![Teaching Channel with Learners Edge logo]

Your Education Ally.

By Teachers, *For Teachers.*

Course Syllabus

Name:

Date:

Teaching Channel
With **Learners Edge**

Today is a Great Day
to Learn Something New!
Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.
Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term	**Summer Term**	**Fall Term**
Registrations Accepted	Registrations Accepted	Registrations Accepted
July 16-March 15	December 16-July 15	March 16-October 22
Coursework Due*	Coursework Due*	Coursework Due*
April 15	August 15	November 15

*Or first business day after the 15th if due date falls on a weekend.

Teaching Channel
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Coursework Details
The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

Intention
Establish learning goals & explore motivations

Awareness
Analyze prior knowledge & experience related to the topic

Investigation
Examine relevant, research-based resources to build personal & professional connections to the topic

Application
Apply new learning through practical design, implementation, & collaboration

Reflection
Consider the impact of new learning to influence and transform future professional practice.

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Shifting Your Focus to the Science of Reading
Course Number	OL 5227
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

The excitement and intrigue around the Science of Reading has many educators looking for clear and concise guidelines on just what to teach and how. This course helps to sort through the research, providing a pathway toward more impactful instructional practices. With 6 manageable, yet powerful shifts grounded in decades of research, you'll learn to apply high-leverage practices to support oral language development, phonemic awareness, phonics, and word-solving skills– all key components for comprehension. You'll develop a systematic phonics scope and sequence including formative assessment opportunities that create a framework for early reading instruction. Dive into the science of reading to help unlock the alphabetic code that enables students to read with greater confidence and less struggle.

This new course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, just spread out over 10 modules.

Course Objectives:

As a result of participation in this course, participants will:

1. Use provided prompts specific to research-based reading instruction, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Implement high-leverage practices to support oral language development, a key component for comprehension.
3. Design phonemic awareness activities that support segmenting, blending, and manipulating phonemes.
4. Implement a phonics lesson structure that emphasizes mastery rather than exposure.
5. In collaboration with a colleague, evaluate or design a systematic phonics scope and sequence including instructional routines and formative assessment opportunities.
6. Apply new methods of matching texts to beginning readers that scaffold decoding and challenge the status quo.

All coursework is to be completed in the Teaching Channel online environment.

Required Text/Reading:

Text(s): Burkins, J. M., & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.

All articles and other resources are linked in the online environment, within their respective assignments.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Baumhardt, A. (2020, June 22). *A conversation with Emily Hanford on reading instruction in the U.S.* APM Reports. Retrieved April 1, 2022, from https://www.apmreports.org/episode/2019/10/23/hanfordandreading

Blevins, W. (2021). *Choosing and using decodable texts: Practical tips and strategies for enhancing phonics instruction*. Scholastic, Inc.

Ehri, L. 2014. Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning.

E., M. H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.

Kilpatrick, D. A. 2015. Essentials of Assessing, Preventing, and Overcoming Reading Difficulties. Wiley & Sons Inc.

National reading panel - teaching children to read: An ... (n.d.). Retrieved April 1, 2022, from https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. Taylor & Francis. (n.d.). Retrieved April 1, 2022, from https://www.tandfonline.com/doi/full/10.1080/10888438.2013.819356

The Science of Reading. The Reading League. (2022, March 31). Retrieved April 1, 2022, from https://www.thereadingleague.org/

Wexler, N. (2020). *The knowledge gap: The hidden cause of America's broken education system--and how to fix it*. Avery, an imprint of Penguin Random House LLC.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

Statement of Intention and Awareness

At Teaching Channel, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material.

Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Your evaluator will only review your Statement of Intention and Awareness for a response to each prompt. If you do not respond to each prompt, the Statement will be returned to you for resubmission. Your Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

1. Tell us about yourself! Briefly describe your role in education (Ex: I'm a 4th grade teacher..., middle school counselor, retired, but renewing my license, etc).
2. Describe your motivation for learning about early literacy practices.
3. Share any previous knowledge and/or experience you have with teaching early literacy and supporting students who have had difficulties learning to read?
4. List two learning goals you have for the course.

