Literacy Innovation Configuration
SUNY New Paltz Syllabi Review Coding Form

Course #: **Date:**

Reviewer Name: **Primary Review _____ Secondary Review _____**

<u>CODING KEY:</u>

Code 0: **No evidence** that the evidence-based practice is included in the class syllabus

Code 1: Class syllabus **mentions resources** related to the evidence-based practice (e.g., textbook and journal readings, podcasts, videos, IRIS modules, websites, PowerPoints, etc.)

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Code 4: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources**, and **includes assignment with application** (e.g., field-based practice)

Code 5: Practice is not applicable to course

Instructions: Place the **code number** under the appropriate level of implementation for the course syllabus or assignment. Rate each category on the **LEFT** separately. **Note:** Every element in each category does **NOT** have to be addressed for an overall code to be assigned.	Code ☐0	Code ☐1	Code ☐2	Code ☐3	Code ☐4	Code ☐5
Scientifically Based Reading Research • Reading success for **all** students • Scientifically based research – randomized studies, peer reviewed, replicated, minimize bias • Research-based strategies • Five essential elements of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary • Additional category of motivation for adolescents • Extension from reading to literacy (i.e., reading, writing, listening, speaking) • Extension from literacy to multiple literacies						
Word Study Phonological Awareness • Early indicator of risk (best predictor for reading and spelling achievement) • Precursor to phonics • Phonological units in order of difficulty: Syllables, onset and rime, phonemes • Detect, segment, blend, manipulate phonemes (sounds) (e.g., /b/ /a/ /t/ = *bat*) • Rhyming, alliteration • Elkonin boxes (common activity) • Fingerplays, songs and chants • Environmental print						

Adapted from: Magiera, K., Simmons, R., Maheady, L., &. (2011). Project RAISE-UP (Redesigning and Improving Special EducationUndergraduate Program) SUNY-Fredonia. Smartt, S.S. & Reschly, D.J. (2007). *National Comprehensive Center for Teacher Quality*

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Phonics • Words composed of letters (graphemes) that map to phonemes • Alphabetic Principle (Two prerequisites skills are phoneme segmenting and blending) • Blending, decoding, encoding • Syllable types • Prefixes, suffixes, base words • Nonsense words (assessment) • Word analysis • Letters and sounds working in systematic way • 5 approaches: analogy, analytic, embedded, phonics through spelling, and synthetic • Explicit and systematic instruction • Effective in various settings: small group, one-on-one, whole class						
Fluency • Rate, accuracy (word recognition), and prosody • Repeated readings with questioning • Fluency training • Partner reading • Measurable goals • Charting progress						

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Vocabulary • Taught directly and indirectly • Preteach • Oral language • Multiple contexts, meanings • Choosing and leveling words for explicit instruction • Word consciousness • Context • Morphemes (free and bound) • Structural analysis • Mnemonic instruction						
Comprehension • Teacher Questioning • Self-questioning • Summarization • Prediction • Retelling • Graphic organizers • Metacognitive strategies (e.g., monitoring, clarifying or fix-up) • Text structure • Visualization • Activating prior knowledge or predicting • Inference						

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Motivation and Engagement • Interesting and relevant text • Extended discussions with follow-up questions • Structured and guided small group discussions • Establish meaningful content learning goals and encourage self-directed learning • Allow for choice of text • Collaborative learning						
Writing • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goal • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Learning						

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Multi-Component Interventions • Planned connections of instruction for five essential elements of reading • Weaving of five essential components of reading (or any combination of components), first taught in isolation and always placed back in meaningful context • For example: Reciprocal teaching, Cooperative learning • Effective published programs						

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