

## Vocabulary, Comprehension, and Writing Instruction

---

### General Information

**Course:**  
*Vocabulary, Comprehension and Writing Instruction*

**Instructor:**  
**E-Mail:**

**Semester:**  
**Class Time:**  
**Class Location:**  
**Credit Hours: 3 hrs.**

**Phone:**  
**Office Location:**  
**Office Hours:**

### Prerequisites:

*Foundations of Literacy; Phonological Awareness and Phonics*

**Course Description:** *Vocabulary, Comprehension and Writing Instruction* is a comprehensive exploration of the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension and writing instruction. Along with these core aspects of reading, major skill domains that contribute to the development of written expression are explored. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied and practiced.

### Course Objectives:

*The student will be able to:*

- Utilize the simple view of reading to explain reading development and difficulties.
- Summarize the phases of reading development that lead to proficient reading and writing and plan instruction that is appropriate to level of development.
- Understand and be able to summarize the traits of a skilled comprehender.
- Explain the key terminology and research findings around the development and teaching of reading vocabulary, comprehension, and writing.
- Demonstrate specific research-based instructional strategies to improve reading vocabulary, comprehension, and writing.
- Explain the relationships between fluent word reading, listening comprehension and reading comprehension.
- Identify and apply robust instruction and interventions for reading comprehension.
- Describe the benefit of directly teaching fluency, vocabulary and comprehension skills in the reading process to all children including children from culturally and linguistically diverse backgrounds.
- Utilize reading and writing instruction to promote content area literacy.
- Understand the research-based practices to support students' independent writing.

### **Field Experience:**

The field experience is composed of a brief teacher interview and classroom observation of instruction related to direct vocabulary instruction along with an application experience. Both an interview and observation are completed using related form for guidance (see Appendix). A follow-up lesson plan based on research-based vocabulary instruction is then created. The lesson is administered at the practicum site or practiced within peer groups (instructor discretion).

### **Required Texts and Materials:**

#### **Text books:**

Cain, K. (2010). *Reading development and difficulties*. Great Britain: BPS Blackwell.

Klinger, J., Vaughn, S., Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties, 2<sup>nd</sup> edition*. New York: The Guildford Press.

\*Archer, A.L., Hughes, C.A. (2011) *Explicit instruction: Effective and efficient teaching*. New York: The Guilford Press.

\*Core Literacy Library (2018). *Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3<sup>rd</sup> Edition*. Berkeley, CA: Arena Press.

\*NOTE: Text is used across core classes.

#### **Readings (Used in Class and as Homework):**

Abbott, M.G. (2018). Beyond a Bridge to Understanding: The Benefits of Second Language Learning, *American Educator*, American Federation of Teachers. Retrieved from <https://www.aft.org/ae/summer2018/abbott>

Biemiller, A. (2015). Which words are worth teaching? *Perspectives on Language and Literacy* pp. 9-13.

Boyles, N. (2012). Closing in on close reading, *Educational Leadership*, 70, 36-41 Retrieved from <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-close-reading.aspx>

Clemens, N.H., Simmons, D., Simmons, L., Wang, H., Kwok, O. (2017). The prevalence of reading fluency and vocabulary difficulties among adolescents struggling with reading comprehension. *Journal of Psychoeducational Assessment*. 35(8), 785-798.

Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Foundation of New York).

Greene, J.W. (2015). The fundamentals of academic vocabulary essential concepts for middle school students and their teachers. *Perspectives on Language and Literacy* pp. 29-32.

Helsel, L., & Greenberg, D. (2007). Helping struggling writers succeed: A self-regulated strategy instruction program. *The Reading Teacher*, 60 (8), 752-759.

Henry, M.K., (2017). Morphemes matter: A framework for instruction. *Perspectives on Language and Literacy*, 43, 23-26.

Hirsch, E.D. (2011). Beyond Comprehension: We have yet to adopt a common core curriculum that build grade by grade – but we need to. *American Educator*, 29, 30-42.

- Hochman J.C., Wexler, N. (2017). One sentence at a time: The need for explicit instruction in teaching students to write well. *American Educator*. Summer 2017. Retrieved from <https://www.aft.org/ae/summer2017/hochman-wexler>
- Moats, L.C. (1999). *Teaching reading is rocket science: what expert teachers of reading should know and be able to do*. Washington, DC :American Federation of Teachers.
- O'Connor, R. (2018). Reading fluency and students with reading disabilities: How fast is fast enough to promote reading comprehension? *Journal of Learning Disabilities*, 51(2), 12-136.
- Reading Rockets (n.d.) *Introduction: How children learn to read*. Retrieved from <http://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read>.
- Rupley, W.H., William, D.N., Mraz, M., William H. & Blair, T.R. (2012). Building conceptual understanding through vocabulary instruction. *Reading Horizons*, 51, 299-320.
- Spear-Swerling, L. (2015). Common types of reading problems and how to help children who have them. *The Reading Teacher*. 69(5), 513-522.
- Spear-Swerling, L., Sternberg, R.J. (2001). What science offers teachers of reading. *Learning Disabilities Research and Practice*. 16(1), 51-57.
- Willingham, D. T. (2016) Knowledge and practice: The real keys to critical thinking. *Knowledge Matters: Restoring Wonder and Excitement to the Classroom*, 1, 1-7.
- Willingham, D. T. (2015) For the love of reading: Engaging students in a lifelong pursuit. *American Educator*, American Federation of Teachers. Retrieved from <https://www.aft.org/ae/spring2015/willingham>
- Willingham, D.T. (2005). The usefulness of brief instruction in reading comprehension strategies. *American Educator*, American Federation of Teachers. Retrieved from <https://www.aft.org/ae/spring2015/willingham>
- Wolter, J.A., & Collins, G. (2017). Morphological awareness intervention for students who struggle with language and literacy. *Perspectives on Language and Literacy*, 43, 12-22
- Wright, T.S., Neuman, S.B. (2015).The power of content-rich vocabulary instruction. *Perspectives on Language and Literacy* pp. 29-32.

## **Web Resources:**

### Weeks 1-15:

As identified in the Course Calendar, Reading Rockets web pages are utilized throughout this course to introduce and provide clear examples of critical concepts. These web pages vary in length and level of complexity and often can be utilized to provide a clear and succinct introduction to a topic. These can also be used with family members to explain important concepts regarding the development of reading and writing.