Module 2

Investigation: Read and Respond

The excitement and intrigue around the science of reading has many educators looking for clear and concise guidelines on just what to teach and how. This course helps to sort through the research, providing a pathway toward more robust instructional practices. With 6 manageable, yet powerful shifts, grounded in decades of research, you'll strengthen your early reading instruction so more students can unlock the code that enables them to read with greater confidence and less struggle.

Watch the video below for background on the debate that has sparked discussion on the most effective ways to teach early reading:

What the Science Says About How Kids Learn to Read

Next, to learn more about how our understanding of early reading has evolved, read both of the essential primers linked below from the Center for Early Reading:

Primer I   Primer II

All coursework is to be completed in the Teaching Channel online environment.

To further demonstrate the necessity for a more systemic approach to reading, review the infographic below and think about how structured literacy might support the diverse learning needs in your reading classroom.
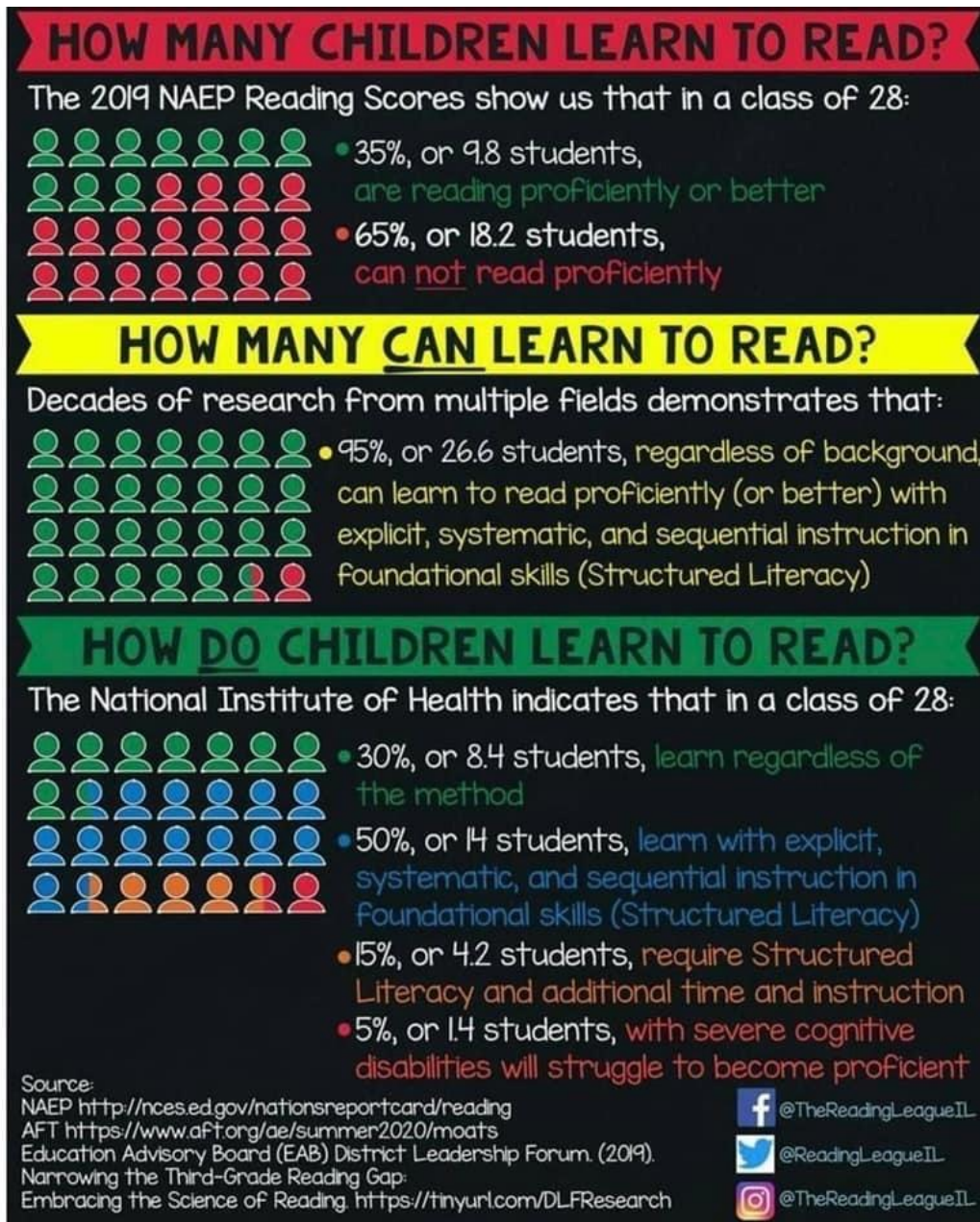
Now, read the text Introduction, then respond to each of the prompts below in an organized paragraph five sentences or longer.

