

# READING UNIVERSE

All About Teaching Reading & Writing



## Course Syllabus: Evidence-Based Literacy Instruction

A model course syllabus for college and university faculty to use when only one literacy course is offered to teacher candidates.

Developed by Dr. Stephanie Stollar

# Evidence-Based Literacy Instruction

A Model Course Syllabus for Educator Preparation Programs

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# Evidence-Based Literacy Instruction

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## SECTION 1: USING THIS MODEL SYLLABUS

### INTRODUCTION

This model syllabus is developed for educator preparation programs to support the teaching of evidence-based literacy practices to teacher candidates and is designed to illustrate how these components of literacy instruction can be integrated into coursework. Prepared by Dr. Stephanie Stollar, consultant, author, and founder of The Reading Science Academy, this single course syllabus is for college and university faculty to use when only one literacy course is offered to teacher candidates.

**You are welcome, and encouraged, to copy and paste this syllabus into your own format for your courses.** Organized into a 15-week course, this syllabus includes:

- A course description
- Required student resources
- Weekly objectives aligned to the [International Dyslexia Association Knowledge and Practice Standards](#) (KPS) to ensure teacher candidates have both the knowledge and skills to teach students to read proficiently
- Suggested assignments that align to the weekly topics and objectives. You will find a [Focus Notes Template](#) to use as you design the assignments for the full course.
- References

## SECTION 2: COURSE SYLLABUS

### DESCRIPTION

This comprehensive course provides an evidence-based foundation in literacy instruction grounded in scientific research. You will explore how reading develops through explicit instruction and examine the challenges many children face when learning to read, including struggling readers and students with reading disabilities.

Throughout the course, you will discover evidence-based structured literacy practices designed to support students with varying needs, implement progress monitoring tools, and leverage reading and writing instruction to enhance content area literacy. Principles of explicit and systematic instruction for developing written expression are discussed in depth.

You will engage with evidence-based reading research through course readings, videos, presentations, and podcasts. By the end of the course, you will be equipped to explain and demonstrate the key elements of effective reading and writing instruction, teach accurate and fluent text reading, implement evidence-based vocabulary and comprehension instruction, and support diverse learners in developing strong literacy skills as both readers and writers.

# Evidence-Based Literacy Instruction

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## REQUIRED STUDENT RESOURCES

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press/CORE.

Archer, A. L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

## OBJECTIVES

By the end of this course, learners will be able to:

1. Understand scientifically based reading research methods and the Simple View of Reading framework for analyzing reading development and difficulties.
2. Describe characteristics of proficient and struggling readers, including students with reading disabilities, and explain why reading is a learned skill that many find challenging.
3. Know the five essential components of reading instruction and demonstrate effective teaching practices for each component.
4. Understand phonological/phonemic awareness development and apply instructional progressions for consonant and vowel phonemes across languages.
5. Apply phonics and English orthography structures to systematically teach decoding, spelling, and multisyllabic word reading from simple to complex.
6. Implement structured literacy routines and technology to support students with memory, processing, and executive functioning needs.
7. Develop reading fluency through decodable texts, automatic word recognition, and evidence-based progress monitoring techniques.
8. Explain the relationship between word reading fluency, listening comprehension, and reading comprehension using developmental phases.
9. Apply research-based strategies for teaching morphology, vocabulary, comprehension, and writing to skilled comprehenders.
10. Identify and implement robust assessments and interventions for language comprehension skills, particularly for culturally and linguistically diverse learners.
11. Explain characteristics of reading disabilities (dyslexia and others) and relevant federal and state laws pertaining to teaching children with reading disabilities.

