

COURSE TITLE: SCIENCE OF READING - Shifting The Balance Book Study

WA CLOCK HRS: 60

NO. OF CREDITS: 6 QUARTER CREDITS
[semester equivalent = 4.00 credits]

OREGON PDUs: 60

PENNSYLVANIA ACT 48: 60

INSTRUCTOR: Rachelle Mulder
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COURSE DESCRIPTION:

The Science of Reading is at the forefront of many educators' minds. Are you looking for practical ways to help your struggling readers become proficient readers? Are there simple shifts you can make in your reading instruction to effectively teach your students? This class will focus on the book, *Shifting the Balance* and provide opportunities to learn from current articles, podcasts, and videos. This class is guaranteed to change the way you see your students as readers. It will engage you in a powerful, informative, engaging, and classroom-relevant text and give you concrete ways to make your reading instruction more effective.

The course is PERFECT for teachers to collaborate on their pedagogy and bring about change in their classrooms. It is appropriate for grades P-12, including teachers, para-educators, counselors, and other support personnel.

The course text, *Shifting the Balance*, by Burkins and Yates, is approximately \$25 at Amazon or available at many libraries.

Educators who are not currently teaching should contact the instructor for alternative assignments.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Explored and become familiar with how your brain works to read.
- Explored and become familiar with shifts you can make in reading instruction to reach your students effectively.
- Built background knowledge about effective instructional strategies for teaching reading to all students.
- Learned strategies to turn struggling readers into effective readers.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION**REQUIRED TEXT**

None

None. All reading is online.

MATERIALS FEE

None

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduction: Reasons for taking this course.

1. Read the Introduction of our text, *Shifting the Balance*. (pgs. 1-8)
2. Read this article, *Science of Reading and Structured Literacy*. <https://journal.imse.com/what-is-the-science-of-reading/>
3. Make a video and answer the following questions.
 - Introduce yourself, where you teach, what you teach, how long you have been teaching, demographics of the students you teach
 - Tell me about your family, pets, hobbies, and anything that will help me know you better.
 - Talk about the things you love about teaching.
 - Discuss one of the challenges you are facing with your students.
 - Share a little about your background information/knowledge about the Science of Reading.
 - What are three things that you hope you learn in this class?

Assignment #2: Getting started, *Shifting the Balance*

1. Watch the following videos by the authors, <https://drive.google.com/file/d/1Sfs3pZAm03ANkA8x7qmbXE-rCxdGqpl/view> (6:38) **And** https://drive.google.com/file/d/1xeRVAqwaDNUJcuqTFOX38u_5E8GuMY9c/view (9:56)
2. Listen to the Introductory podcast.(15:44) <https://www.youtube.com/watch?v=VyP7be9zZQM>
3. Imagine that a colleague asked you about your thoughts about taking this class. Please share your thoughts with them by writing a 1-2 page summary of your ideas before reading the book and after watching the introductory videos and podcast.

Post your response.

Assignment #3: Shift 1-Rethinking how reading comprehension begins

1. Read Shift 1 in *Shifting the Balance*(pp 9-32)
2. Listen to the Podcast #1 - https://drive.google.com/file/d/14Pc_qLV8VcsV5Siy9DxSMJnihla73-KS/view
3. Read the article, *How Dialogic Conversation to Develop Oral Language*.<https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

4. Take bulleted notes while reading on a T-graph (this one or one you create copy.)
https://drive.google.com/file/d/1MsAOVMZntNlo8XH0EflBucaFrQVsEEHS/view?usp=share_link

Post your response.

Assignment #4: The Simple View of Reading-How the brain works

1. Watch the video, The Simple View of Reading(11:04)
<https://www.youtube.com/watch?v=BhpHr3SC7hk>
<https://www.youtube.com/embed/BhpHr3SC7hk>
2. Read the article: Learning to read from the brains point of view. <https://www.readinghorizons.com/blog/learning-to-read-from-the-brains-point-of-view>
3. Watch this video attached to the article by Professor Stanislas Dehaene -
<https://www.youtube.com/watch?v=25GI3-kiLdo>
<https://www.youtube.com/embed/25GI3-kiLdo>
4. Create an engaging 4-5 slide PowerPoint titled: What does my brain do when I read?
This PowerPoint could be geared toward sharing with your students, sharing with parents, or sharing with colleagues. This PowerPoint should explain the basics of what happens in the brains of people when we read.