A. Below you'll find 3 quotes from the Introduction of *Shifting the Balance*. Read each quote then select one that intrigues you and respond. Your response should total one paragraph

All coursework is to be completed in the Teaching Channel online environment.

or more and include any feelings or emotions that surface, any personal connections to the ideas, and/or your thoughts related to reading instruction.

> 1) "Chances are there are children experiencing reading difficulties in your own school, as well. And probably, if your data is reflective of historic and national trends, a disproportionate number of the children having reading difficulties are children of color, and/or from marginalized communities."—page 1
>
> 2) "Many educators—whether 'balanced literacy' or 'science of reading' proponents—are gravely concerned and committed to disrupting systems that perpetuate reading failure."—page 2
>
> 3) "All children, especially those locked into systems that seem to guarantee their failure (Minor 2018), need access to both the secrets of the alphabetic code and relevant experiences with texts. They need both explicit information about how reading works and immersive experiences that show them how to leverage reading and writing to change the world."—page 2

B. After reviewing the video and Learning to Read Primers (I &II) above, briefly explain, in your own words, the process of learning to read.
C. Describe your current beliefs and approaches to teaching reading, including any alignment with balanced literacy or structured literacy/science of reading.
D. Comment on the state of reading instruction/intervention in your school or district. How is reading currently being taught across classrooms and, based on your learning so far, what recommendations might you make in improvements?
E. The text authors describe a disconnect between reading research and classroom practice. Share your thoughts on the reasons for this disconnect.
F. The Introduction mentions the Six Shifts companion website that includes many downloadable resources. Visit the site at TheSixShifts.com and explore the resources (you will need to enter an email address to do so). Now, share about one resource that you're excited about. What is the resource and how might it help you on your journey to shift your instructional practices?

Module 3
Shift 1: Innovate
Listening Comprehension
According to the authors, "Sense-making is the point of print, so it's critical that we understand some important things about how the ability to comprehend develops." The first shift prescribed in the text is centered around intentional interactions with language, which help to solidify reading comprehension. Read Chapter 1 to unpack the 4 misunderstandings about comprehension, and their related truths.

Next, focus your attention on the High-Leverage Instructional Routines spotlighted in Figure 1.3 as well as the additional "Zoomed In" details that follow. Consider your previous experience with each of these strategies and how future implementation might impact comprehension.

- Make space for planned and incidental conversation.
- Ask quality questions
- Provide wait time.
- Repeat and expand.
- Use interesting words.
- Read aloud.
- Teach with text sets to build content area knowledge.

Now, complete the chart below, describing the innovative strategies you plan to Stop, Start, and Continue to support oral language development (one of each). Please provide enough detail so we can understand how your plan will work, and see how you've incorporated learning from the course.

You may choose to recreate this table in your response document or write in narrative form, making sure you include all 3 components.

	Describe the behavior, action, or strategy.	Explain why and how this plan will support oral language development.	Describe your planned timeline for implementation, and how you will evaluate student success.
Start			
Stop			
Continue			

Module 4
Shift 2: Implement
Phonemic Awareness
As students step into literacy, the act of learning to efficiently untangle, discriminate, segment, blend, and manipulate those tiny little sound slices called phonemes becomes paramount. (Burkins and Yates)

While phonics is an important component of learning to read, phonemic awareness (PA) is, perhaps, more important in the very earliest stages of reading. Without a strong foundation in phonemic awareness, reading difficulties are more likely. Read Chapter 2 for an explanation of both terms and to understand their relationship to reading development. The "Recommendations" section of the chapter, zooms in on several easy-to-implement strategies for building PA in your students.

After you've reviewed the strategies and assessment ideas, choose one of the options below to implement into your literacy routine.

Option 1: Share a plan for developing phonemic awareness skills
Reflect on the contents of your instructional day. Think about routines you could add or enhance for additional PA practice, and consider how you might use whole group and small group opportunities for differentiation.