### Week 9:

Harvard College Writing Center (n.d.) *How to do a close reading*. Retrieved from <https://writingcenter.fas.harvard.edu/pages/how-do-close-reading>

## Ohio's 12-Hour Reading Core Standards

Standard	Where It is Addressed in the Course	How the Standard is Assessed
Standard 1: Knowledge and Beliefs about Language and Literacy	Week 1: 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8. Week 2: 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8.	Field Experience Midterms/Final Exam
Standard 2: Phonological Awareness, Phonics, Word Identification and Spelling	Week 3: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10 Week 4: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10 Week 5: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10 Week 6: 2.2, 2.3, 2.4, 2.6, 2.7 Week 7: 2.2, 2.3, 2.4, 2.7, 2.8 Week 8: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9 Week 11: 2.5, 2.9 Week 12: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	<i>Teaching Reading Sourcebook</i> Summary: Fluency
Standard 3: Creating a Literate Environment	Week 2: 3.1, 3.2, 3.3, 3.4, 3.5 Week 3: 3.1, 3.2, 3.3, 3.4, 3.5	Instructional Practice Examples <i>Teaching Reading Sourcebook</i> Summary: Comprehension Lesson Plan Construction and Implementation Field Experience Midterms/Final Exam
Standard 4: Diversity and Individual Differences	Week 6: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Lesson Plan Construction and Implementation Field Experience Midterms/Final Exam
Standard 5: Comprehension and Fluency	Week 1: 5.4, 5.5 Week 2: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Week 3: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9 Week 4: 5.1, 5.2, 5.3, 5.4, 5.8, 5.9 Week 5: 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9 Week 6: 5.1, 5.2, 5.3, 5.4, 5.5, 5.10 Week 9: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Instructional Practice Examples <i>Teaching Reading Sourcebook</i> Summary: Fluency <i>Teaching Reading Sourcebook</i> Summary: Comprehension Lesson Plan Construction and Implementation Content Area Planning Project Midterms/Final Exam

Standard	Where It is Addressed in the Course	How the Standard is Assessed
Standard 6: Vocabulary	Week 7: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 Week 8: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6	<i>Teaching Reading Sourcebook</i> Summary: Vocabulary Tier Two Vocabulary Project Content Area Planning Project Midterms/Final Exam
Standard 7: Designing Instruction to Support Students’ Literacy Learning	Week 1: 7.3 Week 3: 7.1, 7.2 Week 4: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 5: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 6: 7.3, 7.5, 7.6, 7.7, 7.8 Week 7: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 8: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 10: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Week 11: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8	Instructional Practice Examples <i>Teaching Reading Sourcebook</i> Summary: Comprehension Lesson Plan Construction and Implementation Thematic Literature Project Midterms/Final Exam
Standard 8: Assessment, Identification and Intervention	Week 3:8.1 Week 4:8.1 Week 5:8.1 Week 6:8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 Week 7:8.1	Lesson Plan Construction and Implementation Midterms/Final Exam
Standard 9: Writing	Week 5: 9.1 Week 6: 9.1, 9.2 Week 12: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9 Week 13: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9 Week 14: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9	Instructional Practice Examples Lesson Plan Construction and Implementation Content Area Planning Project Midterms/Final Exam
Standard 10: Professional Learning and Research	Week 10.1 Week 2: 10.1	Field Experience Lesson Plan Construction and Implementation

## Methods of Evaluation

Assignment	Description and Purpose	Points
I. Research-Based Comprehension Instructional Practice Examples (i.e. Anticipation Guide, Concept Map)	<p>Instructional practices that can be used before, during and/or after reading are discussed throughout this course.</p> <p>These assignments allow candidates to apply research-based comprehension practices to their coursework in order to experience how these can assist in understanding and remembering what is read.</p>	2 points each (16 total points)
II. <i>Teaching Reading Sourcebook</i> Summaries	<p>Teaching Reading Sourcebook (2018), is a comprehensive reference that offers candidates an abundance of ideas and descriptions of research-based instructional practices. In order to synthesize and organize this information, candidates utilize the assigned organizer (See Appendix) to consolidate for future use as a teacher.</p>	2 points each (10 total points)
III. Tier Two Vocabulary Instruction Project	<p>Candidates choose Tier Two words from a children’s book and write “kid friendly” definitions for these words.</p> <p>The purpose of the assignment is to provide practice in choosing words to teach and preparing to teach the words that have been chosen.</p>	10
IV. Lesson Plan Construction and Implementation	<p>This assignment provides an opportunity to apply and extend course content on comprehension related to vocabulary development based on scientifically based reading research.</p> <p>Candidates illustrate and clarify how this knowledge will shape classroom practice through the creation of a lesson plan utilizing explicit instruction of a specific aspect of comprehension instruction. The lesson should relate to the Field Experience observation.</p>	10
V. Content Area Planning Project	<p>Candidates create a unit outline that is linked to a science or social studies standard(s). This unit outline serves as an initial step towards a unit plan where vocabulary and comprehension are taught and reinforced through content related texts, both expository and narrative. The overview includes the content standards, a unit theme, expository text used, related vocabulary, question construction and connections to children’s literature.</p>	10

	The purpose of this assignment is to expand understanding of how to promote comprehension through content instruction.	
VI. Field Experience Observation Reflection	Candidates interview a teacher and observe reading instruction in PreK-12 <sup>th</sup> grade classroom. Using the interview/observation form as a guide, students collect data and synthesize into a reflective essay.  The purpose of this assignment is to apply course content to actual teaching practice in the field.	4
VII. Mid-Term Tests	The purpose of these assessments is to evaluate mastery of key content at strategic points within the course. (10 Points Each)	30
VIII. Final Exam	The purpose of this assessment is to evaluate mastery of overall content at the conclusion of the course.	10
<b>Total Points</b>		<b>100</b>

## Grading Scale

### Key Course Assessments—Descriptions

#### Tier Two Vocabulary Instruction Project (See Addendum)

In this project, candidates begin some initial planning of vocabulary instruction. The steps taken in this project are adapted from Beck, McKeown, & Kucan’s *Bringing Words to Life: Robust Vocabulary Instruction* (2002). The purpose of the assignment is to provide practice in choosing words to teach and preparing to teach the words that have been chosen. The following list summarizes the steps of the project:

1. Select a text
2. Read text carefully and list all words that are likely to be unfamiliar.
3. Analyze the word list:
  - Choose words that are high frequency within a variety of academic texts or within mature written or oral language
  - And/or choose words that are likely to be useful additions to students’ academic registers.
4. List these words and then write a “kid-friendly” definition of each (See Addendum for form).

#### Lesson Plan Construction and Implementation (See Addendum)

This assignment provides an opportunity to apply and extend course content on comprehension related to vocabulary development based on scientifically based reading research. Candidates illustrate and clarify how this knowledge will shape classroom practice through the creation of a

lesson plan utilizing explicit instruction of a specific aspect of comprehension instruction. Candidates create this plan as part of their field experience which includes a classroom observation and teacher interview. The lesson plan, once created, could be administered at the school where the observation occurred. It could also be demonstrated in the classroom with peers.

#### Content Area Planning Project (See Addendum)

Candidates will create a unit outline that is linked to a science or social studies standard(s). This outline serves as an initial step towards a unit plan where vocabulary and comprehension are taught and reinforced through content-related texts, both expository and narrative. The purpose of this assignment is to expand understanding of how to promote comprehension through content instruction. The outline will clearly express identification of the following:

- Theme
- Related standards
- Expository text
- Vocabulary
- Question construction
- Related writing project

#### Mid-Term Tests

- Timely, accurate completion and understanding of the required readings in this class are important in order to be successful on each Midterm Test.
- These tests are taken without the benefit of notes or texts.
- Each Mid-Term will contain a variety of questions including true/false, multiple choice, and extended response. Each Mid-Term is worth 10 points.

