Foundations of Literacy

General Information

Course: | Instructor:
---|---
Semester: | E-Mail:
Class Time: | Phone:
Class Location: | Office Location:
Credit Hours: 3 hrs. | Office Hours:

Prerequisites: None. This is the first course in the reading core and provides an overview to the study and teaching of literacy.

Course Description

The Foundations of Literacy course provides a scientifically-based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically-based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology’s contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands.

Course Objectives

1. Understand the importance of scientifically based reading research, different types of research methods/designs, and how to access and to read research articles.
2. Describe the Simple View of Reading & Reading Rope models and how they are used to understand reading development, instructional needs, and reading concerns.
3. Understand the evidence that learning to read is a learned skill and is difficult for many children.
4. Describe key characteristics of good and poor readers including students with reading disabilities.
5. Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.
   a. Define and understand phoneme awareness.
   b. Explain the purpose and goals of phoneme awareness instruction.
   c. Explain the role of phonics in proficient reading.
   d. Identify the characteristics of systematic, explicit phonics instructions and contrast those approaches with implicit, incidental approaches to instruction.
   e. Understand the contributing role of automaticity to fluent reading.
   f. Understand how oral reading fluency is related to other major components.
   g. Understand the role of vocabulary in text comprehension and decoding.
   h. Describe the various reasons why students might not comprehend text.

6. Review the progression of reading development and the terminology that are used for phases of early reading and spelling development.

7. Become familiar with teacher behaviors that result in higher levels of learning for students.

**Field Experience:** Candidates will conduct a brief teacher interview & classroom observation of reading instruction. This should be done in a classroom at the student’s licensure area where they can observe high quality reading instruction. Students will complete an observation form (connected to observing the essential components of reading) and write a brief reflection to share with the class.

**Required Text & Materials:**

**Text books:**


*NOTE: This text will be used across the 4 core reading courses.

**Readings (Used in Class & as Homework): All Will Read**


**Educator’s Practice Guides from Institute of Education Sciences**


**Web Resources Used in Class:**

National Assessment of Educational Progress, Reading: https://nces.ed.gov/nationsreportcard/reading/

Ohio Department of Education, Ohio School Report Cards—https://reportcard.education.ohio.gov/

Reading Rockets Website--Classroom Strategies: https://www.readingrockets.org/strategies

Children of the Code: https://childrenofthecode.org

Daniel Willingham’s Website http://www.danielwillingham.com
Ohio’s 12 Hour Reading Core Standards

