

# Systemic and Phonemic Reading Instruction



## Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, 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 requires proficiency in a range of skills from phonemic awareness, understanding context, asking questions, to analyzing types of text.

This course lays out explicit, sequential, and systematic approaches to reading instruction from developing students' early reading skills and phonemic awareness to helping every child become a competent reader, regardless of their current reading level or learning condition. This must-have course for teachers is full of multisensory instruction strategies and explicit intervention techniques, video demos, and downloadable templates.



Official Transcript:  
2 Post-Baccalaureate  
Credits



100% Online



Quizzes and  
Course Action Plan

# Systemic and Phonemic Reading Instruction

## Course Outline

### SECTION A: Reading Across the Curriculum

#### LESSON 1: Research

- The importance and nature of the 'reading' skill
- Language development in the early years
- Implications of different levels of daily language exposure
- How the brain processes what we already know and have experienced to develop reading skills

#### LESSON 2: Reading Assessments

- Diversity of students' reading abilities
- The purpose of reading assessments and components
- Common reading assessments and their usage
- Cloze and CARI to measure reading performance

#### LESSON 3: Basic Reading Strategies

- Basic reading strategies and accessing results
- Essential elements and traditional lesson formats
- Pre-reading, the reading process, and post-reading
- Effective ways to extend the life of the text beyond the lesson

#### LESSON 4: Reading Across Content Areas

- Scaffolding a common textbook to support varying reading levels using four steps
- Using different books on a common topic or learning objective to meet differing needs
- Question-Answer Relationships (QARS)
- Effectively approaching different structures of texts

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## Course Outline

### SECTION B: Guided Reading

#### LESSON 1: An Overview

- Integrating guided reading into the classroom curriculum
- The pros and cons of traditional vs guided reading groups
- The foundational principles of guided reading
- Impact of guided reading, and its implementation across grades

#### LESSON 2: Procedure

- Implement a guided reading program to match individual student needs
- Manzo's 9 Steps to improve reading comprehension
- Strategies to provide differentiated instruction
- Stages of reading and assessing student levels by specific characteristics

#### LESSON 3: Strategies

- Implementing guided reading by integrating strategies
- Tips for implementing age-appropriate strategies to match student age and intellect
- The scope and implementation of guided reading for ELLs (English Language Learners), CCNs (Complex Communication Needs) and students with special needs
- Understanding the application of guided reading across curriculum
- The challenges faced during guided reading

#### LESSON 4: Resources and Organization

- Practical tips for effective implementation of the Guided Reading Program
- Managing student behavior
- Learning the key to staying organized
- Assessing the reading level of students
- Using technology effectively for guided reading groups

# Systemic and Phonemic Reading Instruction

## Course Outline

### SECTION C: Tackling Tough Text

#### LESSON 1: Comprehension

- The importance of building students' self-efficacy to ensure learning
- The need for appropriate background knowledge and reading strategies
- Strategies for teaching reading comprehension
- Go beyond traditional teaching models toward participatory literary practices
- The Reading Comprehension Checklist

#### LESSON 2: The Checklist

- The roadmap to activate students' background knowledge
- Understanding essential steps while working with the checklist, to ensure an internalization of the reading comprehension process
- The value of pre-reading in making stronger readers, and the four steps involved

#### LESSON 3: Working with Questions

- Understanding how to label and analyze questions that accompany the text

#### LESSON 4a: Time to Read

- Beginning the final part of the checklist; the actual reading of the text
- The process of identifying and underlining five key words in the text
- The recommended sequence of answering questions
- The importance of emphasizing students' self-confidence

#### LESSON 4b: Evaluating the Checklist

- The practical aspects and benefits of using the checklist in the classroom
- Using the evaluation in the checklist to identify areas where students need more help
- Understanding the need for tough text levels and the significance of the checklist

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## *Course Outline*

### SECTION D: Writing and Dyslexia: Overcoming Challenges

#### Lesson 1: Writing Challenges

- The importance of writing
- Dyslexia, dysgraphia, dyspraxia: symptoms and diagnosis
- Decoding and encoding challenges
- Handwriting and other writing challenges

#### Lesson 2: Transcription Challenges

- Spelling
- Morphology
- Phonics
- Keyboarding

#### Lesson 3: Cognitive Functions in Writing

- Writing challenges
- Memory, attention, and concentration
- Sequencing, planning, and organization
- Strategies to improve writing

#### Lesson 4: Sharpening Writing Skills

- Pre-writing
- Initial draft
- Revising
- Assessment

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## Course Outline

### SECTION E: Early Reading Skills

#### LESSON 1: Language Development

- Stages of reading development
- The role of neuroscience in language development
- Reading wars and speech-language impairments
- Reading disorders and assessment for reading disorders

#### LESSON 2: Reading Disorders

- Growth mindset approach and “think-aloud” strategy
- Zone of proximal development (ZPD)
- Gradual release of responsibility
- Fostering early literacy at home and play & literacy

#### LESSON 3: Supporting Early Literacy Skills

- Purposeful conversations and vocabulary
- Academic vocabulary and narratives
- Phonological words and syllable awareness
- Rhyming, onset, rime, and phonemic awareness

#### LESSON 4: Phonics

- Letter-sound relations and keyword for each letter
- Word building and decoding words
- Letter tiles and elkonin boxes
- Sound-spelling patterns and encoding (spelling)

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## Course Outline

### SECTION F: Reading in Content Areas

#### LESSON 1: Reading Fundamentals

- What is reading comprehension
- Reading disorders
- Assessments for reading, writing, and spelling
- Reading at home and school
- Growth Mindset approach

#### LESSON 2: Reading Comprehension

- Reading development
- Strategies in building reading skills
- Working memory
- Vocabulary instruction

#### LESSON 3: Comprehension Strategies

- A Purpose for reading
- Art of questioning
- Visualization skills and inferencing
- Using self-monitoring and making predictions

#### LESSON 4: Text Structure

- Why text exists and why we read
- Graphic organizers
- Informational texts
- Digital text

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**Humboldt.**  
*Regionally Accredited*



Convenient Access:  
Start Right Away



Resources & Tools for  
Professional Learning Plans