Post your response PowerPoint/Google slides link.

Assignment #5: Phonemic Awareness Instruction

- Read Shift 2 in Shifting the Balance. (pp 33-49)
- Listen to the Shift 2 – podcast:
https://players.brightcove.net/1740322051001/SkRZwW1Gb_default/index.html?playlistId=1693676945219167605 (6:58)
- Download these two documents.
<https://drive.google.com/file/d/1lc-tqpwckYmhExbxYI6i5Dp3j913EI50/view>
<https://drive.google.com/file/d/1kjm7RM2LEknBc0EpGzFUJPI1GKIK6BHf/view>

Using these phonemic awareness tools, assess one student in your class (or a child you know) to determine where you should start with phonemic awareness instruction. Please write a 1-2 page summary of what you learned through this process and how you might use this new knowledge in the future.

Post your response.

Assignment #6: Shift 3 - Reimagining the Way to we Phonics

1. Listen to the Shift 3 podcast.
https://players.brightcove.net/1740322051001/SkRZwW1Gb_default/index.html?playlistId=1693676945219167605. (9:55)
2. Read Shift 3 in Shifting the Balance. (pp. 63-88)
3. After reading record a 4 minute video addressing the following questions:(Click the "Get Started" box above)
 - Which of the misunderstandings in this shift did you find the most thought-provoking?
 - How much time do you dedicate in your schedule for whole-group and small-group phonics instruction? Is it enough to allow an explicit and systematic approach to teaching mastery?
 - Which high-leverage instructional routines for blending, segmenting, and word building are you most comfortable with?
 - Which do you want to practice or explore further
 -
 - Please post a comment on the Heritage assignment portal that you “posted a video”

Assignment #7: Exploring phonics tools

1. Read the LTRS E-book.
https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_ebook_2020_final.pdf?sfvrsn=1ac80fec_6
2. Explore the phonics resources from the Six Shifts downloadable resources page <https://thesixshifts.com/downloads/>

- Sounds Spellings Chart 1
- Sounds-Spellings Frieze Cards-Set 1
- Sound Pronunciation Video Set 1: First Sounds
- Short Vowels, Blends, and Digraphs: Decodable Word Lists and Sentences
- Long Vowels: Decodable Word Lists and Sentences
- 100 + Word Chain Lists
- 109 Power Words List

3. Create a 4-5 slide PowerPoint for your colleagues sharing the new phonics resources you have learned about and how you could use them in your school.

Post your response.

Assignment #8: Shift 4-Revisiting High-Frequency Word Instruction

1. Listen to the Shift 4 podcast: (7:49)
https://players.brightcove.net/1740322051001/SkRZwW1Gb_default/index.html?playlistId=1693676945219167605
2. Read Shift 4 in *Shifting the Balance* (pp.89-108)
3. Watch the video Phoneme Grapheme Mapping
<https://www.youtube.com/watch?v=JdFyCfRGHgo&t=139s> (5:30)
<https://www.youtube.com/embed/JdFyCfRGHgo>
4. Read the article, A new model for teaching high-frequency words.
<https://www.readingrockets.org/article/new-model-teaching-high-frequency-words>
5. Please record a 1-2 minute video of how you can support your at-risk readers or advice you could give parents on how to help their children at home.

Please type "recorded" for this assignment.

Assignment #9: Heart Words

1. Watch the following introduction videos:
What is Heart Word Magic?
What is a Heart Word?
<https://www.reallygreatreading.com/heart-word-magic>
2. Explore the library of heart word magic animation videos.
<https://www.reallygreatreading.com/heart-word-magic>
3. Watch this Youtube video on heart words (3:00)
https://www.youtube.com/watch?v=P59_5p7Pma4
https://www.youtube.com/embed/P59_5p7Pma4
4. Watch this video on how to teach sight words
<https://www.youtube.com/watch?v=dRuuvC-vmU4>
<https://www.youtube.com/embed/dRuuvC-vmU4>
5. Explore the 3 heart word resources from the Really Great Reading
https://www.reallygreatreading.com/sites/default/files/heart_word_magic_spelling_v6.pdf
https://www.reallygreatreading.com/sites/default/files/heart_word_magic_scaffolded_spelling.pdf
https://www.reallygreatreading.com/sites/default/files/heart_word_magic_dissect_a_word.pdf
6. Create a simple lesson plan for how you could teach "heart words" with one of these resources or one that you could create to meet the needs of your students.