As a foundations course, this class is designed to expose students to all of the different aspects of reading instruction. It touches on all of the reading core standards in an overview/big picture manner. Students are not yet creating lessons or implementing instruction but preparing them to do this in future courses.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Where it is addressed in the course</th>
<th>How the standard is assessed</th>
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</thead>
<tbody>
<tr>
<td>Standard 1: Knowledge and Beliefs about Language and Literacy Learning</td>
<td>All Weeks: 1.1, 1.2, 1.4, 1.5, 1.6, 1.8; Week 1: 1.3; Week 11 &amp; 12: 1.7</td>
<td>Quizzes &amp; Exams; Essential Components Presentation; Field Experience Reflective Paper</td>
</tr>
<tr>
<td>Standard 2: Phonological Awareness, Phonics, Word Identification, and Spelling</td>
<td>Week 3, 4, 6, 8, 9: 2.1, 2.2; Week 8 &amp; 9: 2.3, 2.6, 2.8, 2.9, 1.10</td>
<td>Quiz 1 &amp; 4; Activity 4; Exams; Essential Components Presentation; Field Experience Reflective Paper</td>
</tr>
<tr>
<td>Standard 3: Creating a Literate Environment</td>
<td>This standard is touched on throughout the class on an understanding level (not implementing)</td>
<td>Exams; Essential Components Presentation; Field Experience Reflective Paper</td>
</tr>
<tr>
<td>Standard 4: Diversity and Individual Differences</td>
<td>This standard is touched on throughout the class on an understanding level (not implementing)</td>
<td>Exams; Essential Components Presentation; Field Experience Reflective Paper</td>
</tr>
<tr>
<td>Standard 5: Comprehension and Fluency</td>
<td>Weeks 3 &amp; 10: Fluency focus; Weeks 3 &amp; 12: Comprehension focus</td>
<td>Quiz 1 &amp; 4; Exams; Essential Components Presentation; Field Experience Reflective Paper</td>
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<tr>
<td>Standard 6: Vocabulary</td>
<td>Weeks 3 &amp; 11: Vocabulary Focus</td>
<td>Quiz 1 &amp; 4; Exams; Essential Components Presentation; Field Experience Reflective Paper</td>
</tr>
<tr>
<td>Standard 7: Designing Instruction to Support Students Literacy Learning</td>
<td>Across the course this is touched on. Week 13 specifically addresses students who struggle.</td>
<td>Quizzes; Exams</td>
</tr>
<tr>
<td>Standard 8: Assessment, Identification, and Intervention for Students with Reading Difficulties</td>
<td>Week 13: addresses students with disabilities and MTSS. This course does not go into details about assessment</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Standard 9: Writing</td>
<td>Week 12</td>
<td>Final Exam; Essential Components Presentation; Field Experience Reflective Paper</td>
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Methods of Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description &amp; Purpose</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Participation Activities</td>
<td>Participation will be based on class attendance, active participation, and in-class activity performance. There are 8 in-class activities across the course, each worth 2.5 points. The purpose of these activities are to apply the information from class readings and lectures.</td>
<td>20</td>
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<tr>
<td>II. Quizzes (4)</td>
<td>Students will take four short, non-cumulative reading quizzes, each worth 5 points. The purpose of these quizzes is to make sure student are carefully reading the assigned readings before class and are ready to discuss and apply the information in-class.</td>
<td>20</td>
</tr>
<tr>
<td>III. Field Experience Reflection</td>
<td>Students will observe reading instruction in PreK-12th grade classroom and write a reflection paper. The purpose of this assignment is to make a connection between course content and actual teaching.</td>
<td>10</td>
</tr>
<tr>
<td>IV. Exams</td>
<td>Mid-term Exam = 10 Final Exam = 20 The purpose of this assignment is to assess mastery of key content from the course.</td>
<td>30</td>
</tr>
<tr>
<td>V. Essential Components of Reading Instruction Presentation &amp; Handout</td>
<td>Small Group (2-3 people) presentation on one of the essential components of Reading Instruction The purpose of this assignment is to give students the opportunity to ingrate research based information about how to teach one of the essential components of reading and present it to their peers.</td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
content from the class to demonstrate engagement and understanding in the class readings & lectures. Each activity is worth 2.5 points and grading will be based on active participation, completion of the activity, and accurate work.

II. Quizzes: Class attendance is required and quizzes cannot be made up unless it is an excused absence (see attendance policy). Timely, accurate completion and understanding of the required readings in this class is important. The 4 reading quizzes are designed to make sure students are reading and understanding the main points of assigned readings. Each quiz is worth 5 points and will be a mix of true/false, multiple choice, and short answer. The quizzes will focus on the main points of the readings.

III. Field Experience & Reflection Paper: Students will observe the reading block (at least 45 minutes of observation) in one classroom. Prior to the observation the student will talk with the teacher (email, phone, or in person) to learn about the reading instruction they will be using (see interview questions). During the observation students will complete an observational checklist of the effective instructional practices for reading. After the observation students will write a 3 page paper reflecting on what they observed (see outline below). This will be shared in class and turned in to the instructor for a grade, it is worth 10 points.

Teacher Interview Questions (others can be added).
1. Basic information: What grade level? How long have they been teaching? How do they prepare for their reading instruction?
2. What curriculum & supplemental programs/materials are used?
3. What types of instruction is done in small groups? What assessments are used to form these groups?
4. What is the purpose or goal of the lesson?
5. What skill(s) are being targeted?
6. What are key things I should be watchful of when I observe?