# Evidence-Based Literacy Instruction

## Week 1: Understanding the Science of Reading and Structured Literacy

### OBJECTIVES

- Understand the five language processing domains of proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse. **(1.1)**
- Identify and explain how environmental, cultural, and social factors contribute to literacy development. **(1.5)**
- Explain the major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. **(1.6)**
- Understand the changing relationships among the major components of literacy development in accounting for reading achievement. **(1.9)**
- Understand the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative teacher-directed instruction. **(4A.1)**
- Understand the rationale for multisensory and multimodal language learning techniques. **(4A.2)**

Topics	Readings and Other Media	Assignments Due This Week
Definitions of reading and literacy	Honig et al., <i>Teaching Reading Sourcebook</i> , Introduction: "The Big Picture" (p. 1–10)	Take <a href="#">Focus Notes</a> for <i>Teaching Reading Sourcebook</i> , "The Big Picture"
National reading crisis	Archer, A. & Hughes, C. <i>Explicit Instruction</i> , Chapter 1: "Exploring the Foundations of Explicit Instruction" (p. 1–22)	Quiz
Gap between research and practice	Armistead R. & Armistead, L. <a href="#">Reading Instruction: Effective Strategies from the National Reading Panel</a>	Focused notes for <i>Explicit Instruction</i> , Chapter 1: "Exploring the Foundations of Explicit Instruction"
Definition and types of research	National Association of School Psychologists	
Science of Reading and evidence-based reading instruction	Goldberg, M. <a href="#">How Children Learn to Read</a> Reading Universe	
Simple View of Reading	The Reading League <a href="#">The Science of Reading: Defining Guide</a> .	
National Reading Panel (NRP) Report		
5 essential components of literacy instruction		
Structured literacy		
Explicit and systematic instruction		

# Evidence-Based Literacy Instruction

## Week 2: How Children Learn to Read

### OBJECTIVES

- Know the phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. **(1.8)**
- Explain the major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. **(1.6)**
- Understand the most common differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). **(1.7)**
- Recognize the tenets of the 2025 International Dyslexia Association (IDA) definition of dyslexia, or any accepted revisions thereof. **(2.1)**
- Understand the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative teacher-directed instruction. **(4A.1)**

Topics	Readings and Other Media	Assignments Due This Week
Structured literacy (continued)	Honig et al., <i>Teaching Reading Sourcebook</i> , Chapter 1: "Structure of English" (p. 21–47)	Take Focused Notes for <i>Teaching Reading Sourcebook</i> , Chapter 1: "Structure of English"
Essential components of reading		
How the brain learns to read – typical progression	Archer, A. & Hughes, C. <i>Explicit Instruction</i> , Chapter 2: "Designing Lessons – Skills and Strategies" (p. 23–52)	Take Focused Notes for <i>Explicit Instruction</i> , Chapter 2: "Designing Lessons – Skills and Strategies"
What can go wrong while learning to read		
Differences between good and poor readers	Cárdenas-Hagan, E. <a href="#">Teaching English Learners: What Every Educator Should Know</a> Reading Universe	Quiz
Introduction to reading disability, specific learning disability (SLD), dyslexia, developmental language disorder (DLD), and cognitive impairment	Reading Rockets <a href="#">What We Know About Reading and the Brain</a>  Vaughn, S. & Fletcher, J. <a href="#">Identifying and Teaching Students with Significant Reading Problems</a> AFT	Watch explicit instruction lesson and respond to discussion questions provided by your instructor.  Draw a model of the brain networks involved in literacy and state why dyslexia makes learning to read and write more difficult.

# Evidence-Based Literacy Instruction

## Week 3: Explicit Literacy Instruction

### OBJECTIVES

- Understand that most students will require explicit instruction to learn to read. **(1.2)**
- Identify and explain aspects of cognition and behavior that affect reading and writing development. **(1.4)**
- Understand the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative teacher-directed instruction. **(4A.1)**
- Understand the rationale for and adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. **(4A.3)**
- Know considerations for using multisensory routines to enhance student engagement and memory. **(4C.4)**