#### Final Exam

- Timely, accurate completion and understanding of the required readings in this class are important in order to be successful on the Final Exam.
- The Final Exam is taken without the benefit of notes or texts.
- The final exam is worth 10 points and will include a variety of questions including true/false, multiple choice, and extended response.

#### University/Instructor Policies

Note all important policies—drop date, plagiarism, accommodations, attendance, etc.

**Course Schedule**

	Topic	READINGS (Due this week BEFORE class)	Assignments Due
WEEK 1	<p><u>Implications from the Simple View</u></p> <ul style="list-style-type: none"> <li>- Review: <math>D \times C = R</math></li> <li>- Review relationship between decoding, listening skills and comprehension change as reading develops</li> <li>- Review the reader types as predicted from -the Simple View</li> <li>- Review Four Part Process</li> <li>- Simple view and reading difficulties</li> </ul> <p><u>Stages of Reading Development</u></p> <ul style="list-style-type: none"> <li>- The relationship between written and spoken language</li> <li>- Mode and function of spoken language</li> <li>- Pre-alphabetic, Early alphabetic, Later alphabetic</li> <li>- The importance of word reading fluency to develop fluency with connected text</li> <li>- Key terms (Cain, pp. 22-24)</li> </ul>	<p><u>Homework</u></p> <p>Cain, pp. 1-24 and 214-222</p> <p>Klinger, et al. pp 1-13</p> <p>Read about “Anticipation Guides” before completing  <a href="http://www.readingrockets.org/strategies/anticipation_guide">http://www.readingrockets.org/strategies/anticipation_guide</a></p> <p>Reading Rockets:            Stages Part 1:  <a href="http://www.readingrockets.org/article/stages-reading-development">:http://www.readingrockets.org/article/stages-reading-development</a>            Stages part 2:  <a href="http://www.readingrockets.org/article/what-should-be-emphasized-each-stage-reading-development">http://www.readingrockets.org/article/what-should-be-emphasized-each-stage-reading-development</a></p> <p>Learning to Read:  <a href="http://www.readingrockets.org/teaching/reading-101-course/introduction-how-children-learn-read">http://www.readingrockets.org/teaching/reading-101-course/introduction-how-children-learn-read</a></p> <p>Research:  <a href="http://www.readingrockets.org/article/what-research-tells-us-about-reading-comprehension-and-comprehension-instruction">http://www.readingrockets.org/article/what-research-tells-us-about-reading-comprehension-and-comprehension-instruction</a></p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Review Syllabus.</li> <li>-Explain and assign Instructional Practice Venn Diagram (due Week 2)</li> </ul>	<p>Instructional Practice            Example:            Complete <a href="#">Anticipation Guide</a> (See Handout) for Klinger Cain pp. 214 – 222</p> <p>Instructional Practice            Example:            Complete <a href="#">Concept Map</a> (See Handout) for Reading Rockets Web pages regarding the stages of reading development</p>

WEEK 2	<p><u>The Skilled Comprehender</u></p> <ul style="list-style-type: none"> <li>- Key terms (Cain, pp. 64-65).</li> <li>- Multi-component skill set—teachable skills that help comprehension</li> <li>- Role of Fluency</li> <li>- Large Importance of background knowledge</li> <li>- Mental models (situation model)</li> <li>- Local and global coherence</li> <li>- Cohesive devices</li> <li>- Inferencing</li> <li>- Role of Vocabulary</li> <li>- Role of Memory</li> </ul>	<p><u>Homework</u></p> <p>Reading Rockets:  <a href="http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension">http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension</a></p> <p>Cain, pp. 25 – 65</p> <p><u>In Class</u></p> <p>-Explain Instructional Practice QAR assignment (due Week 3).</p>	<p>Instructional Practice Example:        Use “Seven Strategies...”  <a href="http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension">http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension</a>        in order to complete <a href="#">Venn Diagram</a> (See Handout) for Cain, pp. 25-65</p>
--------	--	---	---

WEEK 3	<p><u>Comprehension Development</u></p> <ul style="list-style-type: none"> <li>- Review of contributions of word reading ability/language use</li> <li>- -Key terms (Cain, pp. 118-119)</li> <li>- Relationship between reading and listening comprehension</li> <li>- Word Comprehension</li> <li>- Sentence Comprehension (syntactic awareness)</li> <li>- Integration and inference (to establish coherence)</li> <li>- Comprehension monitoring (to evaluate comprehension and to generate action if comprehension fails)</li> <li>- Knowledge and use of text structure <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Expository</li> </ul> </li> </ul>	<p><u>Homework</u></p> <p>Reading Rockets:  <a href="http://www.readingrockets.org/strategies/question_answer_relationship">http://www.readingrockets.org/strategies/question_answer_relationship</a></p> <p>Cain, pp. 66 – 119</p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Use “Paragraph Shrinking” to review Cain, pp 112 – 119 (Use <a href="#">Paragraph Shrinking Guide in Handouts</a>)</li> <li>-In small groups have participants share out the four questions prepared using QAR.</li> <li>-Explain summary writing from <i>Teaching Reading Sourcebook</i>, due Week 4. (See template to write summary in Appendix)</li> </ul>	<p>Instructional Practice</p> <p>Example:  Read about Question-Answer Relationship (QAR) at Reading Rockets. Use this information along with the <a href="#">QAR handout</a> and <a href="#">template</a> to write four questions related to the Chapter 5, “The Development of Reading Comprehension” Cain’s book.</p>
--------	--	--	---

WEEK 4	<p><u>Comprehension Instruction and Intervention</u></p> <ul style="list-style-type: none"> <li>- Role of Knowledge</li> <li>- Activities for before, during and after reading <ul style="list-style-type: none"> <li>- Questioning</li> <li>- Main Idea</li> <li>- Summarizing</li> </ul> </li> <li>- Instruction: <ul style="list-style-type: none"> <li>- Strategies should be documented as effective</li> <li>- The importance of application of principles of explicit instruction</li> <li>- The importance of modeling, guided instruction and feedback</li> </ul> </li> <li>- Effective strategy instruction vs. background knowledge</li> </ul>	<p><u>Homework</u></p> <p>Cain, pp 147 – 190</p> <p>Klinger, pp. 75 – 109</p> <p>Willingham (2005) article</p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Explain and assign Instructional Practice Reciprocal Teaching</li> <li>-Prepare for Midterm I</li> </ul>	<p>Use Template to complete <i>Teaching Reading Sourcebook</i> Summary (Fluency)</p>
--------	---	--	--