Reflection Paper Outline
1. Basic information: Grade level, type of school (public, private), number of kids in the class (about half a page)
2. Description of the instructional time & instruction: How much time is spent in the literacy block? How is the time divided (how much time on the different components of reading and what does this instruction involve)? How were children grouped for instruction? What effective instructional practices did you observe? (1.5 - 2 pages)
3. Your reflection on the observation: What went well? What did students most enjoy? What things were most challenging for students? How might you have done things differently? (.5 – 1 page)

IV. Exams: A mid-term and final exam will be given. These are cumulative tests that are designed to assess students understanding of the course content. A review guide will be given
before each exam with time in class to ask questions. The exams will both be a mix of true/false, multiple choice, and short answer questions.

V. Essential Components of Reading Instruction Presentation & Handout: Student will be put in small groups (2-3 people) and given one of the essential components of reading to present on. Each group will prepare a 15 minute presentation with a handout to provide to peers and the instructor for a grade. All group members must have approximately equal presentation time.

The groups must use the following to create their presentations & handouts:
   a. National Reading Panel
   b. One of the IES practice guides
   c. Teaching Reading Sourcebook
   d. Reading Rockets classroom strategies website

The presentation & handout must include
   a. An introduction of you essential component
      1. Key research findings about teaching the essential component of reading
      2. How it connects to overall reading growth and achievement (connect to SVR/Reading Rope)
      3. Types of skills/progression of skills across ages/grades
   b. Important instructional recommendations/practices
      1. Amount of time spent on this component
      2. Groupings (whole group/small groups)
      3. How to teach it
   c. Instructional Examples
      1. Discuss 2-3 examples of how this component is taught.
      2. Show at least 1 video clip of this skill being taught
   d. Allow time for questions

University/Instructor Policies

Note all important policies—drop date, plagiarism, accommodations, attendance, etc.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings Due This Week <strong>BEFORE</strong> class</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Intro. to the Science of Reading</strong>&lt;br&gt;-Overview of the course and the sequence of core reading courses.&lt;br&gt;- What is the Science of Reading?&lt;br&gt;- The Big Picture--Current state of reading today and how we got here --- key historical events in reading, and the reading debate.&lt;br&gt;- The Reading Crisis&lt;br&gt;-Share data on reading (NAEP data)—what it is and current results and state data)&lt;br&gt;- Research to Practice Gap in Reading &amp; the goal to close it!&lt;br&gt;-Overview of the Foundational Components of Reading Science&lt;br&gt; 1. How the brain learns to read &amp; the 4 Part Processor Model&lt;br&gt; 2. Essential Components of Reading &amp; the Simple View of Reading&lt;br&gt; 3. Components of Effective Reading Instruction&lt;br&gt; 4. Collaborative Problem Solving &amp; MTSS</td>
<td><strong>In Class:</strong>&lt;br&gt;-Review syllabus, course objectives, and expectations&lt;br&gt;- Reading Achievement Data Activity: Review NAEP website and Ohio website and explain how to understand data. Have students look up reading achievement data at different levels: national, state, district and share findings in small groups.&lt;br&gt;-Children of the Code Video: What’s At Stake (all or parts depending on time)&lt;br&gt;<a href="https://childrenofthecode.org/Tour/c1/index.htm">https://childrenofthecode.org/Tour/c1/index.htm</a></td>
<td><strong>Activity 1:</strong> Review of Data Recording Form</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Using Research to Guide Practice</strong>&lt;br&gt;- Importance of research in education&lt;br&gt;- How to recognize effective research&lt;br&gt;-Research article vs. publication&lt;br&gt;-Peer Review Process for Journal Submission</td>
<td><strong>In Class:</strong> Dissecting a research article together&lt;br&gt;<strong>For Homework:</strong>&lt;br&gt;-Research article to be used for in-class assignment&lt;br&gt;- Spear-Swerling &amp; Sternberg (2001)</td>
<td><strong>Activity 2:</strong> Dissecting an Article Activity Form</td>
</tr>
</tbody>
</table>
### Testable Questions
- Principle of Converging Evidence
- Hierarchy of research: Research Designs & What you can tell from each:
  - Experimental
  - Quasi-Experimental
  - Correlational
- The role of Case Studies & Qualitative research (early stages—provide insight on what to study)
- Understanding the parts of a research article and the information found in each part.
- Key Research Projects & Reports around reading and what we learned: Project follow through, NRP, Reading First, etc.