Topics	Readings and Other Media	Assignments Due This Week
Foundations of explicit instruction  How cognitive science informs reading instruction (attention, direct model, practice, feedback, working and long-term memory)	Archer & Hughes, <i>Explicit Instruction</i> , Chapter 5: "Organizing for Instruction" (p. 109–130)  Council for Exceptional Children (CEC) <a href="#">Systematically Design Instruction Toward a Specific Learning Goal</a>  <a href="#">CEC Systematic Instruction Video Transcript</a>  Kearns, D. <a href="#">Explicit Instruction Explanation</a>	Take Focused Notes for <i>Explicit Instruction</i> , Chapter 5: "Organizing for Instruction"  Quiz  Watch the lesson and comment on how the instruction could be improved by making it more explicit and systematic.

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# Evidence-Based Literacy Instruction

## Week 4: Multi-Tiered Systems of Support (MTSS) and Assessment

### OBJECTIVES

- Understand multi-tiered systems of support (MTSS) as a framework for bridging the gap between research and practice for the purpose of school improvement.
- Understand the differences among and purposes for screening, progress monitoring, diagnostic, and outcome assessments. (3.1)

Topics	Readings and Other Media	Assignments Due This Week
MTSS – schoolwide delivery of effective instruction	Honig et al., <i>Teaching Reading Sourcebook</i> , Introduction: "The Big Picture" (p. 10–18)	Take Focused Notes for <i>Teaching Reading Sourcebook</i> , "MTSS for Reading Success"
MTSS – purposes of assessment	Honig et al., <i>Teaching Reading Sourcebook</i> , "MTSS for Reading Success" (p. 743–754)	Quiz
Delivering instruction, eliciting responses	Archer, A. & Hughes, C. <i>Explicit Instruction</i> , Chapter 6: "Designing Lessons – Rules"	Take Focused Notes for <i>Explicit Instruction</i> , Chapter 6: "Designing Lessons – Rules"
Lesson structures that apply elements of effective instruction and integrate the essential components of reading	Reading Rockets <a href="#">Purposes of Assessment in MTSS</a> Reading Universe <a href="#">Four Step Assessment Decision Chart</a> Archer, A. <a href="#">Active Participation Instruction</a> Reading Rockets <a href="#">Evidence-Based Instruction in a MTSS Framework</a>	Define the characteristics of Tier 1, 2 and 3 instruction. Define the purposes of assessments used in MTSS. Watch the video and note instances of integration across the essential elements of instruction.

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# Evidence-Based Literacy Instruction

## Week 5: Foundations of Early Reading

### OBJECTIVES

- Know and apply in practice how to use print and online resources for obtaining information about languages other than English. **(4B.7)**
- Know the considerations for the role of vocabulary development and vocabulary knowledge in oral language comprehension. **(4E.1)**
- Understand the role of sentence comprehension in listening and reading comprehension. **(4F.3)**

Topics	Readings and Other Media	Assignments Due This Week
<p>Oral language</p> <p>Connecting oral language to reading and writing</p> <p>Concepts of print</p> <p>Research-based ways to teach oral language through classroom discussion and read aloud</p> <p>Language variation and second language acquisition</p>	<p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 3: "Print Awareness" (p. 71–82)</p> <p>Morrison, V. &amp; Wheeler, L. <a href="#">Revisiting Read Alouds</a> Reading Rockets</p> <p>Amplify Science of Reading: The Podcast <a href="#">Deconstructing the Rope: Language Comprehension with Sonia Cabell</a></p> <p>Robertson, K. &amp; Ford, K. <a href="#">Language Acquisition: An Overview</a> Colorín Colorado</p> <p>Goldenberg, C. <a href="#">The "Bilingual Brain" and Reading Research: Questions About Teaching English Learners to Read in English</a> Reading Universe</p> <p>Michigan's Mission: Literacy <a href="#">Concepts of Print: Ideas for Teachers</a> Reading Rockets</p>	<p>Take Focused Notes for <i>Teaching Reading Sourcebook</i>, Chapter 3: "Print Awareness"</p> <p>Quiz</p> <p>For 5 of the 10 concepts of print ideas on the Reading Rockets website, provide a quote from the Sourcebook that supports the practice.</p> <p>Take Focused Notes for Amplify Podcast: Deconstructing the Rope: Language Comprehension with Sonia Cabell</p> <p>Take Focused Notes for The "Bilingual Brain" and Reading Research</p>

