



Mount St. Joseph University School of Education

Language Comprehension

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| Course Number: RDG 202 | Instructor: Jamey Peavler |
| Semester: S423 | E-Mail: |
| Class Time: Hybrid In-Person: Weeks 2,4,6 and 8 are face-to-face sessions from 2:00-4:00 pm EST on Tuesdays and Thursdays, with Weeks 1, 3, 5, and 7 as asynchronous. | Office Phone: 317-867-5309 Office Location: School of Education Room #12 |
| Class Location: Hybrid Synchronous Credit Hours: 3 | Office Hours: Mondays and Wednesdays 3:00-5:00, Tuesdays and Thursdays 10:00-12:00, Fridays by appointment |

Prerequisites: RDG 200 and RDG 201

Communication: How do I contact my instructor?

I am available by email or phone. I check email regularly during weekdays and daytime hours. Any email received by 4:00 PM during the week will be replied to the same day. Emails received over the weekend or after 4:00 PM on weekdays will be responded to the following day. Phone calls are accepted before 8 PM. You may also text me, but please ensure that you introduce yourself and text your question.

I am also available to meet with you during open office hours. I am also available to meet with you by appointment. Contact me to find a time that works with your schedule.

Course Description

This course is designed to deepen students' knowledge of reading science research of the essential skills that support language comprehension development. Course content will examine research, assessment tools, and evidence-based practices for classroom application in the topics of oral language development, vocabulary, background knowledge, syntax, and written expression. Students will engage in various activities, readings, and practicum experiences to support a research-to-practice model.

You will be placed in a classroom to complete your practicum work outlined in the class. Practicum work will be completed in odd weeks. To provide flexibility in scheduling your practicum work, we will not have face-to-face class meetings during those weeks. Please plan to spend one hour twice a week in your field placement during asynchronous (odd weeks). Note that you will complete and submit a short activity as part of your fieldwork which will count toward your participation grade.

REQUIRED TEXTS AND MATERIALS:

Text Books:

Gillis, M. & Eberhardt, N. (2018). *Syntax: Knowledge to Practice*. Literacy How Professional Learning Series.

Hennessy, N. (2021), *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brookes Publishing.

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

Texts Used in Prerequisite Courses:

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

Diamond, L. & Gutlohn, L. (2009), *Vocabulary handbook*. Berkley, CA: CORE Publishing.

Course Readings: All articles will be provided through the learning management system.

- Beck, I., McKeown, M., (2002). Questioning the author: Making sense of social studies. *Reading and Writing in the Content Areas*. (60) 44-47.
- Blachowicz, C., Fisher, P., Ogle, D., Watts Taffe (2013). *Teaching Academic Vocabulary K-8*. New York: The Guilford Press. (pp. 142-61)
- Bowers, P.N. & Kirby, J.R. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading & Writing*, 23, 515-537.
- Cain, K. (2009). Making sense of text: Skills that support text comprehension and its development. *Perspectives on Language and Literacy*, p. 11-14.
- Cárdenas-Hagan, E. (2015). Evidence-based vocabulary instruction for English learners. *Perspectives on Language and Literacy*, 41, 34 and 36-39.
- Cervetti, G. N. & Hiebert, E. H. (2015). The Sixth Pillar of Reading Instruction: Knowledge Development. *Reading Teacher*, 68 (7), p. 548-551
- Catts, H., (2022) Rethinking How to Promote Reading Comprehension *American Educator*, v45 n4 p26-33, 40 Win 2021-2022.
- Coyne, M.D., Capozzoli-Oldham, A., Cuticelli, M. & Ware, S.M. (2015) Using assessment data to make a difference in vocabulary outcomes. *Perspectives on Language and Literacy*, 41, 52-56.
- Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education*, 34(3), 180-192.
- Diamond, L. & Gutlohn, L. (2009), *Vocabulary Handbook*. Berkley, CA: CORE Publishing. Pp 1-31
- Duff, D., Tomblin, B. & Catts, H. (2015). The influence of reading on vocabulary growth: A case for a Matthew effect. *Journal of Speech, Language, and Hearing Research*, 58, 853–864.
- Dymock, S. (2005). Teaching expository text structure awareness. *The Reading Teacher* (59) 177-181.
- Fisher, D., Frey, N. & Lapp, D., (2009). In a reading state of mind. Newark, DE: International Reading Association (Text Structures: Guidance for Readers that Facilitates Memory, pp.80-99).
- Hirsch, E.D. (2003). Reading comprehension requires knowledge of words and the world: Scientific insight into the fourth-grade slump and the nation’s stagnate comprehension scores. *American Educator*, 10-45.
- Keenan, Betjemann, & Olson (2008). Reading comprehension tests vary in the skills they assess: Differential dependence on decoding and oral comprehension. *Scientific Studies of Reading*.
- Kelley, M.J., Clausen-Grace, N. (n.d.) Guiding students through expository text with text feature walks
- Klingner, J., Vaughn, S. & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties, 2nd Edition*. New York: The Guilford Press. (Instructional Strategies that Promote Reading Comprehension, pp 75-96)
- Klingner, J., Vaughn, S. & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties, 2nd Edition*. New York: The Guilford Press. (Reading in the content areas, pp 110 - 125)

