

## **EDU 5650/6650-030: Tier I Instruction for Improved Word Recognition & Fluency**

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**Logistics:**

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- implementation in classroom; minimum 90 minutes weekly
- university transcript specifies credit/no credit
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

### **Course Description and Expectations**

This credit/no-credit continuing education course is designed to build theoretical and practical knowledge related to word recognition and reading fluency across development, from primary grades to secondary school. Educators will learn to execute effective, research-based reading instruction with challenging Tier I word study in whole class and small group settings. The latter setting will focus on scaffolding for struggling readers who lack word recognition and spelling automaticity. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective instruction through a year-long, mentored experience.

The course is open to any educator, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and English-Learner (EL) personnel.

Through application, observations, and participation, educators will be expected to extend their knowledge of the following topics: gradual release of responsibility, word reading development, word reading difficulties, vocabulary development, oral language development, the relationship between orthography, phonology, and morphology in written English, the relationship between word recognition automaticity and fluency in text, the history of English orthography and motivation, planning for word study instruction, syllable types, and motivation.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing instruction for students in whole class and small group formats.

### **Course Schedule**

#### **Clinical Sessions: Topics and Readings**

##### **Session 1**

Overview, Expectations & Closed Syllable: empirical research base, theoretical framework, issues in Tier I word study instruction, word reading development, overview

of Advanced Word Study (AWS) & core program models, overview of practicum expectations, overview of university credit options, role of nonsense syllables, vowels vs. consonants, weekly lesson plan template.

Modeling: instructor models AWS module 1 content and routines (*i.e.*, *White Board Work, Sort, Tap & Read, Concept Points, Spelling*) with participants, whole class or small group.

## **Session 2**

Planning for Word Study Instruction & Polysyllabic Closed Syllables: word reading development w/regard to 6 syllable types, phases of word study instruction (direct teaching, accuracy focus, fluency focus, mastery assessment), consonant digraphs vs. consonant blends.

Modeling: instructor models AWS modules 2 & 3 content and routines (*i.e.*, *White Board Work, Sort, Break, Scoop & Read, Concept Points, Spelling*) with participants, whole class or small group.

## **Session 3**

Open Syllable & Flexibility in Polysyllabic Words: open syllable, flexibility for 1 consonant between 2 vowels, pacing for whole class vs. struggling readers, word study checks, review spelling for single vs. polysyllabic words.

Modeling: instructor models AWS modules 5 & 6-8 content and routines (*i.e.*, *White Board Work, Find & Read, Shazam! Spelling*) with participants, whole class or small group.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

## **Session 4**

Review Flexibility, Introduce Vowel-Consonant-e, Closed or Open-V-C-e Combinations: V-C-e syllable, polysyllabic combinations, gradual release of responsibility for White Board Work, gradual release of responsibility for spelling.

Modeling: instructor models AWS modules 8 content and routines (*i.e.*, *White Board Work, Find & Read, Shazam! Spelling*) with participants, whole class or small group.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by

discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

### **Session 5**

Polysyllabic Combinations: 2- and 3-syllable words with combinations of closed, open, and V-C-e syllables

Modeling: instructor models AWS module 12 content and routines (*i.e.*, *White Board Work, Go Fish! Spelling*) with participants, whole class or small group.

Assessment: modeling, scoring and interpretation of flash instrument, peer practice administering flash instrument, assign motion practice.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

### **Session 6**

R-Controlled Syllables, Introduction of Schwa: r-controlled single and polysyllabic words, overview of schwa and impact on word recognition & spelling,

Modeling: instructor models AWS modules 13 & 14 content and routines (*i.e.*, *White Board Work, Go Fish! Oops! Spelling*) with participants, whole class or small group.

Assessment: practice administration of flash instrument, scoring and interpretation of flash data, assign data collection.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

### **Session 7**

Schwa, Consonant-le Syllables & Introduction of Morphology:

Modeling: instructor models AWS modules 15 & 16 content and routines (*i.e.*, *White Board Work, Find & Read, Shazam! Spelling*) with participants, whole class or small group, introduction of morphology, relationship between morphology and orthography.

Assessment: observation of flash instrument administration, interpretation of flash data and correlation with assisted reading level.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

### **Session 8**

Vowel Team Syllables & Basic Morphology: vowel teams, diphthongs, base words and suffixes, combining oral language development with morphology instruction.

Modeling: instructor models AWS modules 17-19 content and routines (*i.e.*, *White Board Work*, *Find & Read*, *Shazam! Spelling*) as well as base words and suffixes (*i.e.*, *Webbing*) with participants, whole class or small group,

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

### **Session 9**

Basic Morphology: base words and prefixes, combining oral language development with morphology instruction.

Modeling: instructor models base words and prefixes with participants (*i.e.*, *Webbing*), whole class, or small group.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

### **Course Credit Criteria**

To earn university credit, participants must satisfactorily meet each of the following criteria:

- completion of 9 half-day clinical trainings, conducted by a Licensed Tier I Trainer,
- completion of 6 observations conducted by a Licensed Tier I Trainer or a certified Tier I Educator working in a support capacity under a Licensed Tier I Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of 2 self-observations,
- completion of 6 peer observations, and,

- completion of at least 20 weeks of Tier I Text instruction, as demonstrated by weekly lesson plans.