Post your response

Assignment #10: Shift 5-Reinventing the ways we use MSV

1. Listen to the Shift 5 podcast:(10:50)
https://players.brightcove.net/1740322051001/SkRZwW1Gb_default/index.html?playlistId=1693676945219167605
2. Read Shift 5 in *Shifting the Balance*(pp.109-134)
3. Explore these two helpful tools:
Look Before you Leap.
<https://drive.google.com/file/d/1lwEKuS33-RL7voQYhLpy2XYL0aYi9k6o/view>

Decoding Analysis Tool.

<https://drive.google.com/file/d/1huwo4JrpeoVYpTB35iBzwZHJnYcVjSx/view>

4. Write a 3-5 page answering the following questions:

- What is your experience with MSV, and how does the information in this shift align with or disrupt it?
- How do you ensure that students have ample processing time before you offer prompts or other supports?
- In your current practice, when do you notice yourself prompting students to reread?
- How might you support students in developing habits for systematically rereading at the word and/or sentence level and leveraging oral language for sense making? (Informative video).

Post your response.

Assignment #11: Shift 6-Reconsidering Texts for Beginning Readers

1. Listen to the podcast - Shift 6- (13:37)
https://players.brightcove.net/1740322051001/SkRZwW1Gb_default/index.html?playlistId=1693676945219167605
2. Read: Shift 6 in Shifting the Balance (pp.135-146)
3. Explore this teacher tool: Questions for using the 3 tensions...
<https://drive.google.com/file/d/1VjGvvMxobNCJcmqp5GW2VCuRFme5Ejex/view>
4. Explore this website that has a great list of decodable readers.
https://www.thereadingleague.org/decodable-text-sources/?utm_source=The+Reading+League+Membership&utm_campaign=de721ecec-EMAIL_CAMPAIGN_2022_June_Newsetter&utm_medium=email&utm_term=0_0c1a78d340-de721ecec-376747082&mc_cid=de721ecec&mc_eid=4ec0b831de
5. Create a 1-page informational flier highlighting the importance of decodable text and what are some resources teachers can use to find these books. This can be geared towards your colleagues, students, or parents.

Post your response.

Assignment #12: Making it work for you students

1. Read the Afterword note to reading in Shifting the Balance. (pp.159-160)
2. Write a 2-3 pages journal entry or letter to your future self-sharing the thoughts you are having after reading this note from the authors

Post your response.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #13: Summary of Shifting the Balance

In a 2–3 page reflection paper, analyze your strengths and areas of growth as a teacher when reflecting on all you have learned during this course. Please focus on things that you are currently doing as a teacher that support ALL the learners in your classroom as well as areas that you want to improve on or implement

new strategies to meet your student's needs.

Post your response.

Assignment #14: Lesson Plan Development Option A)

1. Adapt/create a lesson reflecting what you've learned in this course, with appropriate accommodations for your dyslexic students.
2. Implement your lesson with students in your classroom.
3. Write a 450-500 word commentary on what worked well and what could be improved.
 - Include any student feedback or noteworthy student products.
 - Submit your lesson to your instructor via the lesson tab below.
 - Share what you've learned with other teachers taking our courses by checking the [lesson library](#) box when you submit your lesson.

OR

Option B)

Use this option if you do not have a classroom or students available.

Adapt/create several lessons with accommodations for your dyslexic students to reflect what you've learned in this course. (Do not implement it.)

Write a 500+ word article concerning any noteworthy related success you've had as a teacher with one or more students learning to read with the challenge of dyslexia.

- Please refer to the [guidelines](#) for our blog What Works: Teaching at its Best prior to writing your article.
- When you submit your article to your instructor, please email a copy to Renee Leon (renee@hol.edu), the THI blog curator.
- Please indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the lesson library box.

