Participants will be able to explain how the topic of phonological awareness is a foundation for later reading instruction
3. Participants will be able to differentiate between decoding and word identification
4. Participants will be able to teach decoding in a systematic way to improve delivery of reading instruction
5. Participants will be able to instruct students in utilizing decoding to read multi-syllable words
6. Participants will be able to describe all 6 syllable types found in words
7. Participants will be able to explain what morphology means in phonics instruction
8. Participants will be able to use the partner talk strategy in reading instruction
9. Participants will be able to design intentional instructional opportunities for partner talk in the classroom
10. Participants will be able to design opportunities for students to successfully engage in academic discussions in the reading classroom
11. Participants will be able to scaffold instruction in academic discussion so that all students can participate in the classroom
12. Participants will be able to imbed academic vocabulary instruction into reading lessons
13. Participants will be able to identify academic vocabulary words within student text materials
14. Participants will be able to foster word consciousness for students
15. Participants will be able to identify words that can't be directly taught to students through vocabulary instruction
16. Participants will be able to teach independent word learning strategies to students
17. Participants will be able to explain the difference between word consciousness and word analysis
18. Participants will be able to utilize graphic organizers with students to support their use of context clues in reading
19. Participants will be able to identify the elements that support the identification of context clues

Required Materials:

There are no outside readings or materials required for this course.

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.

*All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Student 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.

3. Surveys: Participants are required to complete a satisfaction survey after each module.

4. Final Assignment: A written assignment must be submitted through the online course at the Idaho Training Clearinghouse LMS.

*Final Assignment (100 points)

This course requires that you submit a culminating final assignment form 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:

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted.

1. Participants must earn 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.

Learning Civility Clause & Academic Integrity:

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

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.

University of Idaho (UI) Nondiscrimination Policy:

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, 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 Educational 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 Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); 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 Pacific Regional

Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Accommodations for Students with Disabilities:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: <https://www.uidaho.edu/current-students/cdar>