### Week 3
**The Research on How to Teach Reading**
- National Reading Panel Report, National Early Literacy Panel Report, Adolescent Literacy
- Why these are important
- How the research was conducted
- Findings
- How this informed practice
- Key Research since NRP
- Intro. the IES practice guides: research behind them, key findings & recommendations
- What does the research say about Adolescent Literacy’s Essential Components?
- Examples of this type of work in other countries: Rose Report (U.K.) and Rowe Report (Australia)

### In-Class
- NRP-Full Report and NELP-full report
- IES Practice Guide: Adolescent Literacy
*do a jigsaw reading and sharing activity of these reports. These are seminal works in our field that all need to be aware of.*

**For Homework:**
- National Reading Panel-Summary (2000)
- Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg (2002).
| Week 4 | The Simple View of Reading and Stages of Reading Development  
- Reading development  
- Ehri’s stages of reading  
- Reading concerns  
- Role of assessment  
- Overview of what it looks like in a classroom  
- Differentiated instruction  
*Concepts in this week are introduced and then applied across the remainder of the course. | In-Class:  
- View and discuss the Reading Rope:  
  https://dyslexiada.org/scarboroughs-reading-rope-a-groundbreaking-infographic/  
- Pipe cleaner reading rope activity—make & explain in small groups.  
For Homework:  
| Week 5 | How the Brain Reads  
- contributions of cognitive psychology to understanding reading  
- the purpose of reading  
- parts of the brain involved in reading  
- 4 part processor model  
- the brain on good reading instruction—how instruction can change how we process reading information | In Class (before Willingham assignment): Dr. Daniel Willingham’s Cool Facts About Reading  
http://www.danielwillingham.com/videos.html  
For Homework  
- Willingham (2017): Intro and Chapters 1 – 3 | Reading Quiz 2 |
| Week 6 | Early Foundations for Reading  
- The Role of Oral Language in Reading  
- Print Awareness  
- Letter Knowledge | In-Class  
Sharing activities from TRS  
Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch)  
https://www.readingrockets.org/strategies  
For Homework:  
- Teaching Reading Sourcebook (TRS):  
  Chapter 3-Print Awareness  
  Chapter 4-Letter Knowledge  
  - Dickinson, Golinkoff, & Hirsh-Pasek (2010).  
Activity 3: Review the Activities in the Teaching Reading Sourcebook Ch.3- Print Awareness & Ch. 4—Letter Knowledge. Choose 1 activity to share in small groups. |  |
| Week 7 | Overview of Word Structure  
- Structure of English  
- Structure of Spanish | In-Class  
Watch & Discuss Brief History of the Code (Children of the Code):  
https://childrenofthecode.org/Tour/c5/index.htm  
For Homework: | Reading Quiz 3 |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>What Research Says about Teaching Word Recognition Skills—Early Childhood</th>
</tr>
</thead>
</table>
|        | - Phonological Awareness  
|        | - Phonics  
|        | - Spelling  
|        | - Instruction & Intervention  
|        | - Differentiation  
|        | - Supporting English Language Learners  |
|        | In-Class  
|        | - Sharing activities from TRS  
|        | - Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch)  
|        | https://www.readingrockets.org/strategies  
|        | For Homework:  
|        | - Teaching Reading Sourcebook  