For this option, outline a plan for building better phonemic awareness skills during your instructional time. Your plan must consist of the following:
- Two or more "transition time" activities (short, embedded practice opportunities)
- One small group activity
- One whole group activity

For each activity, please include:
- Name of activity
- Briefly describe what students/teacher will do
- Provide short explanation about the potential impact of this activity on students' PA skills

Option 2: Create a system for assessment and data collection
Think about the ways you collect informal data on pronunciation and manipulation of individual phonemes. Consider how you might refine or establish formative assessment tools to gather this data efficiently.

For this option, you will identify or create 2 formative assessment tools to be used for tracking phonemic awareness skills. Your submission may include any combination of the following (one of each type or two of the same):
- An assessment to be used for evaluating phonemic awareness skills
  o Examples: script for conducting 1:1 assessment, whole or small group assessment activity, etc.
  o May focus on one or more skills such as isolating, blending, and/or segmenting phonemes
  o You may create your own or modify an existing assessment
- An assessment tracker to collect data on phonemic awareness skills
  o Examples: table with columns for tracking skill progression, checklists, observation template, etc.
  o You may create your own or modify an existing tracker

In addition to your 2 formative assessment tools, please include one or more paragraphs indicating how you intend to implement/use the tools you've created.

You may submit each tool as a separate PDF file or embed them into your Module 4 response document.

Module 5
Shift 3: Collaborate
Phonics

"A systematic [phonics] scope and sequence is to the brain–specifically the visual word form area–what a thoughtful organizational system is to a child's bedroom...Organized storage means easier retrieval, for bedrooms and for brains."

"The efficient storage and retrieval for sound spellings contributes to eventual word recognition automaticity, improving comprehension, making reading meaningful, and even joyful."

–Burkins and Yates

In Chapter 3, the authors stress the importance of moving from phonics practices that focus on exposure, to those that emphasize mastery; or an "in it for the long haul" approach. To make this shift, a clear and explicit scope and sequence, as well as assessment and differentiation, are essential. Read Chapter 3 to better understand the science behind these recommendations and to learn about specific instructional strategies for implementation.

Next, you'll complete one of the options below to evaluate or design a scope and sequence for phonics instruction.

Option 1: High-level evaluation of phonics scope and sequence
Together with a colleague, review the existing phonics progression used at your grade level with the science of reading in mind. Document your review and suggested modifications in 1 page or more, including the following:
- A summary of the skills progression at your grade level** (in the form of a table, chart, or narrative paragraph).
- The extent to which the 6 principles in Figure 3.1 are represented in the progression.
- Daily/weekly time allotted and structure of your phonics instruction period.
- Three or more instructional routines used for blending, segmenting, and word building.
- Formative assessments available and their relative usefulness.
- Any changes you plan to make to better align with the evidence-based practices presented in the text.

**If you work with multiple grade levels, please choose one to focus on for this activity. If you do not have access to a specific phonics scope and sequence, you may connect with a teacher friend or perhaps your child's teacher for access. You may also opt to review one provided in the Extra Edge section below.

Option 2: Multi-day phonics lesson
In collaboration with a colleague, choose a phonics skill for which to create a multi-day lesson plan. The skill you choose is entirely up to you, however, we'd like you to model your plan after the template/example provided by the authors at SixShifts.com, to include the following:

All coursework is to be completed in the Teaching Channel online environment.

Day 1	Day 2	Day 3 (Optional)
• Phonemic Awareness Warm-Up • New Skill • Blending Words • Writing • Reading Texts	• Phonemic Awareness Warm-Up • Focus Skill + Review • Blending Words • Writing • Reading Texts	• Phonemic Awareness Warm-Up • Focus Skill + Review • Blending Words • Writing • Reading Texts

The video playlist below offers examples that might inspire your lesson design!

Phonics Lesson Planning

Be sure your plan covers 2 or more days. You may opt to use the planning template available on the Six Shifts website or recreate the simplified version displayed in the table above. Whichever format you choose, please include enough detail so your colleague can visualize the lesson progression and follow your "teaching moves" and "sample language" for each section.

Module 6
Resource Review
To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:
- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

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Module 7

Application: Shift 4
Visit Really Great Reading to watch the "What is Heart Word Magic?" video.