WEEK 5	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>- Challenge of comprehension assessment</li> <li>- Key terms (Cain, p. 190)</li> <li>- Formative to inform future teaching practices</li> <li>- Summative to assess achievement</li> <li>- Diagnostic assessments</li> <li>- Ranges of responses: <ul style="list-style-type: none"> <li>- True/False</li> <li>- Multiple choice</li> <li>- Cloze</li> <li>- Open ended questions</li> <li>- Measures of listening comprehension</li> </ul> </li> </ul>	<p><u>Homework</u></p> <p>Cain, pp. 191 – 211</p> <p>Klinger, et al., pp 14 – 48</p> <p>Reading Rockets:  <a href="http://www.readingrockets.org/strategies/reciprocal_teaching">http://www.readingrockets.org/strategies/reciprocal_teaching</a>  <a href="http://www.readingrockets.org/teaching/reading_101-course/modules/assessment/assessment-depth">http://www.readingrockets.org/teaching/reading_101-course/modules/assessment/assessment-depth</a></p> <p><u>In Class</u></p> <p>-Jigsaw types of assessments (from Klinger pp. 14-48) and have candidates report out.  Discussion around the importance of frequency and variety of assessments to guide diagnostic and instructional decision making.  -Explain and assign Instructional Practice  Cornell Two Column Notes (Due Week 6)</p> <p>Midterm I</p>	<p>Instructional Practice</p> <p>Example:  Prepare for your leadership role in the in class “reciprocal teaching” session using pp 14 – 48 in the Klinger et al. book</p> <p>Reciprocal Teaching Documents:  -<a href="#">Reciprocal Teaching Assignment Description Handout</a>  --<a href="#">Questioner</a>  --<a href="#">Clarifier</a>  --<a href="#">Summarizer</a>  --<a href="#">Predictor</a></p> <p>Midterm I</p>
--------	---	---	---

WEEK 6	<p><u>Vocabulary Development</u></p> <ul style="list-style-type: none"> <li>- The vocabulary gap</li> <li>- Links between vocabulary and comprehension</li> <li>- Research-based practices for vocabulary development             <ul style="list-style-type: none"> <li>- Selecting key words to teach</li> <li>- Providing “kid-friendly” definitions</li> <li>- Keyword strategies</li> <li>- Monitoring understanding (click/clunk)</li> <li>- Semantic Mapping</li> </ul> </li> </ul>	<p><u>Homework</u></p> <p>Reading Rockets:  <a href="http://www.readingrockets.org/teaching/reading-101-course/modules/vocabulary-introduction">http://www.readingrockets.org/teaching/reading-101-course/modules/vocabulary-introduction</a>  <a href="http://www.readingrockets.org/article/teaching-vocabulary">http://www.readingrockets.org/article/teaching-vocabulary</a>.  <a href="http://www.readingrockets.org/article/vocabulary-instructional-guidelines-and-classroom-examples">http://www.readingrockets.org/article/vocabulary-instructional-guidelines-and-classroom-examples</a></p> <p>Rupley, et al article from <i>Reading Horizons</i>, pp. 299-320.</p> <p><i>Perspectives</i> articles from Greene, J.W., Biemiller, A. and Wright &amp; Neuman (all 2015)</p> <p>Klinger, pp 48 – 74</p> <p><a href="http://www.readingrockets.org/article/choosing-words-teach">http://www.readingrockets.org/article/choosing-words-teach</a></p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Review directions for Tier Two Vocabulary Project (See Appendix)</li> <li>-Explain directions for the <i>Teaching Reading Sourcebook</i> summary for vocabulary.</li> </ul>	<p>Instructional Practice</p> <p>Example:        Read about <a href="#">Cornell’s Two Column Notes</a>.        Use the <a href="#">attached organizer</a> to take notes on one of the three <i>Perspectives</i> articles.</p>
--------	--	---	---

WEEK 7	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>- Independent word learning <ul style="list-style-type: none"> <li>- Word analysis (i.e. prefixes, suffixes)</li> <li>- Context clues</li> <li>- Morphemic analysis</li> <li>- Cognate awareness</li> <li>- Word origins</li> </ul> </li> <li>- Word Consciousness <ul style="list-style-type: none"> <li>- Language play (i.e. alliteration, categories),</li> <li>- Word associations (synonyms, antonyms, homographs and homophones)</li> </ul> </li> </ul>	<p><u>Homework</u></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/article/choosing-words-teach">http://www.readingrockets.org/article/choosing-words-teach</a></p> <p><a href="#">Perspectives</a> (Henry and Wolters articles) pp. 17 – 26</p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Review for Midterm II</li> <li>-Share and discuss Tier Two Vocabulary Project</li> <li>-Review directions for the Teaching Reading Sourcebook summary for vocabulary (Word Learning Strategies).</li> </ul>	<p>Tier Two Vocabulary Project</p> <p><i>Teaching Reading Sourcebook Summary (Vocabulary - Specific Word Instruction)</i></p>
WEEK 8	<p><u>Fluency Development</u></p> <ul style="list-style-type: none"> <li>- Connection to comprehension (reciprocal relationship between fluency and comprehension)</li> <li>- Difference between fluency and automaticity</li> <li>- Fluency Instruction</li> <li>- Repeated and monitored oral reading</li> </ul>	<p><u>Homework</u></p> <p>Reading Rockets:  <a href="http://www.readingrockets.org/teaching/reading101-course/modules/fluency-introduction">http://www.readingrockets.org/teaching/reading101-course/modules/fluency-introduction</a>  <a href="http://www.readingrockets.org/article/fluency-instructional-guidelines-and-student-activities">http://www.readingrockets.org/article/fluency-instructional-guidelines-and-student-activities</a></p> <p>O'Connor (2018) <a href="#">Reading fluency and comprehension</a></p> <p><a href="#">Clemens, Simmons (2017) Fluency and its relationship to comprehension and vocab</a></p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Explain and assign Instructional Practice DRTA (Due Week 9)</li> <li>- Midterm II</li> </ul>	<p><i>Teaching Reading Sourcebook Summary (Vocabulary – Word Learning Strategies)</i></p> <p>Midterm II</p>

WEEK 9	<p><u>Intervention &amp; Differentiation</u></p> <ul style="list-style-type: none"> <li>-Review Multi-tiered System of Supports</li> <li>- Supporting English Language Learners</li> <li>- Supporting students with significant comprehension difficulties</li> <li>- Dyslexia <ul style="list-style-type: none"> <li>- Reading difficulty not attributable to low intelligence or poor teaching.</li> <li>- Difficulties with tasks that involve phonological processing and phonological representations.</li> </ul> </li> </ul>	<p><u>Homework</u></p> <p>Reading Rockets:  <a href="http://www.readingrockets.org/strategies/drtc">http://www.readingrockets.org/strategies/drtc</a></p> <p>Klinger, pp 126 – 171  Cain pp. 121-146  Cain, pp. 171 – 190</p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Examine Reading interventions from readings and discuss aligning instructional practices to assessment data</li> <li>-Explain the Lesson Plan Construction and Implementation,(due Week 11)</li> </ul>	<p>Instructional Practice  Example:  Complete the Directed Reading and Thinking Activity (DRTA) Worksheet before reading one of the chapters assigned from Cain’s book. Complete corresponding <a href="#">DRTA Handout</a></p>
WEEK 10	<p><u>Interventions and Differentiation</u></p> <p>Intensifying Instructional Delivery:</p> <ul style="list-style-type: none"> <li>- Teaching Skills and strategies</li> <li>- Providing additional practice with feedback</li> <li>- Offering more opportunities with a range of texts</li> <li>- Monitoring students’ progress</li> </ul>	<p><u>Homework</u></p> <p>Spear-Swerling (2016) <a href="#">Common Problems/Interventions</a></p> <p><a href="http://www.readingrockets.org/article/second-language-acquisition">http://www.readingrockets.org/article/second-language-acquisition</a></p> <p><u>Classwork</u></p> <ul style="list-style-type: none"> <li>-Review and discuss the interventions that were summarized from the <i>Teaching Reading Sourcebook</i>. <i>Each student can share from summary.</i></li> <li>-Share and discuss Lesson Plan Construction and Implementation</li> </ul>	<p>Lesson Plan Construction and Implementation</p>

