



## ED 106 – Foundations of Reading Test (FoRT) Preparation

**Course Number:** ED 106  
**Course Credit:** 1 (Pass/Fail)  
**Classroom Number:** (ALB 018F)  
**Class Time:** M@11-11:50 and Th@6:00  
**Class Dates:** 3/19/18 – 5/10/18

**Instructor:** Trisha Lamers  
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### Course Goals and Description:

This course is designed for UWSP Students in the School of Education who need to take the Foundations of Reading Test (FoRT). While any student needing to take FoRT may take this class, the course focuses on students who have already taken the test, are familiar with the test, and who need a different approach to studying for the test. In this course, we will study for the test as if we were the ones creating the test. Much of the class will be spent discussing topics, sharing knowledge, making our own test questions, and challenge each other's understanding. We will also have hands on activities and writings. The goal of this course is to help students study for (and, ideally, pass) the Foundations of Reading Test.

**Prerequisites:** School of Education Student; Requirement to pass FoRT for teacher licensure

### Textbook:

NA

### Supplies:

Binder for handouts/readings

### Core Abilities:

- Understand the structure of FoRT
- Gain greater understanding of individual weaknesses and strengths regarding the FoRT exam
- Gain a greater understanding of FoRT content

**Competencies:** Students will aim to be able to...

- Improve their FoRT exam score
- Demonstrate mastery of the concepts of phonological and phonemic awareness
- Demonstrate mastery of the concepts of the alphabetic principle and concepts of print
- Demonstrate mastery of the concept of phonics
- Demonstrate mastery of the concepts of word analysis skills/strategies
- Demonstrate mastery of the concept of vocabulary development
- Demonstrate mastery of the concept of reading comprehension, reading instruction, and reading assessment
- Demonstrate mastery of the concept of ELL reading instruction
- Demonstrate mastery of the concept of literacy development



## Assessment/Grading System:

### Attendance

- Students are expected to attend all class sessions\*.
- **Excused absences** require a phone call/email/visit - All missed work will need to be made up.
- **Unexcused absences are limited to one.**
- The following grading system is used to determine the pass/fail status. **Pass > 85 points**

### Marking Period Grades:

1. Attendance..... 20%
2. Effort/Participation..... 20%
3. Homework.....60%

#### 1. Attendance Grade (20%)

- Students are expected to attend all class sessions (or activities – see schedule).
- **Excused absences** require a phone call/email/visit and a very good explanation. All missed work will need to be made up.
- **Unexcused absences are limited to one.** Please note that this one unexcused absence will affect a student’s grade. All missed work will need to be made up.
- If a student has more than one unexcused absence = fail.

#### 2. Effort/Participation Grade (20%)

- Stay on task
- Come to class prepared
- Participate in in-class activities
- Keep a good attitude
- Keep mobile phones off of desks/tables. Keep them on silent and out of sight, unless they are part of a class activity.

#### 3. HW(60%)

- HW is only graded for completion and effort
- HW may consist of the following
  - i. Readings and Reflections
  - ii. Test Question Creation
  - iii. Test Question Practice
  - iv. Essay Question Practice
  - v. Analysis/Reflection Writings
  - vi. Other

Note: Please note that this course is designed to promote student success. It is our goal to help promote and develop your natural talents and abilities. In order to do this, we need the following from you:

- An open mind
- A positive attitude
- GOOD COMMUNICATION



**Course Schedule:**

| <b>Class</b> | <b>Class Lead</b> | <b>Topic (s)</b>  |
|--------------|-------------------|---|
| <b>1</b>     | Trisha            | <ul style="list-style-type: none"><li>• Test Overview</li><li>• Expectations</li><li>• Pre-Assessment of Concepts (Whiteboard brain dump)</li><li>• Introduction to Phonological Awareness</li></ul>  |
| <b>2</b>     | Annika            | <ul style="list-style-type: none"><li>• Phonological Awareness</li><li>• Phonemic Awareness</li></ul>   |
| <b>3</b>     | Annika            | <ul style="list-style-type: none"><li>• Concepts of Print and the Alphabet Principle</li></ul>  |
| <b>4</b>     | Annika            | <ul style="list-style-type: none"><li>• The Role of Phonics in Reading Development</li></ul>  |
| <b>5</b>     | Trisha            | <ul style="list-style-type: none"><li>• Word Analysis Skills and Strategies</li></ul>   |
| <b>6</b>     | Annika            | <ul style="list-style-type: none"><li>• Vocabulary Development</li></ul>  |
| <b>7</b>     | Trisha            | <ul style="list-style-type: none"><li>• Apply Reading Comprehension Skills and Strategies to Imaginative/Literary Texts</li></ul>   |
| <b>8</b>     | Annika            | <ul style="list-style-type: none"><li>• Apply Reading Comprehension Skills and Strategies to Informational/Expository Texts</li></ul>   |
| <b>9</b>     | Trisha            | <ul style="list-style-type: none"><li>• Formal and Informal Methods for Assessing Reading Development</li></ul>   |
| <b>10</b>    | Annika            | <ul style="list-style-type: none"><li>• Multiple Approaches to Reading Instruction</li></ul>  |
| <b>11</b>    | Annika<br>Trisha  | <ul style="list-style-type: none"><li>• Prepare an organized, developed analysis on a topic related to one or more of the following: foundations of reading development; development of reading comprehension; reading assessment and instruction</li></ul> |



|           |        |   |
|-----------|--------|---|
| <b>12</b> | Annika | <ul style="list-style-type: none"><li>• Prepare an organized, developed analysis on a topic related to one or more of the following: foundations of reading development; development of reading comprehension; reading assessment and instruction</li></ul> |
| <b>13</b> | Trisha | <ul style="list-style-type: none"><li>• Working with Terminology</li></ul>  |
| <b>14</b> | Annika | <ul style="list-style-type: none"><li>• Tying Everything Together (Concept Maps / Connecting Concepts / Etc...)</li></ul>   |