High Frequency Words
In Chapter 4, the authors recommend some simple shifts in how educators teach unpredictable and irregular high frequency words. Rather than using a "just-have-to-know-them" approach, the science supports teaching students to pull apart the phonemes in these words, then match each one to the grapheme(s) that represent them. Read Chapter 4 to learn more, then select one high-leverage practice from the options below on which to focus your work.

Option 1: Prioritize high-frequency words for instruction
We know that less time spent deciphering words means students can better attend to what they're reading (comprehension). And in order to move beyond decoding word-by-word, the brain must build up a storage of words in the visual word form area for quick retrieval. These stored spellings eventually become sight words, or as some call them, "heart words," which help to automate reading. In addition to reading the text, you can learn more about this approach to converting high-frequency words into sight, or heart words, in the article, "A New Model for Teaching High-Frequency Words," from Reading Rockets.

Now we'd like you to put your new learning into practice as you prioritize high-frequency words for classroom instruction. You may choose to evaluate and (re)prioritize one of the following:

- A current list of words from your school's curriculum
- The list displayed in Table 4.1
- Another list of words, such as those created by Dolch or Fry

Once you've selected and reviewed your list of words, you'll organize them into 2 groups–decodable and irregular. You'll then identify when and how these high-frequency words align with the phonics lessons you'll be teaching throughout the year.

You may use the High-Frequency Word Template to organize your list, or create a structure of your own that includes the same information. We encourage you to use the lists provided in the Reading Rockets article (linked above) for guidance.

EXAMPLE

Regular Decodable (Flash Words) – Use knowledge of phonics patterns to read and spell		Irregular w/ decodable parts (Heart Words) – Contain irregularly spelled word parts – Can be included in phonics lessons based on their decodable parts	
CVC, Short a	had, can, ran	o spells /ōō/	to, do, into
CVC, Short u	cut, run	s at the end of the word spells /z/	his, is, as, has
CVC, short e	ten, tell, well, let, red, yes, get		

Words are from the Dolch list

Along with your completed list, please submit your responses to each of the following prompts in one paragraph or more:

      a. Briefly explain how you intend to weave high-frequency words into your phonics lesson plans.

      b. What other changes might you make to your teaching routine to accommodate these new approaches to reading and spelling commonly occurring words?

Option 2: Connect speech to print through orthographic mapping
As you have learned in Chapter 4, orthographic mapping is a mental process used to store and remember words. Through listening and speaking, students connect a word's phonemes (sounds) to graphemes (letters). Research tells us that even after just 1-4 encounters with a word, it can become a "sight word," so as soon as it is seen, sound and meaning are quickly recalled.

It's important to note that orthographic mapping is not a teaching method, but rather a cognitive process by which words become embedded in long-term memory. We can assist beginning readers in developing this process through phoneme-grapheme exercises using tools like Elkonin boxes. Watch the videos below to learn more:

Phonemes Linked to Letters
Word Chaining with Elkonin Sound Boxes | The Science of Reading
Then read this Elkonin Box overview from Reading Rockets to gather ideas about variations, options for differentiation, and to review more examples.

In addition to the resources above, pages 104-105 in the text outline a guided procedure for word mapping that can be replicated in various settings such as shared reading, interactive writing, small group instruction, or with individual students.
All coursework is to be completed in the Teaching Channel online environment.

For this application, you'll use the guidance provided to design two Elkonin Box lessons that support orthographic mapping and implement them with a student or group of students.** Each lesson should fit a 10-15 min session. Please include the following for each lesson:

- Phonics objective(s)
- Rationale for choosing the student(s) and words for the lesson
- List of words to work with (can be pulled from text or phonics list)
- Materials needed
- A script for facilitating the mapping process that you can reuse for future lessons

Along with your 2 lesson designs, please submit your responses to each of the following prompts in one paragraph or more:

   a. Evaluate the lesson delivery and student response. Were students successful in meeting your lesson objectives?
   b. What insights did you gain about your students' development and how might you use these insights to plan future phonics lessons?

**Note: If you do not have direct access to students, you may elect to complete Option 1 above, or you may design 4 Elkonin box lesson plans to substitute for the inability to implement and respond to reflection prompts.