WEEK 11	<p><u>Content Area Reading and Writing</u></p> <ul style="list-style-type: none"> <li>- Building Students’ Knowledge: <ul style="list-style-type: none"> <li>- Meaningfully connect new information to prior knowledge</li> <li>- Knowledge rich curriculum provides incidental learning opportunities</li> <li>- Knowledge grows exponentially – start early.</li> </ul> </li> </ul> <p><u>Role of content area teachers:</u></p> <ul style="list-style-type: none"> <li>- More intentional use of texts</li> <li>- Devotion of time to reading complex texts</li> <li>- Increasing time for student discussions</li> <li>- Teaching of academic vocabulary</li> </ul>	<p><u>Homework</u> Klinger, pp 110 – 129</p> <p>Willingham, <a href="#">Knowledge Matters</a></p> <p>Reading Rockets: (for presentations) <a href="http://www.readingrockets.org/article/top-10-resources-literacy-content-areas">http://www.readingrockets.org/article/top-10-resources-literacy-content-areas</a></p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Discuss Willingham article. Utilize CSR notes for discussion.</li> <li>-Students Jigsaw and present each of the “Top 10 Resources on Literacy in the Content Areas”</li> <li>-Prepare for Midterm III</li> </ul>	<p>Instructional Practice Example: Use “Collaborative Strategic Reading” when reading Willingham, <a href="#">Knowledge Matters (2016)</a> Utilize the <a href="#">CSR handout</a> to record your note-taking.</p>
---------	---	---	--

WEEK 12	<p><u>Content Area Reading and Writing</u></p> <ul style="list-style-type: none"> <li>- Areas of Difficulty for Students With Writing Problems <ul style="list-style-type: none"> <li>- Knowledge difficulties</li> <li>- Skill difficulties</li> <li>- Motivation problems</li> </ul> </li> <li>- Knowledge Acquisition: <ul style="list-style-type: none"> <li>- cognitive skills (i.e. reading with understanding/ solving problems) are closely intertwined with knowledge of content</li> <li>- Learning content should start early</li> </ul> </li> </ul>	<p><u>Homework</u></p> <p><u>Reading Rockets:</u>  <a href="https://www.readingrockets.org/article/teaching-writing-diverse-student-populations">https://www.readingrockets.org/article/teaching-writing-diverse-student-populations</a></p> <p>Content rich vocabulary instruction:  <a href="https://app.box.com/s/rw7rvttc3ylq6ct6vc0qofm2cikekq73">https://app.box.com/s/rw7rvttc3ylq6ct6vc0qofm2cikekq73</a></p> <p>Hirsch, <a href="#"><u>Beyond Comprehension</u></a>, (2011)</p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Explain and assign Content Area Planning Project (See appendix).</li> <li>-Have students discuss in small groups (from Willingham’s “Knowledge Matters:”  <i>***Students need deep knowledge of a subject in order to think creatively or critically about it.</i>  <i>***There are no shortcuts to expert thinking.</i>  <i>To “think like a scientist,” a student must know the facts, concepts, and procedures that a scientist knows.</i></li> <li>-Review directions for the Teaching Reading Sourcebook summary for Comprehension (Literary Text).</li> </ul> <p>-Midterm III</p>	Midterm III
---------	---	---	-------------

<b>Week 13</b>	<p><b>Writing - The Research</b></p> <ul style="list-style-type: none"> <li>-Classroom practices: <ul style="list-style-type: none"> <li>- Response to texts</li> <li>- Summaries</li> <li>- Notes about a text</li> <li>- Answer questions</li> <li>- Create and answer</li> </ul> </li> <li>-To teach: <ul style="list-style-type: none"> <li>- The process of writing</li> <li>- Text structures for writing</li> <li>- Paragraph or sentence construction skills</li> <li>- Spelling Skills (Improves Word Reading Skills)</li> </ul> </li> <li>-Sentence Writing <ul style="list-style-type: none"> <li>- Building blocks</li> <li>- Content of curriculum drives the rigor of the writing instruction</li> <li>- Grammar taught within the context of writing</li> </ul> </li> </ul>	<p><u>Homework</u></p> <p>Reading Rockets:  <a href="https://www.readingrockets.org/article/learning-read-and-write-what-research-reveals">https://www.readingrockets.org/article/learning-read-and-write-what-research-reveals</a></p> <p>Graham &amp; Herbert report, Writing to Read</p> <p>Helsel &amp; Greenberg article, SRSD</p> <p>Hochman &amp; Wexler article, Writing Revolution</p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Students jigsaw the Graham &amp; Herbert report and report out on the critical aspects of writing instruction</li> <li>-Students jigsaw the Hochman &amp; Wexler article and report out on the critical aspects of sentence writing instruction.</li> <li>-Review directions for the Teaching Reading Sourcebook summary for Comprehension (Informational Text).</li> </ul>	<p><i>Teaching Reading Sourcebook Summary (Comprehension – Literary Text pp. 633 - 680)</i></p>
----------------	--	--	---

WEEK 14	<p><b>Importance of Quality Text</b></p> <p>Thematic Units</p> <p>Close Reading:</p> <ul style="list-style-type: none"> <li>- Explicit instruction regarding analysis of text craft and structure.</li> <li>- Choose texts that will increase knowledge about content and the world through texts</li> <li>- Thorough and methodical examination of meaning</li> <li>- Reflection on the meanings of individual words and sentences.</li> <li>- Engage students in rich discussion using textual evidence to ground conversations</li> </ul>	<p><u>Homework</u></p> <p>Watch: Close Reading: An Instructional Strategy for Tackling Complex Text  <a href="https://vimeo.com/89001348">https://vimeo.com/89001348</a></p> <p>Read: “Closing In On Closer Reading”  <a href="http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-close-reading.aspx">http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-close-reading.aspx</a></p> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>-Share the article “How to do a Close Reading” retrieved from  <a href="https://writingcenter.fas.harvard.edu/pages/how-do-close-reading">https://writingcenter.fas.harvard.edu/pages/how-do-close-reading</a></li> <li>-Use a short (but dense) texts to engage in close reading utilizing the protocol from the article above.</li> </ul> <p>Remind students of the Field Experience summary due Week 15.</p>	<p>Teaching Reading Sourcebook Summary (Comprehension – Informational Text pp. 681-742)</p>
---------	--	---	---