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# Evidence-Based Literacy Instruction

## Week 6: Phonological and Phonemic Awareness

### OBJECTIVES

- Understand considerations for levels of phonological sensitivity. **(4B.2)**
- Understand/apply in practice considerations for phoneme awareness difficulties. **(4B.3)**
- Know/apply in practice consideration for the progression of phonemic awareness skill development across age and grade. **(4B.4)**
- Know and apply in practice how to use print and online resources for obtaining information about languages other than English. **(4B.7)**

Topics	Readings and Other Media	Assignments Due This Week
<p>Define phonological and phonemic awareness</p> <p>Understand why phonemic awareness is important</p> <p>Know how phonemic awareness relates to the other essential components</p> <p>State the implications for teaching phonemic awareness to diverse learners</p> <p>Recognize the elements of research-based phonemic awareness instruction</p> <p>Consonant and vowel phonemes</p> <p>Implications for multilingual learners and speakers of language variations</p>	<p>Honig et al., Teaching Reading Sourcebook, Chapter 1: "Structure of English" (p. 22–27)</p> <p>Honig et al., Teaching Reading Sourcebook, Chapter 5: "Phonological Awareness" (p. 115–127)</p> <p>Reading Universe <a href="#">How to Pronounce the English Phonemes: An Interactive Demo</a></p> <p>Moats, L. <a href="#">What Does it Mean When a Student Confuses 'f' and 'v' in Spelling?</a> Reading Universe</p> <p>Fierro, A. <a href="#">Sounds of the Vowel Valley</a> Reading Universe</p> <p>Walton, M. <a href="#">Pronounce the Vowel Sounds</a> Reading Universe</p> <p>Washington, J. <a href="#">Teaching Reading to Children Who Speak African American English</a> Reading Universe</p> <p>Moats, L. &amp; Tolman, C. <a href="#">Why Phonological Awareness Is Important for Reading and Spelling</a> Reading Rockets</p>	<p>Take Focused Notes on Teaching Reading Sourcebook: Chapter 5</p> <p>Select keywords to illustrate each phoneme that feature nondistorted phonemes (no coarticulation effect).</p> <p>Identify phonemes that are more likely to be confused with each other because they share articulation features and thus sound similar.</p> <p>Compare a student's first language phonological system with the phoneme inventory for General American English to anticipate which speech sounds in English are not in the student's native language or dialect and are likely to be challenging for the learner to distinguish and produce.</p>

# Evidence-Based Literacy Instruction

## Week 7: Alphabetic Principle

### OBJECTIVES

- Know/apply in practice considerations for the general and specific goals of phonemic awareness instruction. **(4B.5)**
- Know/apply in practice considerations for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, and auditory-verbal. **(4B.6)**

Topics	Readings and Other Media	Assignments Due This Week
<p>Effective phonemic awareness instruction</p> <p>Using sound boxes</p> <p>Linking sounds to letters</p>	<p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 5: "Phonological Awareness" (p. 154–158)</p> <p>Texas Education Agency <a href="#">The Alphabetic Principle</a> Reading Rockets</p> <p>Reading Universe <a href="#">Segmenting Onset and Rime with Stephanie Fincher</a></p> <p>Reading Universe <a href="#">Quick Look: Elkonin Sound Boxes</a></p> <p>Institute of Education Sciences <a href="#">Video 15: Phonemes Linked to Letters</a></p>	<p>Submit video on producing 44 phonemes</p> <p>Quiz</p> <p>Watch the IES Guide video. Identify examples of the following components of effective instruction:</p> <ul style="list-style-type: none"> <li>• Explicit</li> <li>• Systematic</li> <li>• Cumulative</li> <li>• Phonemes linked to letters</li> <li>• Corrective feedback</li> <li>• Tactile and kinesthetic aids</li> <li>• Use of sound boxes</li> </ul>