Module 8

Shift 5: Cueing
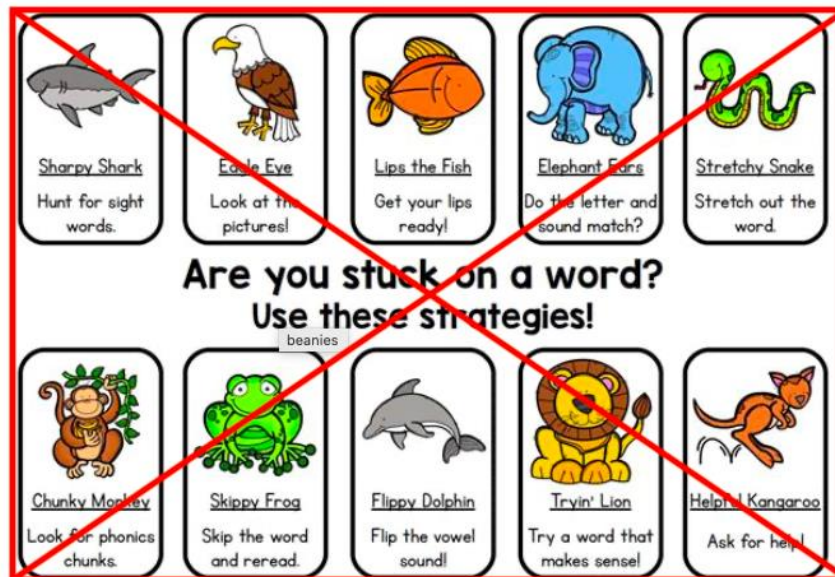
Tryin' Lion, Skippy Frog and friends are based on the cueing systems approach that encourages children to use strategies other than decoding to read unfamiliar words. We now know, based on the Science of Reading, that these strategies can actually impede reading development.
(Credit: fivefromfive)

All coursework is to be completed in the Teaching Channel online environment.

Next, we'll take a look at a popular system used by many for teaching word solving skills. Begin by reading, "At a Loss for Words," by Emily Hanford to learn more about the origins of the "three-cueing system" and the teaching shifts needed to ensure students can tackle words they encounter on the page. As you read, take note of how the "three-cueing system" supports or hinders reading progress, and the steps teachers must take to ensure accurate decoding of unknown words.

Now read Chapter 5: Reinventing the Ways We Use MSV (3 Cueing Systems) to learn about the approach the authors suggest for problem solving unknown words. As you read, take notice of the differences in strategy suggestions between the two resources.

After reading about the two approaches, consider which approach better supports reading development that helps children "get to the meaning by going *through* the words rather than *around* them." Think about which process nurtures good habits when it comes to word-attack skills and which approach pulls children's attention away from the specific sequence of letters in a word.

| At a Loss for Words | | Shifting the Balance | |
| *Focus on letter/sound correspondence* | | *Modified 3 cueing system* | |
Student	Teacher	Student	Teacher
1. Look at the word. 2. Focus on sequence of sounds and apply sound-spelling relationships to read the word.	At the point of error, the teacher focuses attention on both familiar and unfamiliar spelling patterns. Teacher uses the orthographic mapping process to guide decoding of words.	1. Look at the word. 2. If unknown, "make the leap" to the correct word using context clues and sentence structure.	After an attempt, encourage guessing: "Do you know a word that makes sense here?" "Does _____ make sense?"

The research on reading development is clear:
- Multiple cueing systems for word recognition are simply too cumbersome and slow to be a part of proficient reading (Greene, 2016).
- Good readers don't try to guess words with a minimum of orthographic information but look at all the letters when they are reading (Rayner & Pollatsek, 1986).
- Good readers are the ones who figure out how to use those orthographic-phonemic cues to read (Lonigan, et al., 2018).

Instead of teaching kids to mimic what readers do when they make mistakes, we need to teach them to do what successful readers do!

Read, "10 Reasons the Three-Cueing system (MSV) Is Ineffective," by Erica Meltzer to understand how well the three-cueing system aligns with the body of science on reading. Then, read "What Should We Do When A Reader Stumbles On A Word?" from The Right to Read Project to review specific prompts teachers can use to guide the students through a methodical and logical process to decode unknown words.