WEEK 15	<p><b>Wrap Up</b></p> <ul style="list-style-type: none"> <li>- Practical applications</li> <li>- Closing the gap between research and practice</li> </ul>	<p><u>Homework</u></p> <p><u>Oregon Literacy Plan:</u>  <a href="https://www.oregon.gov/ode/educator-resources/standards/ELA/Documents/entire-writing-framework.pdf">https://www.oregon.gov/ode/educator-resources/standards/ELA/Documents/entire-writing-framework.pdf</a> (read pp. W1 – W64)</p> <p>Spear-Swerling, 2001 <a href="#">Science and the teaching of reading</a></p> <p><u>Classwork</u></p> <p>-Reflect on this week’s readings:</p> <ul style="list-style-type: none"> <li>• Spear-Swerling’s article shares scientific findings along with practical applications of these along with suggestions to close the gap between science and classroom applications.</li> <li>• Oregon’s Literacy plan shows this state’s application of the science of reading into an implementation plan for their state. This could be discussed in its entirety or the portion on writing could be used to wrap up the discussion of the teaching of writing.</li> <li>• <i>Do you see the gap closing between scientific research and educational practice?</i></li> </ul> <p>-Field experience summary submitted.          -Prepare for Final Exam</p>	Content Area Planning Project
WEEK 16	Finals Week	Final exam completion. Final Exam	Field Experience Summary

### **Alternative Texts that Could be Used**

Oakhill, J., Cain, K., Elbro, C. (2015). *Understanding and teaching comprehension: A handbook*. New York: Routledge.

### **Alternative Readings that Could be Used**

The websites “Children of the Code” and “Reading Rockets” both have numerous reliable articles and videos that could be utilized in place of many of the weekly readings. These articles and videos are foundational in nature and shorter than what is listed for each week.

Hanford, E., (2018). Hard words: Why aren’t kids being taught to read? American Public Media. Retrieved from: <https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>

International Dyslexia Association. (2019) Structured literacy™: An introductory guide  
Retrieved from:  
[https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)

### **Resources for the Instructor:**

- Beck, I.L., McKeeown, M.G., Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2<sup>nd</sup> Edition). New York: Guilford
- Kamhi, A.G., & Catts, H.W. (2012). *Language and reading disabilities* (3rd ed.). New York, NY: Pearson.
- Kosanovich, M. (2012). *Using “instructional routines” to differentiate instruction: A guide for teachers*. Portsmouth, NH: Center on Instruction.
- McKenna, M.C. & Stahl, S.A. (2015) *Assessment for reading instruction* (3<sup>rd</sup> Edition). New York: Guilford. (4<sup>th</sup> Edition to be published 12/19)
- Moats, L. C. (1999). *Teaching reading is rocket science*. Washington, DC: American Federation of Teachers.
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.
- Raphael, T., Highfield, K., Au, K.H. (2006). *QAR now: Question answer relationships*. New York: Scholastic.
- Sedita, J. (2010). *The key comprehension routine: Grades 4-12* (2<sup>nd</sup> ed.) Rowley, MA: Keys to Literacy.

### **Note to Instructors of this Course:**

The two texts will provide a fairly comprehensive overview of the topics to discuss each week. Other resources are listed by week that can be used to help develop the content of lectures. Assignments that are listed in the Course Calendar have corresponding documents:

- The Appendix contains documents that serve to outline in detail the expectation of each of the assignments. These documents can be used as templates for the completion of the assignments.

- Students can summarize the sections of *The Reading Sourcebook* using the summary document found within the Appendix. This one summary template can be used for all five summaries.
- “Instructional Practice Examples” provide students hands-on experience using strategies designed to help readers comprehend information read. For each of the “Instructional Practice Examples,” a handout is provided that will provide the student structure to practice the strategy.

### **Week 1**

During this week it is important to “resituate” student understanding of reading within the framework of the Simple View of reading. Following are some documents that may be helpful:

Simple View of Reading & Reading Rope: Gough & Tunmer (1986) and Scarborough, H. S. (2001).

Tolman, C. (2005). Working smarter not harder: What teachers of reading need to know and be able to teach. *Perspectives*, Fall, p. 16-24.

### **Week 2**

During Week 2 it is important that students form a global understanding of the goal of instruction – to develop skilled comprehenders. Make sure that students understand that this “big picture” and all its components reflect back on the simple view and the components of the reading rope. The chapter in Cain outlines this well but Chapter 2 in the Oakhill, Cain & Elbro book does a good job, too, and has some activities to reinforce.

### **Week 3**

This week’s readings contribute to the understanding of a “skilled comprehender” (Week 2) identifying the contributions and causes of the development of comprehension skills. The assigned chapters from Cain’s book are complicated. While the first assigned chapter is essentially a review of the contributions of automatic word reading to comprehension, pages 96-119 will need further discussion in class. *Teaching Reading Sourcebook*, pages 609 – 632 offers supportive information regarding contributions to reading comprehension.

### **Week 4**

This week’s focus on strategy instruction can be a bit tricky. While strategy instruction is important it is important to keep instruction brief and do not over practice. Willingham shares that while strategy use can certainly be a part of a reader’s “bag of tricks” and can certainly enhance comprehension, the knowledge of these strategies is just not as important as background knowledge when it comes to comprehension. It would be a good idea to have a thorough discussion of Willingham’s article and make sure that students understand his major points:

- Teaching children strategies is definitely a good idea.
- Strategies are learned quickly, and continued instruction and practice do not yield further benefits.
- Strategy instruction is unlikely to help students before they are in the third or fourth grade.

### **Week 5**

This week's focus on assessment serves as an introduction to the assessment course that follows. The topics will be studied at a deeper level in the Assessment, Instruction and Intervention class. This text for this class (McKenna & Stahl's *Assessment for Reading Instruction*) would be a great resource for background knowledge.

### **Weeks 6 and 7**

These two weeks focus on vocabulary development and the activities and readings can be changed up within these two weeks. An important assessment of the vocabulary objectives is the Tier Two Vocabulary Project. A critical aspect of this project is the demonstration of choosing Tier Two words and so this may be something that you practice in class using children's books and essays. Isabel Beck's seminal works regarding vocabulary instruction are influential throughout the readings these two weeks. It is important to be familiar with *Bringing Words to Life: Robust Vocabulary Instruction* (listed in "Resources for Instructor").

### **Week 8**

Does the speed at which we read matter? This is important to discuss with students and make sure that they realize that successful comprehension of text involves substantial cognitive resources:

- Decoding of individual words
- Understanding of individual words
- Meanings of sentences processed
- Links made between successive sentences
- General knowledge of content to help establish meaning.

All these demands limit our processing resources, so if a reader is able to read words quickly, efficiently and relatively without effort, he/she will have more cognitive resources left over for comprehending.