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# Evidence-Based Literacy Instruction

## Week 8: Letter Formation and Orthographic Mapping

### OBJECTIVES

- Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive. **(4G.2)**

Topics	Readings and Other Media	Assignments Due This Week
Teaching letter names and forms Orthographic mapping Ehri's Phases of Word Reading	<p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 4: "Letter Knowledge" (p. 83–114)</p> <p>Reading Universe <a href="#">Teaching the Short 'u' Sound: Full Lesson</a></p> <p>Reading Universe <a href="#">Letter Warm-Up with Flash Cards: Kindergarten</a></p> <p>Reading Universe <a href="#">Letter Warm-Up with Flash Cards: First Grade</a></p> <p>Reading Universe <a href="#">How to Teach Letter Formation</a></p> <p>Sedita, J. <a href="#">What is Orthographic Mapping?</a> Reading Universe</p> <p>Ehri, L. <a href="#">Phases of Development in Learning to Read and Spell Words</a> AFT</p>	<p>Take Focused Notes on <i>Teaching Reading Sourcebook: Chapter 4</i></p> <p>Quiz</p> <p>Group letters for practice that require similar motor patterns, and explicitly teach those basic pencil strokes.</p>

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# Evidence-Based Literacy Instruction

## Week 9: Understanding Encoding and Decoding within Phonics Instruction

### OBJECTIVES

- Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-syllable and multisyllabic regular word reading. **(4C.1)**
- Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills. **(4C.2)**

Topics	Readings and Other Media	Assignments Due This Week
<p>Define phonics</p> <p>Understand why phonics is important</p> <p>Know how phonics relates to other essential components</p> <p>State implications of phonics for diverse learners</p> <p>Recognize elements of research-based phonics instruction</p> <p>Effective decoding instruction</p>	<p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 1: "Structure of English" (p. 28–42)</p> <p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 6: "Phonics" (p. 161–195)</p> <p>Reading Universe <a href="#">Blending Sounds to Read Words with Short Vowels</a></p> <p>Reading Universe <a href="#">Teaching Closed Syllables with the Alphabet Queen</a></p> <p>Amplify Science of Reading: The Podcast <a href="#">Deconstructing the Rope: Decoding with Louisa Moats</a></p> <p>Reading Universe <a href="#">Dictating Sentences with Short 'i' and Short 'e'</a></p> <p>Reading Universe <a href="#">Spelling Words with Short 'i' and Short 'e'</a></p> <p>Reading Universe <a href="#">Helping English Learners with Short 'i' and Short 'e'</a></p>	<p>Take Focused Notes on <i>Teaching Reading Sourcebook: Chapter 6</i></p> <p>Quiz</p> <p>Define key terms (e.g., grapheme, phoneme, syllable, suffix) and identify examples of each.</p> <p>Annotate all steps in an explicit phonics lesson provided by your instructor. (For example, develop phonemic awareness, introduce sound-letter correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.)</p>

**Notes:**

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## Evidence-Based Literacy Instruction

### Week 10: Teaching High-Frequency, Irregularly Spelled, and Multisyllabic Words

#### OBJECTIVES

- Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan. **(4C.3)**
- Know/apply in practice considerations for teaching irregular words in small increments using special techniques. **(4C.6)**
- Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words. **(4C.7)**

