MOLLOY UNIVERSITY

School of Education and Human Services

Department of Teacher Education

EDU 5900.43-   Implementing the Science of Reading in Elementary Classrooms (3 credits)

Semester Year: Spring 2026

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Office hours: TBD

Course Description:

Literacy is the heart of a student's educational foundation! It is the anchor that prepares students for success, and the importance of literacy in the elementary classroom continues to be highlighted at the forefront for schools today. Together in this course, we will explore the Science of Reading as a body of research that drives effective instruction for elementary teachers. We will work together to expand knowledge on this topic, collaborate on how to effectively deliver such instruction, develop activities that are "SOR" aligned, and that teachers can easily implement into their literacy instruction in schools today.

Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching.

These values include:

- ☐ *Belief that all children can learn*
- ☐ *Learner-centered and value-centered curriculum and pedagogy*
- ☐ *Ethics and spirituality*
- ☐ *Intellectual curiosity*
- ☐ *Independence and risk taking, while promoting collective identity and responsibility*
- ☐ *Diversity, multiculturalism and pluralism, including divergent thinking*
- ☐ *Passion for teaching*
- ☐ *Commitment to students and their communities*
- ☐ *Civic responsibility through the promotion of social justice and interdependence*
- ☐ *Commitment to democracy*

Course Objectives:

- Students will gain an understanding of the Science of Reading and will be able to implement SOR strategies within their classrooms.
- Students will gain deep insight into the NYS Literacy Briefs, as well as the Key Pillars of the Science of Reading.
- Students will create SOR aligned activities, and will develop literacy blocks that align with the Science of Reading mission and vision.
- Students will be able to see and understand the Science of Reading impact on learners in their future classrooms.

Course Format:

Example:

This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class. This section is offered **(dates TBD).** There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due the following day by noon. An extra week will be allotted for the completion of the final project **(due by date TBD).**

Required Readings, Videos, and Other Materials:

Example: All materials will be provided throughout the course.

Course Requirements and Evaluation:

Assignment #1 (10pts): Podcast Reflection

-How can explicit, systematic, and multi-sensory instruction help struggling learners/all learners in your classroom?

-What are two specific examples of takeaways you found interesting?

-Why is it important for us as facilitators of learning to be immersed in the Science of Reading to ensure student success?

Discussion #1/Student Introductions (10 pts):

-Students will introduce themselves to the class to begin the course.

-1.) After reading about and unpacking the **NYS Literacy Briefs,** summarize 2 of the briefs, and highlight a high-impact practice for each brief that you choose.

2.) How are we shifting our roles as educators to ensure students have the foundation they need to be successful readers and writers?

Assignment #2 Key Pillar Instructional Activity (10 pts):

Design your own instructional activity based on a key pillar of the Science of Reading. I want you to choose something you feel you can use in your classroom! You can use examples from "The Six Shifts" downloads for inspiration!

Discussion #2 (10 pts):

1.) Briefly summarize each of the Science of Reading Key Pillars. As you summarize, be sure to include each pillar's importance and role within our Science of Reading work as educators, as well as within your own classroom implementation.

2.) Choose the one pillar that you will be modeling your instructional activity with for Assignment two. Briefly share why you chose this pillar, as well as the activity you will be designing for your assignment.

*Comment on two responses to peers reflecting on their choice of activity, and see if you can collaborate or share a common goal in your planning--even if you chose a different pillar!

Assignment #3 Incorporating Tech Tools to Implement SOR (10 pts):

Create an *instructional resource* using Canva that aligns with **a different shift/key pillar than you chose yesterday.** Write a short blurb in the text box how you could incorporate **Project Read AI or WordWall.net** to align with your Canva activity for your literacy block.

Discussion #3 (10 pts):

1.) How can you effectively set up engaging and effective Science of Reading routines in your literacy block and "fit" everything in?"

2.) How can teachers use instructional technology to design activities for their literacy blocks that incorporate the key pillars and engage students?

Final Project Due Mock Literacy Block (20 pts):

Students will develop a mock literacy block plan, incorporating components of the Science of Reading key pillars, data-driven resources, and as well as effective routines that will allow for student success.

Imagine you are setting up your literacy block routines for September. How can you incorporate all of the shifts, design resources that will be effective for students, and utilize the time to fit in everything you have to cover in a week?

Using Google Slides, PowerPoint, Canva, or any slideshow platform of choice, you will be creating your Mock Literacy Block. I planned out my model for 90 minutes, but if you would like to plan for 120 minutes or more, feel free to do so. You know how your schedule works in your school, and I want this to make sense for you and be useful. If you teach intervention or small groups, you can design this around your needs as well. Get as creative as you would like with your block!

Assignment #4 Literacy Block Presentation (10 pts):

For today's assignment, you will present your Mock Literacy Block to your peers.

You will have two options on how to present on the discussion forum:

1.) You may attach the link/file to your presentation, and be sure answer the following questions in your text box response:

- What grade level did you plan your literacy block for?
- How did you ensure to incorporate the 6 Science of Reading Key Pillars in your block?
- How did you structure your block timing wise?
- What are some of the instructional activities you created?

2.) You can present your project by recording/uploading a video using Canvas studio/Screencastify on your computer. If you choose this option, you don't have to type out the response in addition to your video presentation

Discussion #4 (10 pts):

1.) Based on what you learned or created this week, what are you most excited to implement into your classroom this upcoming school year?

2.) How will the emphasis on the "SOR mindset shift" help guide us as teachers as well as our future learners?

Students will reflect on the course and give feedback.

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View the [Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

Incompletes

[Incompletes Policy](#)

Health and Wellness

[Student Health Services](#)

[Student Counseling Center (SCC)](#)

Center for Access and Disability (Access)

[Center for Access and Disability](#)

Technical Support

[Student Account, Technology and Canvas](#)

Ally for Canvas

[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

[Proctorio Resources for Students](#)

Email Accounts

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7th ed.). (2010). American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.