- Klingner, J., Vaughn, S. & Boardman, A. (2015). Teaching reading comprehension to students with learning difficulties, 2nd Edition. New York: The Guilford Press. (Strategies for Understanding Narrative Text, pp 96-109)
- Montag, J.L., Jones, M.N., & Smith, L. (2015). The words children hear: Picture books and the statistics for language learning. *Psychological Science*, 1, 1-8.
- Oakhill, J.V. & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading*, 16, 91-121.
- Oakhill, J.V. & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading*, 16, 91-121.
- Pearson, P.D., Hiebert, E.H & Kamil, M.L. (2007). Vocabulary assessment: What we know and what we need to learn. *Reading Research Quarterly*, 42(2), 282-296.
- Reading Rockets (n.d.). How to teach expository text structure to facilitate reading comprehension.
- Reading Rockets (n.d.). Sentence combining.
- Saddler, B. & Asaro-Saddler, K. (2010). Writing better sentences: Sentence-combining instruction in the classroom. *Preventing School Failure*, 54(3), 159–163.
- Sejnost, R. & Thiese, S. (n.d.). Reading and scaffolding expository texts. Silverman, R.D., Proctor, C.P., Haring, J.R., Doyle, B., Mitchell, M.A., Meyer, A. (2013). Teachers' instruction and students' vocabulary and comprehension: An exploratory study with English Monolingual and Spanish–English bilingual students in grades 3–5. *Reading Research Quarterly*, 49, 31-60.
- Wells Greene, J. (2015). The fundamentals of academic vocabulary: Essential concepts of middle school students and their teachers. *Perspectives on Language and Literacy*, 41, 29-33.
- Willingham, D., (2006). How knowledge helps: It speeds and strengthens reading comprehension, learning—and thinking. *American Educator*.
- Willingham, D. (2009) Ask the cognitive scientist: What will improve a student's memory? *American Educator*, 32, 17 – 44.
- Wright, J. (2013). How to improve reading comprehension with a cognitive strategy: Ask-read-tell. How the Common Core Works Series.

Web Resources:

Archer, A. *Comprehension is an Outcome*, PaTTAN, December 17, 2020.

<https://www.youtube.com/watch?v=UqyDDd6phvc>

Archer, A. *Vocabulary Instruction: 2nd Grade*. February 18, 2013. <https://youtu.be/fr7yRYegib8>

Hennessy, N. *A Blueprint for Comprehension Instruction: Designing and Delivering Informed Instruction*, PaTTAN, December 17, 2020. https://youtu.be/O_R2-qDBMZA

Johnson, A. *The Importance of Knowledge*, February 10, 2021. <https://youtu.be/OfddEFe8u6U>

Hegland, S. *Morphology: Important from the Beginning*. International Dyslexia Association. July 20, 2021. <https://youtu.be/7DEuTWa0g5E>

Dodson, J. *The Arc of Vocabulary: Oral Language Links to Comprehension for ...* PaTTAN 2022 Literacy Symposium July 21, 2022. https://youtu.be/n8EmM_iVZlw

Gillis, M., & Eberhardt, N. *Syntax Instruction – Improving Reading Fluency and Sentence Comprehension Skills*. Literacy How · January 24, 2021. <https://youtu.be/Z1991oe6dh4>