Topics	Readings and Other Media	Assignments Due This Week
Teaching irregular word reading	Honig et al., <i>Teaching Reading Sourcebook</i> , Chapter 7: "Irregular Word Reading" (p. 241–258)	Take Focused Notes on <i>Teaching Reading Sourcebook</i> : Chapter 7
Teaching morphology	Honig et al., <i>Teaching Reading Sourcebook</i> , Chapter 8: "Multisyllabic Word Reading" (p. 259–270)	Quiz
Know how morphology relates to other components	Honig et al., <i>Teaching Reading Sourcebook</i> , Chapter 12: "Word-Learning Strategies" (p. 527–540)	Identify the roots and affixes in a given list of words.
State implications for teaching morphology	Moats, L. & Tolman, C. <a href="#">Six Syllable Types</a>	Explain why the English writing system is, in fact, highly regular and words that are not fully regular usually differ in one phoneme/grapheme correspondence and preserve morphological information.
Recognize the elements of effective morphology instruction	Reading Universe <a href="#">Six Syllable Types</a>	Practice teaching an explicit phonics lesson provided by your instructor.
Teaching multisyllabic word reading	The Children of the Code Project <a href="#">The Brain's Challenge: Elements: Morphemes</a>	
	Reading Universe <a href="#">Overview of Irregularly Spelled High-Frequency Words</a>	
	Reading Universe <a href="#">Teaching Trick Words to Kindergartners</a>	
	Reading Universe <a href="#">Practicing Irregularly Spelled High-Frequency Words</a>	
	Really Great Reading <a href="#">Heart Word Magic: Unlock the Magic of Heart Words for Lasting Literacy Success</a>	

# Evidence-Based Literacy Instruction

## Week 11: Fluency and Decodable Texts

### OBJECTIVES

- Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction. **(4A.1)**
- Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers. **(4C.8)**
- Know/apply in practice considerations for varied techniques and methods for building reading fluency. **(4D.2)**
- Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress monitoring practices. **(4D.3)**

Topics	Readings and Other Media	Assignments Due This Week
<p>Understand the rationale for using decodable text</p> <p>Routine for using decodable text</p> <p>Providing immediate corrective feedback during text reading</p> <p>Define text reading fluency</p> <p>Understand why reading fluency is important</p> <p>Know how reading fluency relates to other components</p> <p>State implications for teaching diverse learners</p> <p>Recognize the elements of research-based fluency instruction</p>	<p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 10: "Fluency Instruction" (p. 374–391)</p> <p>Reading Universe <a href="#">How Long Should Students Work With Decodable Text?</a></p> <p>Honig et al., <i>Teaching Reading Sourcebook</i>, "Reading Fluency Introduction" (p. 321–323)</p> <p>National Institute of Child Health and Human Development <a href="#">What Works in Fluency Instruction</a> Reading Rockets</p> <p>Cárdenas-Hagan, E. <a href="#">Language Development Within a Reading Fluency Lesson</a> Reading Universe</p>	<p>Take Focused Notes for <i>Teaching Reading Sourcebook</i>: Chapter 10</p> <p>When given a text by your instructor, list the phonics patterns students would need to know how to read in order for the text to be considered decodable.</p> <p>Describe the role of and appropriate use of independent silent reading, assisted reading, repeated reading, and integrated fluency instruction to promote fluent reading.</p>

# Evidence-Based Literacy Instruction

## Week 12: Vocabulary Development

### OBJECTIVES

- Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. **(4E.1)**
- Know/apply in practice considerations for the sources of wide differences in students' vocabularies. **(4E.2)**
- Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction. **(4E.3)**
- Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. **(4E.4)**
- Understand the major skill domains that contribute to written expression. **(4G.1)**
- Know/apply in practice considerations for the developmental phases of the writing process. **(4G.4)**