|        | Chapter 5: Phonological Awareness  
|        | Chapter 6: Introduction & Phonics  
|        | Chapter 7: Irregular Word Reading  |
|        | Activity 4:  
|        | Review the Activities in the Teaching Reading Sourcebook  
|        | Ch. 5—Phonological Awareness. Choose 1 activity to share in small groups  
|        | Activity 5:  
|        | Review the Activities in the Teaching Reading Sourcebook  
|        | Ch. 6 - 7—Choose 1 activity to share in small groups  |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>What Research Says about Teaching Word Recognition Skills—Middle Childhood &amp; Adolescence</th>
</tr>
</thead>
</table>
|        | - Phonological Awareness  
|        | - Phonics/Word Analysis  
|        | - Spelling  
|        | - Instruction & Intervention  
|        | - Differentiation  
|        | - Supporting English Language Learners  |
|        | In-Class  
|        | - IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School  
|        | - Sharing activities from TRS  
|        | - Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch)  
|        | https://www.readingrockets.org/strategies  
|        | For Homework:  
|        | - Teaching Reading Sourcebook  
|        | Chapter 8: Multisyllabic Word Reading  |
|        | Activity 6:  
|        | Review the Activities in the Teaching Reading Sourcebook  
|        | Ch. 6 - 8—Choose 1 activity to share in small groups  |
| Week 10 | What Research Says about Teaching **Fluency**  
- Instruction & Intervention  
- Differentiation  
- Supporting English Language Learners | In-Class  
- Midterm review  
- Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch)  
https://www.readingrockets.org/strategies  
For Homework:  
- TRS: Chapter 9: Fluency Assessment  
Chapter 10: Fluency Instruction | Midterm |
|---|---|---|
| Week 11 | What Research Says about Teaching **Language Comprehension Vocabulary**  
- Instruction & Intervention  
- Differentiation  
- Supporting English Language Learners | In-Class  
- Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch)  
https://www.readingrockets.org/strategies  
For Homework:  
- TRS: Intro.-Vocabulary  
Chapter 11: Specific Word Instruction  
Chapter 12: Word-Learning Strategies  
Chapter 13: Word Consciousness  
-Willingham (2017) Ch. 4 | Activity 7: Review the Activities in the Teaching Reading Sourcebook Ch. 11-13—Vocabulary. Choose 1 activity to share in small groups |
| Week 12 | What Research Says about Teaching **Reading Comprehension Writing**  
- Instruction & Intervention  
- Differentiation  
- Supporting English Language Learners | In-Class  
- Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch)  
https://www.readingrockets.org/strategies  
-RAND Study  
For Homework:  
- TRS: Intro.-Comprehension  
Chapter 14 Literary Text  
Chapter 15: Informational Text  
-Willingham (2017) Ch. 5 | Reading Quiz 4 |
| Week 13 | Supporting those who struggle with reading  
- Motivation & Engagement  
- MTSS  
- Importance of involving parents/families  
- Dyslexia & Reading Disability  
- Types & Definitions  
- Legal Requirements  
- Role of Parents  
- District/school responsibilities | In-Class  
Final Exam Review Sheet  
Discuss Field Experiences—Small groups  
For Homework:  
- TRS: MTSS for Reading Success (p. 743-754)  
-Willingham (2017) Ch. 6 | Field Experience Reflection Due |
### Alternative Texts that Could be Used


