

**COURSE NAME**

The Reading Teacher's Top Ten Tools: Instruction That Makes a Difference

*\*Individual syllabi are located in each of the course units/tools*

**DOMAIN**

SOEE Directed Study Portfolio

**COURSE STATEMENT**

The course design leads teachers through updated research and guides them to make connections to practice: How to transfer the knowledge to everyday practice in their classrooms.

**COURSE DESCRIPTION**

The Reading Teacher's Top Ten Tools offers research supported guidance, coaching and strategy across ten areas of reading instruction. There are ten tools, or units, which feature easy to listen to narratives with engaging interactives; classroom lessons that demonstrate how to bridge knowledge to practice; and downloadable documents and guidance for planning and applying what teachers learn. The course, all ten tools, supports the use of any reading program benefitting both teacher and student.

The Reading Teacher's Top Ten Tools is developed around ten units, or tools, each reflecting a component of reading instruction that has been neglected, misrepresented, or one that needs updating with new information that's been released over the past few years. Teacher knowledge is the primary tool that will impact instruction and student achievement. In this course, the use of the term tools refers to a combination of both knowledge and practice.

The ten tools in the course are:

- 1) Knowledge – A Reading Teacher's Foremost Tool
- 2) Oral Language – A Foundation for Literacy
- 3) Phonemes – Paving the Way to Print and Meaning
- 4) Phonics and Spelling – Effective Decoding and Encoding Instruction
- 5) Vocabulary – The Blueprint of a Word
- 6) Comprehension – The Text and the Mental Model
- 7) Fluency – Understanding Practice and Automaticity
- 8) Writing – Write! Written Responses to Reading
- 9) Read Alouds – A Tool for Building Language Comprehension
- 10) Collaboration – Two Heads are Better Than One

## LEARNING OBJECTIVES

Upon successful mastery of this course, you will be able to:

- Identify all five components of reading (phoneme awareness, phonics, vocabulary, comprehension, fluency) and best practices for explicit and systematic instruction.
- Develop knowledge about the skills students need to be successful readers and methods for how to teach those skills effectively.

## DEMONSTRATING MASTERY:

Each tool begins with a knowledge update to ground teachers in current thinking about the “what to teach”, to whom, and the “how to teach”. Distinctive to this course, each tool offers unique video examples of real teaching in real classrooms with real students in grades kindergarten through 6<sup>th</sup> grade. For each objective, the student will participate in Learning Activities via the course elements (parts 1-5) and through topics designed to enhance and reinforce understanding. Learning Activities may include Interactive Discussions, readings, video and audio clips, slide presentations, Discussion Board prompts, Learning Journal prompts, practice exercises, demonstrations, as well as links to web and library resources.

### Course Structure

The table below details the course structure in each of the tools:

Course Element	Focus/Activity
Part 1	Welcome/Introduction
Part 2	Research
Part 3	Practice
Part 4	Planning
Part 5	Wrap Up

## STUDENT RESOURCES

### Brandman Online Library Resources

Brandman University provides comprehensive online library services including access to books, journals, databases, and other resources. Librarians are available via email and phone to provide support. Students can access the library directly when logged into their courses.

### Writing and Math Help

Brandman’s Online Writing and Math Center (OWMC) offers subject-specific tutoring services, live workshops, video tutorials, tutorial office hours, and links to top academic sites in order to ensure student success. Students can access the OWMC directly when logged into their courses.

**Netiquette**

Communicating in an efficient and respectful manner is critical to the learning process. Please view the following clip which provides netiquette guidelines:

[http://www.youtube.com/watch?feature=player\\_embedded&v=6dRoqlqDjh0](http://www.youtube.com/watch?feature=player_embedded&v=6dRoqlqDjh0)

**Standards of Academic Integrity**

Academic integrity is a core Brandman University value which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. Students are required to read, understand, and apply the standards set forth concerning academic integrity found in the policy link below.

<http://www.brandman.edu/current-students/resources/catalogs>

**Americans with Disabilities Act Statement**

Brandman University is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). More details are available in the current Brandman University Academic Catalog.

<http://www.brandman.edu/current-students/resources/catalogs>