Action Expansion. Literacy How Series. February 27, 2019. <https://youtu.be/5bww0Jy8eX0>

Three Different Ways to Combine Sentences. Breaking English. n.d. <https://youtu.be/GkVbD6mKP3w>

Compound Sentences with Coordinating Conjunctions. Breaking English. n.d. <https://youtu.be/Bp2YRRotE1o>

Van Cleave, W. *Syntax: The Link Between Sentence Writing & Sentence Comprehending*. Ohio Department of Education. n.d. <https://vimeo.com/502474217>

Stewart, L. *The Many Facets of Reading Comprehension*. PaTTAN 2022 Literacy Symposium. July 25, 2022. <https://youtu.be/PaVniR7dIGw>

Stollar, S. *Instructionally-Relevant Diagnostic Assessment of Comprehension*. PaTTAN 2022 Literacy Symposium. July 25, 2022. <https://youtu.be/4NhYI-3yvIU>

Course Objectives with Alignment to IDA’s Knowledge & Practice Standards

| Course Objective | IDA-KPS |
|---|--|
| 1. Explain the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance and reciprocity to proficient reading and writing. | 1.1, 1.3 |
| 2. Explain significant research findings regarding the contribution of environmental factors to the prediction of literacy outcomes (e.g., language spoken at home, language and literacy experiences, cultural values). | 1.5 |
| 3. Interpret the most common diagnostic assessments used by psychologists, speech-language professionals, and educational evaluators to make data-driven instructional decisions within an MTSS framework. | 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.7 |
| 4. Apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, word-level reading difficulty, or processing speed in comprehension and written expression activities. | 1.2, 1.4, 1.6, 1.7, 4C.5 |
| 5. Apply in practice considerations for the role and characteristics of indirect (contextual) and direct (explicit) methods of vocabulary instruction for word selection and instruction. | 4E.1, 4E.2, 4E.3 |
| 6. Cite and summarize evidence that supports teacher modeling, classroom conversation, reading aloud, wide independent reading, independent word-learning strategies, and wordplay in building student vocabulary, background knowledge, and syntactic awareness. | 4E.4, 4F.1 |
| 7. Apply in practice considerations for the role of syntax in sentence-level surface code (literal meanings), the text base (underlying meanings), and the mental model (the main ideas and details and their connections to each other and the context) to support reading and listening comprehension, as well as composition for written expression. | 4F.3, 4F.4, 4F.5 |
| 8. Apply in practice research on major skill domains that contribute to comprehension and written expression, such as the importance of building content knowledge, the developmental phases of written expression, and the instructional implications of each to support content-area reading and writing. | 4F.5, 4G.1, 4G.4, 4G.5 |
| 9. Apply in practice the principles of structured language teaching: explicit, systematic, cumulative, teacher-directed instruction. | 4A.1, 4A.2, 4A.3, 4F.4, 4F.5 |
| 10. Adhere to a professional code of ethics in decision-making and instructional practice. | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 |

Participation/Attendance: What is expected of me?

In this course, you will be a member of a collaborative learning community. Class sessions will be varied and interactive to include opportunities for students to learn from and with each other. This course contains four **live** sessions. Please see the course calendar for live lecture dates. **Regular attendance** is imperative due to the nature of this course and is essential for full course benefits. It indicates your commitment and professionalism and is critical to your success in this course. This is particularly true of the field placement opportunities in schools where we represent our university.

Students who arrive on time and are fully present and engaged for the entire class earn participation points for each class session. This accounts for ten percent of your course grade. Your participation in this course will be evaluated based on contributions to class and small group discussions, maintaining a positive attitude toward course activities, utilizing instructional technology, and posing insightful questions. Students must come **to class prepared** and ready to **participate in all learning activities**.

This course has four in-person sessions. These sessions occur on even-numbered weeks. The purpose of the in-person sessions is to give you time to work in collaborative groups to complete tasks related to the final project: Comprehension Lesson Unit.

Asynchronous weeks are intended to allow you to complete your fieldwork observations and activities. Once you have been matched w placement you will be responsible for scheduling your practicum work during asynchronous weeks. Expect to spend the equivalent of one class period (2 hours total) on-site during each odd week. Fieldwork is essential to this research-to-practice framework and counts for 20% of your course grade.