Topics	Readings and Other Media	Assignments Due This Week
<p>Define vocabulary</p> <p>Understand why vocabulary is important</p> <p>Know how vocabulary relates to other components</p> <p>State implications for teaching vocabulary to diverse learners</p> <p>Recognize the elements of vocabulary instruction — direct and indirect instruction, linking to writing, linking to reading comprehension</p>	<p>Honig et al., <i>Teaching Reading Sourcebook</i>, "Vocabulary Introduction" (p. 407–418)</p> <p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 11: "Specific Word Instruction" (p. 419–443)</p> <p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 12: "Word-Learning Strategies" (p. 487–505)</p> <p>Archer, A. &amp; Hughes, C. <i>Explicit Instruction</i>, Chapter 3: "Designing Lessons – Vocabulary and Concepts" (p. 53–91)</p> <p>Colorín Colorado <a href="#">The Components of Effective Vocabulary Instruction</a></p> <p>Colorín Colorado <a href="#">Using Cognates to Develop Comprehension in English</a></p>	<p>Take Focused Notes for <i>Teaching Reading Sourcebook: Vocabulary Introduction</i></p> <p>Take Focused Notes for <i>Teaching Reading Sourcebook: Chapter 11</i></p> <p>Take Focused Notes on <i>Explicit Instruction: Chapter 3</i></p> <p>Quiz</p> <p>Select 3-5 vocabulary words to directly teach from a text provided by your instructor.</p> <p>Identify and summarize the evidence that knowledge of word meanings is a major factor in language comprehension and expression.</p>



# Evidence-Based Literacy Instruction

## Week 14: Explicit Comprehension and Writing Instruction

### OBJECTIVES

- Know/apply in practice considerations for factors that contribute to deep comprehension. **(4F.1)**
- Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation. **(4F.2)**
- Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research. **(4F.4)**

Topics	Readings and Other Media	Assignments Due This Week
<p>Define content knowledge and background knowledge</p> <p>State the role of content knowledge in skilled reading comprehension and writing</p> <p>Define summarization</p> <p>State role of summarization in skilled reading comprehension and writing</p> <p>Learn how to teach summarization through paragraph shrinking or "get the gist"</p>	<p>Honig et al., <i>Teaching Reading Sourcebook</i>, Chapter 15: "Informational Text" (p. 681–687)</p> <p>Amplify Science of Reading: The Podcast <a href="#">Deconstructing the Rope: Background Knowledge with Susan Neuman</a></p> <p>Neuman, S., et al., <a href="#">Building Background Knowledge</a> Reading Rockets</p> <p>Shanahan, T. <a href="#">How To Teach Summarization</a> Reading Rockets</p> <p>Kemeny, L. <a href="#">Class-wide Intervention That Works</a> 2022 PaTTAN Literacy Symposium</p> <p>Wijekumar, K. &amp; Beerwinkle, A. <a href="#">Implementing the Text Structure Strategy in Your Classroom</a> Reading Rockets</p>	<p>Take Focused Notes on <i>Teaching Reading Sourcebook</i>: Chapter 15</p> <p>Take Focused Notes on Amplify Podcast</p> <p>Quiz</p> <p>Outline the research on teaching comprehension strategies.</p> <p>Take Focused Notes on Kemeny Presentation</p> <p>Anticipate challenging language before text reading and prepare to decipher it with students.</p>

Notes:



# Evidence-Based Literacy Instruction

## LIST OF ALL STUDENT READINGS AND MEDIA ASSIGNMENTS

- Archer, A. L., & Hughes, C. A. (n.d). *Active participation instruction: 2nd grade* [Video]. Explicit Instruction. <https://explicitinstruction.org/video-elementary/elementary-video-1/>
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## Focus Notes for *Teaching Reading Sourcebook*, "The Big Picture"

Focus Question	Response/Notes
How does understanding the "big picture" of the components of reading impact my ability to effectively teach reading?	
Define the reading deficit.	
What are the big ideas of how the brain learns to read?	
What are the elements of a "scientific" approach to reading instruction?	
What are the components of effective reading instruction?	
How is reading assessment related to reading instruction?	

# Focused Notes Template

Focus Question	Response/Notes