

Reading Foundations



Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Reading is a crucial life skill: it equips children with the ability to communicate, think critically, navigate the world independently, access information, and acquire knowledge from multiple sources. Effective reading instruction is based on a range of needs, the complexity of language, developmental variation among students, continual assessment and adjustment. In this course, educators learn to implement skillful teaching practices that can transform students into master readers.

Through a comprehensive understanding of the history of reading instruction, research, and a reflection on their own teaching practices, teachers will be able to narrow reading gaps in their classrooms. Assignments include planning lessons, developing materials, writing, practicing skills, and recording a sample teaching session.

Renew a Teaching License by Professional Learning Board is an approved R2S provider in South Carolina.



Official Transcript:
3 Post-Baccalaureate Credits



Online Content



Quizzes and Assignments

Reading Foundations

Course Objectives

Upon completion of this course, the participant will be able to:

- Build an understanding of how reading instruction has changed over the years by learning about reading wars' history, balanced literacy strategy, and the science of reading.
- Design and implement engaging and effective lessons for early reading instruction, incorporating research-based strategies and methodologies.
- Plan and execute a variety of activities and exercises aimed at fostering early reading skills, including phonemic awareness, phonics instruction, fluency practice, vocabulary development, and reading comprehension strategies.
- Implement evidence-based strategies for teaching reading, including explicit, systematic instruction and comprehension strategies to align teaching with current research in the field of education.
- Select and utilize appropriate instructional materials, including books, resources, and technology tools to support reading instruction and meet the diverse needs of all learners in classrooms.

Hours/Credits: 60 Hours

Target Audience: Teachers, Educators, Literacy Specialists (K-5)

Cal Poly
Humboldt.
Regionally Accredited



Convenient Access:
Start Right Away



Resources & Tools for
Professional Learning Plans

Reading Foundations

Sequence of Study

Section 1: An Introduction to Early Reading Skills (5 Hours)

- Early Reading Skills
- Teaching and training reading skills in the early years
- Language development in children

Assessment: Review key concepts with a 20 question quiz

Section 2: The Science of Reading (10 Hours)

- Reading Wars History
- Balanced Literacy Strategy
- Science of Reading
- Systemic and Explicit Reading Instruction
- The Brain in Reading
- Simple View of Reading (SVR)
- Reading Rope

Assessment: Write a report (1000- 1500 words) on the science of reading, describing the important elements and strategies. Participants share their own thoughts about how this research needs to impact classrooms today.

Section 3: Phonemic Awareness (3.5 Hours)

- Phonemic Awareness Instructional Strategies
- Phonemic Awareness Skills

Assessment: Review key concepts with a 10 question quiz

Section 4: Phonics Instruction (11.5 Hours)

- Phonics Instruction Strategies
- Scope and Sequence for Teaching Phonics
- Multisensory approach to Phonics

Assessment: Create a 5 minute demo video teaching a lesson where you are explicitly teaching phonics. Participants also submit a report explaining the various instructional strategies, methodology and materials used.

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Sequence of Study

Section 5: Fluency Instruction (6 Hours)

- Reading Fluency Strategies
- The Importance of Fluency for Comprehension
- Building Fluency with Text

Assessment: You are teaching a student who is struggling with reading fluency. Describe a hypothetical student, their age and current struggles. Based on your understanding of fluency instruction, name and describe any three strategies that you will implement to help this learner become a fluent reader. (800- 1000 words)

Section 6: Vocabulary Instruction (9 Hours)

- Strategies for Explicit Vocabulary Instruction
- Building Word Knowledge

Assessment: Create a 20 minute lesson plan for teaching vocabulary.

Section 7: Reading Comprehension Instruction (10 Hours)

- The Science of Reading Comprehension
- Reading Comprehension Strategies

Assessment: Create a 30 minute lesson plan for teaching reading comprehension skills.

Section 8: Using Books for Reading Instruction (5 Hours)

- Using picture books for explicit reading instruction
- How to select books for teaching children
- Choosing “Just Right” books

Assessment: Plan a reading instruction lesson using a children’s book.



Practice Skills



Download
Resources



Classroom
Instruction Demos