Post your response.

Assignment #15: Going Deeper into Spelling and Morphology

1. Read about the Six Syllable Types
<https://www.texasgateway.org/resource/six-syllable-types-and-morphology>
2. Read the article: How spelling supports reading
<https://www.readingrockets.org/article/how-spelling-supports-reading>
3. Read the article: Teaching Morphology to Improve Literacy
https://www.uwo.ca/fhs/lwm/teaching/dld2_2017_18/Zeh_Morphological-Awareness.pdf

Take notes while reading these articles. Submit 3-5 pages of notes/mind maps or your preferred note-taking method.

Post your response

Assignment #16: Letter to new teachers

Reflection on all the reading and videos you have watched for this class and write a 2-3-page letter to new teachers. What do you wish you had known? What can they do to most effectively teach their students to read?

Post your response.

Assignment #17: Focal Student

1. Select an individual student that you work with that you suspect has struggled with learning to read
2. Track that student over the next week and keep a log of the things that you notice.
3. After the week, please write a 2-3 page reflection or create a 2-minute video on what you learned about this student and what next steps you will take to continue meeting their individual needs or better meet their reading goals. <https://flip.com/c9801dd3>
(Link if you chose to make a flip grid-only use first name of your focal student)

Post your response.

Assignment #18: (500 Level ONLY) Research Reading Curriculums

In addition to the 400-level assignments, complete the following assignment.

1. Explore the 2 reading curriculums of your choice. Imagine that you are in charge of choosing your district's reading curriculum.
2. Compare the 2 curriculums in a 3-4 page reflection paper or an 8-slide PowerPoint that highlights the benefits/drawbacks of each curriculum based on your learning in this class.

Post your response.

Assignment #19: (500 Level ONLY) Options

Complete two (2) of the following:

Option A) Presentation

Prepare a PowerPoint, Keynote, or video presentation on the Science of Reading for an audience of teachers and administrators in your district/school. If you are not currently teaching, make this presentation a general presentation of information and recommendations about teaching dyslexic students. Include your suggestions for a plan of action to identify at-risk readers, a plan to communicate this need with parents, systems of support you can put in place to help struggling readers, and accommodations you can encourage throughout your school system to help all students be successful.

Presentations should be a minimum of 8 slides or a video, a minimum of 3 minutes in length.

AND/OR

Option B) Summary of Work

Choose three articles related to the Science of Reading. Read them and then summarize the key concepts and recommendations from the authors. This should be 3-4 pages (500-750 words).

AND/OR

Option C) Create an Assignment

Create another assignment of your own design with the instructor's prior approval.

Post your response.

C. INTEGRATION PAPER

Assignment #20: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Rachelle Mulder received her Master of Science in Education (M.S. Ed.) from Dominican University and her B.A. in Elementary Education from Pacific Lutheran University. Rachelle Mulder is an experienced educator with over 25 years of elementary and college teaching experience. In addition to her teaching responsibilities, she has served as an ELA Instructional Coach for the State of Washington. This has provided invaluable experience working with teachers in their classrooms, planning and presenting professional development, and modeling and co-teaching lessons with classroom teachers. Rachelle has had the privilege of working with thousands of students and hundreds of teachers. She has taught Kindergarten-4th grade, Special Education, LAP, Library, PE, and Music. In addition, Rachelle has served as an Instructor at Whitworth University as well as supervising practicum students. She has taught in the following schools and districts; Shining Mountain Elementary, Bethel S.D., Liberty Ridge, Sumner S.D., Laura B. Sprague School,

Lincolnshire, S.D, Brentwood Elementary, Mead School District, Prairie View Elementary, Mead School District. Teaching is a calling and privilege in her life.

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SCIENCE OF READING - Shifting The Balance Book Study

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The Science of Reading Tools and Resources to Support Your Literacy Instruction.

RESOURCES:

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"Phonemic Awareness Progress Records.pdf." Google Docs, drive.google.com/file/d/1kjm7RM2LEknBc0EpGzFUJPI1GKIK6BHf/view. Accessed 11 Nov. 2022.

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