### Alternative Texts/Readings that Could be Used


### General Resources for the Instructor

*McCardle, Chhabra, & Kapinus (2008) is a great support text for creating lectures throughout this class. It is on the older side so we did not ultimately use it as a main text for the course but, it was considered.*


**Note to Instructors of this Course:**

The Willingham (2017) text was chosen as an accessible text that outlines cognitive psychology’s research contributions to understanding the complex act of reading. It outlines the fundamental processes involved in reading, connection of reading and writing, reading comprehension, digital reading, and the important role of motivation. This text is a challenging text so consider previewing the information before students read it on their own and follow up with content and discussion after they read chapters. He has a few videos on his website that give a nice short intro to his book. Undergraduates will likely need support in understanding some of this important content. This text is purposely paired with the other required text in the class by Honig, Diamond, & Gutlohn (2018) that outlines the practical implication for many of the things talked about in the Willingham book and focuses on how to teach the essential components of literacy. This text will be used in each course in the 12 hour reading core. In this class it is used as an overview—to give them the understanding of all the components of reading instruction. When assigning readings, have students focus on the introductory information to each chapter rather than getting too caught up at this point on all of the instructional activities. Students will revisit different sections of this text in depths across the 4 reading core courses.

Below, by week, additional resources are outlined that could be used by the instructor of the course to create lectures/content for that specific week. Also, activities noted in the week are further explained.

- **Week 1:** The Big Picture lectures
  - Castle, Rastle, & Nation (2018) article
  - Chapters 1 & 2 of McCardle et al. (2008).
  - Interview with neuroscientist Dr. Mark Seidenberg
    [https://www.readingrockets.org/teaching/experts/mark-seidenberg](https://www.readingrockets.org/teaching/experts/mark-seidenberg)

- **Week 2:** Using Research to Guide Practice
  - Chapter 2 of McCardle et al. (2008)
- Dissecting a research article activity: Walk students through the how to understand effective research, how to read a research article, and the importance of using research to guide practice. This in-class activity on dissecting a research article could be done a number of ways. The idea is to give students a reading research article (one you like and are familiar with) and walk them through the different sections and the information found in those sections. You could do this in small groups as a game with questions that they have to answer—in the methods section, who were the participants?
  - ASHA has a helpful guide on things to look for when evaluating the evidence of instructional materials: What To Ask When Evaluating Any Procedure, Product, or Program Found on their website: https://www.asha.org/slp/evaluate.htm
  - This is a useful outline of the steps of reading a research article that could be given to students or adapted into your lecture: http://www.owlnet.rice.edu/~cainproj/courses/HowToReadSciArticle.pdf

- **Week 3:** The Research on How to Teach Reading
  - Rose Report for the U.K. and Rowe Report from Australia
  - Additional resources regarding adolescent literacy
    https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools?fbclid=IwAR1ra7m3K_uibr0a0ButZCEtKEFMXM7AY2SQyeEv2ZI17Q-ivrufFUDQXg

- **Week 4:** The SVR and reading development:
  - The pipe cleaner activity is way to help student remember the parts of the reading rope. They use a different color pipe cleaner for each strand of the rope. They twist the word recognition strands together and then twist the language comprehension strands together and finally connect the two domains of reading in the middle making a 3D reading rope. In small groups, then have them practice explaining the different strands and how they connect to form a strong rope.
  - Original SVR article Gough & Tunmer (1986)

  - Scarborough (2001) original article where the reading rope is explained:

  - Reading Rope graphic explained
  - Ehri (2005) outlines the stages of reading development
  - From the Reading Rockets website, here is one on the SVR and reading development that would aid in developing content for this week.
    https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read

- **Week 5:** How the Brain Reads
- How the Brain Learns to Read—Lecture by Stanislas Dehaene  
  https://www.youtube.com/watch?v=25GI3-kILdo&feature=share
- Reading and the Brain Videos from Reading Rockets: 
  https://www.readingrockets.org/atoz/1114/video

- **Weeks 6 – 11**: Teaching the essential components of Reading  
  - These weeks focus on the different essential components of Reading. Connect each one back to the SVR & the Reading Rope graphic. The IES practice guides are helpful for additional content as well as the McCardle et al. (2008) text.
  
  - Scarborough (2001) original article where the reading rope is explained
  - Reading Rope graphic explained:  
    https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/
  - Chapters 6-11 of McCardle et al. (2008)—one chapter dedicated to each essential component of reading
  - Reading Rockets website—classroom strategies page is filled with teaching examples
    https://www.readingrockets.org/strategies

- **Week 12**: MTSS & Reading Disability (overview—covered deeply in the assessment & intervention course)  
  - Resources on IRIS website around MTSS/RTI
    https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/

- Resources for Reading Disability  
  - International Dyslexia Association: https://dyslexiaida.org/  
  - IDEA: https://sites.ed.gov/idea/regs/b/a/300.8/c/10  
  - NCLD: https://www.ncld.org/  
  - Ohio: http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific-Learning-Disability

- **Week 15**: Digital Revolution  
Appendix

Professional Learning Standards Address in This Course

The International Dyslexia Association

Ohio Standards for the Teaching Profession (OSTP)

Council for Exceptional Children (CEC)

National Association for the Education of the Young Child (NAEYC)

National Council of Teachers of English/International Literacy Association (NCTE/ILA)