Course Title:
Essential Components for Reading Instruction – Part 2 (ECRI-2)

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
Semantic Mapping	The content in this Module has been developed to be aligned with research and incorporates opportunities to engage in the theory and practice of this strategy of graphically representing concepts. Research has long supported that having a substantial vocabulary is clearly important to students' success in school and their continued success in the world beyond school.
Academic Language Part 1	This Module IS focused on teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Academic language is critical as it relates to the Idaho Content Standards English Language Arts/Literacy because students need an academic lexicon that allows them the opportunity to access content, meaningfully engage with content and achieve content.
Academic Language Part 2	This Module will focus on taking a closer look at Recommendation 1 from the Institute of Educational Sciences (IES) Practice Guide. The first recommendation

	from this practice guide is to teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
Close Reading	Through the steps in this Module, you will increase your knowledge and add to your repertoire to support Idaho students. A significant body of research links the close reading of complex text – whether the student is a struggling reader or advanced – to significant gains in reading proficiency and finds Close Reading to be a key component of college and career readiness.
Identifying & Analyzing Theme	Through each step in this Module, we will take a closer look at the specific grade level expectations in grades K-5 that will help prepare students to meet the overall college and career ready expectation of Anchor Standard 2. We will dig deeper into the topic of teaching theme in the classroom.
Intro to Informational Text	Through the steps in this Module you will increase your knowledge and add to your repertoire to support students. Idaho students should be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life.
Text Dependent Questions	Through the steps in this Module, you will increase your understanding of how you can design instructional opportunities that allow for students to respond to questions that are text-dependent. This Module is designed with the elementary educator in mind!
Teaching Students to Use Evidence	Through the steps in this Module, you will increase your understanding of how you can design instructional opportunities that allow for students to experience literary and informational text.
Importance of Text Structures	Through the steps in this Module you will increase your knowledge and add to your repertoire to support students with informational text. Text structures are the organizational structures used within paragraphs and longer texts, appropriate to genre and purpose.
Importance of Text Features	Through the steps of this Module, you will further your knowledge on the topic of the importance of the use of informational text to teach text features. Text features are the physical features of the text that highlight the important content.

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 understand instructional implications of an how to implement Semantic Mapping into their classroom teaching
2. Participants will understand instructional implications of an how to implement Academic Language into their classroom teaching
3. Participants will understand instructional implications of an how to implement Close Reading into their classroom teaching
4. Participants will understand instructional implications of an how to implement Identifying and Analyzing Theme into their classroom teaching
5. Participants will understand instructional implications of an how to implement Informational Text into their classroom teaching
6. Participants will understand instructional implications of an how to implement Text Dependent Questions into their classroom teaching
7. Participants will understand instructional implications of an how to implement Use of Evidence into their classroom teaching
8. Participants will understand instructional implications of an how to implement Text Structures into their classroom teaching
9. Participants will understand instructional implications of an how to implement Text Features into their classroom teaching

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