### **Weeks 9 and 10**

Instructional Practices and Interventions and Differentiation

These weeks focus on effective ways to assist students in understanding and remembering what they read. Consider the skills that were associated with strong comprehenders and integrate instructional practices into classroom routines. Strong instructional practices are shared through the readings and students also utilize these practices through the Practice Examples that are utilized with some of the weekly readings.

### **Weeks 11 and 12**

Content Area Reading and Writing

These weeks we are reminded of the adage that first students learn to read and then they read to learn. As children progress through the grade levels the emphasis changes regarding an instructional approach to reading. These weeks deal with domain-specific reading strategies that can be utilized to enhance students' understanding of what they have read. As students practice, they experience firsthand how these instructional practices can be used to enhance comprehension.

### **Week 13**

#### **Narrative and Expository Writing**

The Carnegie report, one of this week’s readings (Graham & Hebert), offers an excellent large-scale statistical review of research on the effects of specific types of writing interventions. It identifies specific teaching techniques for improving the quality of writing based on solid research – and was too good not to include. However, you may need to “unpack” this report a bit for your students, walking them through it to make sure that they are attending to and understand its critical information.

### **Week 14**

When practicing Close Reading this week, take the time to explain to students how you chose the texts to have them read closely. Thoughtful choices of texts for analysis is critical to supporting the understanding of craft and text structure. Also, it is vital to choose texts that are rigorous enough to increase knowledge of content and the world.

### **Week 15**

#### **Wrap Up**

While this week’s readings do not contain new content, they are descriptive of the application of the science of reading in today’s classroom. These articles should be a springboard for fruitful discussions.

## **Appendix**

### **Assignment: Tier Two Vocabulary Instruction Project**

The steps below are adapted from Beck, McKeown & Kucan's *Bringing Words to Life: Robust Vocabulary Instruction* (2002). The purpose of the assignment is to provide practice in choosing words to teach and preparing to teach the words that you have chosen.

1. Select a text that you can imagine using in your classroom someday. It can be a story, or an excerpt from a chapter book or novel, or a social studies textbook.
2. Read the book carefully and list all the words that are likely to be unfamiliar to students.
3. Analyze the word list:
  - Which words can be categorized as Tier Two words?
  - Which of the Tier Two words are most necessary for comprehension?
  - Are there other words needed for comprehension? Which ones?
  - On the basis of your analysis, which words will you teach?
  - Once you have chosen 5-8 words to teach, develop a definition for each of these Tier Two words appropriate for the grade level chosen.

You can use the template below to complete the project:

Vocabulary Instruction Project	
Book Selection:	
List of all words that may be unfamiliar to students:	
Of these words, list the words that you would choose to teach:	
<p>List the 5-8 words you have chosen for instruction and write a “kid-friendly” definition. It can be helpful to keep the following in mind when creating a definition:</p> <ol style="list-style-type: none"> <li>1. First make sure that you are stating the Tier Two word.</li> <li>2. Next, classify the word so that students know what kind of word it is.</li> <li>3. Next, add some identifying characteristics.</li> <li>4. Finally, if you choose, add an example.</li> </ol> <p><i>For example, you could say, “’Sufficient’ is a describing word. We use it when describing that there is enough of something. It can mean that there is all that is needed. For example, I might say that I have sufficient paint to complete our project.</i></p>	
Words	Definitions

Beck, Isabel L. McKeown, M., & Kucan, L. (2002). Choosing Words to Teach. In *Bringing Words to Life: Robust Vocabulary Instruction (15-30)*. New York, NY: Guilford Press.

**Assignment: Field Experience Related to Vocabulary Instruction**

The field experience begins with a brief teacher interview and classroom observation of a vocabulary lesson. Students will complete the observation form (connected to Archer’s explicit instruction principles) and write a brief reflection on the experience.

<b>Teacher Interview Questions</b> (Please feel free to ask questions beyond those listed below.)
Please tell me about your vocabulary instruction.
How do you choose the vocabulary words to teach?
Do you have a typical routine that you use to introduce and reinforce vocabulary words?
How do you assess vocabulary?
How do you assess progress?

<b>Classroom Observation</b>			
This checklist is based on Anita Archer's elements of explicit instruction as described in <i>Explicit Instruction: Effective and Efficient Teaching</i> (Archer, Hughes, 2011, pp. 2&3).			
ASPECT	OBSERVED	NOT OBSERVED	NOTES
Focus instruction on critical content.			
Sequence skills logically			
Break down complex skills and strategies into smaller instructional units.			
Design organized and focused lessons.			
Begin lessons with a clear statement of the lesson's goals and your expectations.			
Provide a review of relevant information.			
Use clear and concise language.			
Require frequent responses.			
Provide immediate affirmative and corrective feedback.			
Deliver the lesson at a brisk pace.			
Additional Notes:			

Based on Archer, A., Hughes, C., (2011) *Explicit instruction: Effective and efficient teaching*. New York: The Guilford Press

**Assignment: *Teaching Reading Sourcebook* Summary**

***Teaching Reading Sourcebook* Summary Template**

*There is an immense amount of information related to the sound instructional practices in the Teaching Reading Sourcebook (2018). The purpose of this table and the assignments related to it is to provide an opportunity to glean the most beneficial information from the sourcebook, synthesizing the information that will benefit you most into a convenient, easy to access format for retrieval when designing lesson plans.*

Directions: When you are assigned readings from the *Teaching Reading Sourcebook*, choose three researched-based instructional practices from the reading and summarize these on the table. For each of the three instructional practices you choose you must:

1. Write a short description (a few sentences) of the instructional practice and list the page numbers where the full description is provided. Your description should be long enough that enough information is provided to remember the gist of the practice. A full description is not needed, however, as you will list the page numbers to find further information.
2. Break the systematic instruction down into meaningful steps. The process of writing each step will help you to clarify the instructional process. (Cells will expand as you add content.)
3. Repeat this process for two more practices in each of the 5 categories. By the end of the class you will have descriptions of 15 research-based practices to utilize in your practice.

<b>Fluency Instruction</b>						
Goal of Fluency Instruction:	Instructional Practice Description and page # (1):	Systematic Instruction:	Instructional Practice Description and page # (2):	Systematic Instruction:	Instructional Practice Description and page # (3):	Systematic Instruction:
<b>Vocabulary Instruction – Specific Word Instruction</b>						

Goal of Vocabulary Instruction – Specific Word Instruction	Instructional Practice Description and page # (1):	Systematic Instruction:	Instructional Practice Description and page # (2):	Systematic Instruction:	Instructional Practice Description and page # (3):	Systematic Instruction:
<b>Vocabulary Instruction – Word Learning Strategies</b>						
Goal of Vocabulary Instruction – Word Learning Strategies	Instructional Practice Description and page # (1):	Systematic Instruction:	Instructional Practice Description and page # (2):	Systematic Instruction:	Instructional Practice Description and page # (3):	Systematic Instruction:
<b>Comprehension Instruction: Literary Text</b>						
Goal of Comprehension Instruction - Literary Text:	Instructional Practice Description and page # (1):	Systematic Instruction:	Instructional Practice Description and page # (2):	Systematic Instruction:	Instructional Practice Description and page # (3):	Systematic Instruction:
<b>Comprehension Instruction: Informational Text</b>						
Goal of Comprehension Instruction - Informational Text:	Instructional Practice Description and page # (1):	Systematic Instruction:	Instructional Practice Description and page # (2):	Systematic Instruction:	Instructional Practice Description and page # (3):	Systematic Instruction:

Core Literacy Library (2018). *Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3<sup>rd</sup> Edition*. Berkeley, CA: Arena Press.