Watch this 3rd grade example showing how to prompt a student when they come to an unknown multisyllabic word:

Reading Multisyllable Words with Xavier, Third Grader

Now that you've learned the do's and don'ts of facilitating word solving, we'd like you to to try the process with a student or two.**

1. First, select a student to work with and a short piece of text to listen in on.
2. Next, using the prompts from the Right to Read article above and examples from the video, guide the student to attend to all the letters/words and apply previous orthographic-phonemic knowledge.
3. Then, reflect on the process by responding to each of the following prompts in one paragraph or more:
    a. Briefly describe the student you chose to work with and the text selected.
    b. Share your observations of the student's accuracy with the words in the text. How successful was the student?
    c. What prompts and/or strategies did you use to guide the word solving process?
    d. Describe any insights you've gained from making instructional shifts in your work with students to read unknown words.

**If you don't have direct access to students, you may instead select one video from the Reading Intervention (Reading Rockets) page. After watching the video, in two paragraphs or more, identify the skills demonstrated in the video and describe any instructional moves that stood out to you as you watched.

Module 9
Shift 6: Challenge the Status Quo
Texts for Beginning Readers
Before you read Chapter 6, take a few minutes to watch this video explanation describing the benefits of decodable texts:

Step 4 of an Explicit Phonics Lesson | Decodable Text | Science of Reading

As demonstrated in the video and image below, the use of texts with more aligned opportunities for decoding show children that "print is a reliable source of information, helping them learn to trust– rather than doubt– the alphabetic principle." (Burkins and Yates)

It's important to note that decodable texts, when offered at the appropriate developmental point, provide students with critical opportunities to build orthographic learning. Read Chapter 6 to dive into the science and understand the types of shifts needed to enable decoding and build comprehension.

All coursework is to be completed in the Teaching Channel online environment.

For this application, you'll select one of the high-level practices to "zoom in" on within the context of your classroom. Begin by reviewing the practices listed in Table 6.1, then determine which you'd like to focus on. Next, reread the specific recommendations detailed on pages 150-156. As you read, think about the changes you might make in the way you use texts with beginning readers.

Based on the high-level practice you chose to focus on, please read and follow the corresponding prompt below (you need only submit one of the five choices):

Practice 1: Evaluating Texts
1. Select 2-3 texts to examine with a specific beginning reader in mind.
2. Use the Three Tensions tool to determine the level of alignment between each text and your chosen reader's needs.
3. Submit one paragraph for each text evaluated describing the level of alignment you found and how you might position the text in your instruction.

Practice 2: Writing Aligned Texts
1. With your phonics scope and sequence, and your newly prioritized high-frequency words in mind, try your hand at creating a piece of text.
2. The text can be a short decodable book, morning message, dictation, or another format of your choosing.
3. Use the writing process described in Table 6.2 to compose your text.
4. Submit a copy of your newly created text (copy/pasted text, photo, or shareable link) for your evaluator to review.
5. Additionally, please submit one paragraph explaining the phonics embedded in the text and the way in which you intend to use the text within your phonics routine.

Practice 3: Using Patterned Texts in Better Ways
1. Take an inventory of the patterned texts in your collection.
2. Review the alternative uses suggested in the text and those presented in the article, "What Can I Do With All These Predictable Books?" by Margaret Goldberg.
3. Select 2 patterned texts from your collection and determine two new uses for them.
4. For each text selected, submit the title and one paragraph description of your plan for alternative use.

Practice 4: Honoring Multiple Ways to Read
1. Review the two types of texts described in Table 6.3. Consider how often your students interact with both "read all the way" texts (decodables) and "read in other ways" texts (rich trade literature).
2. Using the suggested shifts on page 155, outline a plan to help students identify and/or gain access to both types of texts (perhaps by adjusting the contents of their book box/bag or prioritizing types of reading during the literacy block).
3. Submit a summary of your plan to honor multiple ways to read in two paragraphs or more.

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Practice 5: Supported Book Choice
1. Revisit the suggested revisions for your book-shopping process on p.156.
2. Which might you use to facilitate more time spent with aligned texts during independent reading time? In two paragraphs or more, describe the shifts you intend to make and how they might impact student learning.

Module 10
What does the Science of Reading mean to you? Listen to these teachers describe their (emotional) journey to better support students' reading development.

What does the Science of Reading mean to you?

Reflection
In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:
- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.