**Assignment: Comprehension Lesson Planning and Implementation**

This assignment provides an opportunity to apply and extend what you are learning concerning comprehension development based on scientifically based reading research as you illustrate and clarify how this knowledge will shape your classroom practice.

***Description of Assignment:***

For each lesson plan, you will identify a concept to be taught related to the development of comprehension.

For each of these concepts, you will provide an extensive lesson description (approximately 1 ½ to 3 double-spaced pages). Each description will include:

1. A clear identification of the concept to be taught
2. A rationale for the teaching of this concept (include at least two research citations that support the teaching of this concept and/or your methodology)
3. A description of the lesson including:
  - The lesson’s specific objective
  - Prior knowledge needed
  - What your direct instruction will include (include here the steps of your explicit instruction)
4. Descriptions of both the guided along with the independent practice that you plan to use to reinforce the concept taught
5. Materials needed
6. Assessment information

***Assignment Rubric:***

	<b>100%</b>	<b>88%</b>	<b>75%</b>	<b>69%</b>
<b>Identification of Concept</b>	Broad concept which underlies the lesson objective is clearly described (i.e. phonemic awareness, consonant identification, syllabication)	Broad concept which underlies the lesson objective is described (i.e. phonemic awareness, consonant identification, syllabication)	Broad concept which underlies the lesson objective is loosely identified (i.e. phonemic awareness, consonant identification, syllabication)	Broad concept which underlies the lesson objective is not identified (i.e. phonemic awareness, consonant identification, syllabication)
<b>Rationale for teaching</b>	A clear rationale for teaching is given. Rationale cites at least two SBRR articles	A clear rationale for teaching is given and/or rationale cites at one SBRR articles	A rationale for teaching is given without citations	No rationale for teaching is given
<b>Specific Objective of Lesson</b>	Objective is specifically identified and aligned with broad concept	Objective is identified and loosely aligned with broad concept	Objective is unclear and/or loosely aligned with broad concept	Objective is unclear and not aligned with broad concept or not included
<b>Prior Knowledge Needed</b>	Skills needed to provide support for lesson objective are clearly and	Skills needed to provide support for lesson objective are identified	Skills needed to provide support for lesson objective are identified but unclear	Skills needed to provide support for lesson objective are not identified

	sequentially identified			
<b>Direct Instruction</b>	Sequential and explicit steps are clearly identified	Sequential and/or explicit steps are identified	Steps are identified but may appear out of order and vague a	Sequential and explicit steps are not identified
<b>Guided and Independent Practice Opportunities</b>	A distinct description of practice activities with both levels of support are described	A description of practice activities with both levels of support are described	A description of practice activities with one level of support is described	A description of practice activities is not included
<b>Material Needed</b>	A complete list of materials needed is included	A list of materials needed is included but does not appear complete	A list of materials needed is included but does not appear related to lesson	A list of materials needed is not included
<b>Assessment Information</b>	An effective method to assess the objective (formally or informally) is described	An effective method to assess the objective (formally or informally) is identified	The method to assess the objective (formally or informally) is vague	An effective method to assess the objective (formally or informally) is not included
<b>APA Formatting</b>	Formal writing style is utilized. Citations and references utilize APA guidelines.	Formal writing style is utilized inconsistently. Citations and references utilize APA guidelines with minor inconsistencies.	Formal writing style is not utilized, or citations and references do not utilize APA guidelines	Formal writing style is not utilized, and citations and references do not utilize APA guidelines

**Assignment: Content Area Planning Project**

Overview Template

*Students will create a unit overview that is connected to a science or social studies standard. The table below can be used to insert the required information. The directives in red font will help to clarify expectations and the text box will expand as you type. While this is an overview and not a complete unit plan, the information included in the outline below should be thoughtfully chosen and clearly articulated.*

<p>Standards to be Addressed: <i>List the standards related to Social Studies, Science and Language Arts.</i></p>
<p>Theme: <i>In a sentence or phrase, identify the theme of your unit related to a Science or Social studies standard. Use the Ohio Standards to identify a theme (See <a href="http://education.ohio.gov/Topics/Learning-in-Ohio/Science/Ohios-Learning-Standards-and-MC">http://education.ohio.gov/Topics/Learning-in-Ohio/Science/Ohios-Learning-Standards-and-MC</a> and <a href="http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies">http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies</a>. For example, for a fourth grade unit, you could use the Ohio 4<sup>th</sup> grade social studies standards to identify the theme “prehistoric Ohio cultures” or “early economic development in Ohio.”</i></p>
<p>Expository Text(s) to be Utilized: <i>List the text or texts that will communicate the content of your unit. For each text, list the title, author and a brief (three to five sentences) description of the content and format.</i></p>
<p>List of Related Vocabulary: <i>List four to eight Tier Two words that will be used for instruction and are found within the unit’s texts.</i></p>
<p>Question Construction <i>Create a list of questions (at least two literal and two inferential) related to the expository text. Review the question types from the Reading Sourcebook, pp. 620 – 621, before constructing your questions.</i></p>
<p>Related Writing Project <i>Identify a short writing project related to the expository text: Make sure to choose a specific genre that could be connected to the text (i.e. a compare/contrast about two geographic areas or an opinion paragraph about an event). Note the graphic organizer that would be best utilized in planning the text.</i></p>

## Resources for Content Area Planning Project

Children's Literature Resources for Teachers:

- <http://people.ucalgary.ca/~dkbrown/rteacher.html>

Help regarding book choices:

- <http://www.theclassroombookshelf.com/2016/08/what-we-believe-matters-most-when-selecting-books/>

Readability:

- <http://www.readabilityformulas.com/>

Sites to help you find books:

- Customizable bookfinder:
- <http://www.readingrockets.org/bookfinder>
  
- “Lots of Lists”
- <http://people.ucalgary.ca/~dkbrown/lists.html>
  
- From the National Science Association:
- <http://www.nsta.org/publications/ostb/guidetochoosingkidsbooks.aspx>
  
- Award winners:
- <http://www.readingrockets.org/books/awardwinners>
  
- Popular Authors and Illustrators
- <http://www.readingrockets.org/article/75-authorsillustrators-everyone-should-know>

Information about Audio books

- <http://www.readingrockets.org/article/listen-and-learn-audio-books>

**Professional Learning Standards Address in This Course**

**The International Dyslexia Association**

**Ohio Standards for the Teaching Profession (OSTP)**

**Council for Exceptional Children (CEC)**

**National Association for the Education of the Young Child (NAEYC)**

**National Council of Teachers of English/International Literacy Association  
(NCTE/ILA)**