DESCRIPTION OF ASSIGNMENTS

Knowledge Checks

You will complete weekly non-cumulative knowledge checks in response to the assigned readings throughout the course. The knowledge checks will measure your foundational understanding of the course content. The knowledge checks will consist of true/false, multiple choice, and short answer questions. They are open books and notes. Outside materials are not permitted, and the knowledge check must be done independently and completed in the designated time.

Comprehension Lesson Unit – Group Project

Develop an outline of a three-week knowledge-based comprehension unit. Identify the key concepts you wish for students to understand at the end of the unit. List text sources you plan to use in a thoughtful knowledge-building sequence. Choose three comprehension activities to include in your unit from the list provided. See the description of the Lesson Unit – Group Project on pg. 8 for a list of activities to choose from.

Discussion Boards and Perusal Article Annotations

Weekly discussion boards provide an opportunity to demonstrate an understanding of course content and engage in meaningful conversations with peers. As you construct your response to the question, please include two relevant citations and utilize APA format. Outside resources are allowed, but total citations must be included as references following your post. Your initial post must fully answer the question but may also have related questions. Recommended word count is 250-350 words. To engage in meaningful dialogue, respond to two peers to encourage deep thinking and conversation around the topic. Responses should provide additional supporting points, a varying perspective, or address questions posed by the initial post's author. Recommended word count on responses to peers is 150-250 words.

Exams

You will take a midterm and a cumulative final exam in this course. The format will consist of multiple-choice and short-answer questions. Study guides will be provided ahead of each exam. You are allowed one retake for each exam.

Grading Policy

It is essential to keep up with the class content (readings & videos) and the discussions and assignments. Check the course schedule regularly to familiarize yourself with the work and due dates. To provide timely feedback and to keep you progressing in the course, assignments have a “best by” or target due date. If you cannot submit the assigned work on the date provided, please contact me before the due date.

All online due dates are in Eastern Standard Time. If you have a reason for an extended absence from your academic studies, please get in touch with me.

Grading Scale

| Letter Grade | Points | Percentage |
|---------------------|---------------|-------------------|
| A | 186-200 | 93-100 |
| B | 170-185 | 85-92 |
| C | 154-169 | 77-84 |
| D | 140-153 | 70-76 |
| F | 0-139 | 0-69 |

Policies:

Instructor Availability

Participation/Attendance

Grading Policy

Grading Scale

METHODS OF EVALUATION

| Assignment | Description | Points | Percent | KPS Alignment |
|--|---|--------|---------|--|
| Knowledge Checks | Informal quizzes are completed weekly to check for understanding of course content | 40 | 20% | 1.1, 1.3, 1.5, 4E.1, 4E.2, 4E.3, 4E.4, 4G.1, 4G.2, 4G.3, 4G.4, 4G.5 |
| Lesson Unit – Group Project | <p>Work with your group to develop a three-week knowledge-based comprehension unit. List text sources you plan to use in a thoughtful knowledge-building sequence.</p> <ol style="list-style-type: none"> 1. Identify the topic focus and key concepts you wish for students to understand at the end of the unit. 2. Develop question-and-answer stems to support oral language development and dialogic reading. 3. List Tier 2 vocabulary words you will target in the unit and activities to teach and support the acquisition of new terms. 4. Select a graphic organizer to support note-taking and connecting ideas and describe how this tool will be used. 5. Develop a sentence-combining activity (oral or written) that supports syntactic awareness and comprehension of unit content. 6. Develop two informal writing activities for students to demonstrate understanding of key learning objectives defined in your unit. | 60 | 30% | 1.2, 1.4, 1.6, 1.7, 4A.1, 4A.2, 4A.3, 4C.5, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.4, 4G.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 |
| In-Class Participation | Even-numbered weeks are face-to-face (in-person) sessions to allow you time to work with your collaborative groups on your final project. Attendance is required. | 40 | 20% | 5.1, 5.2, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 |
| Fieldwork | To provide flexibility in scheduling your practicum work, we will not have face-to-face class meetings on odd weeks. Plan to spend two hours in your field placement during asynchronous weeks. You will complete and submit a short activity as part of your fieldwork experience which will count towards your participation grade. Fieldwork assignments may include classroom observations, administering assessments, or teaching a small-group lesson. | | | |
| Discussion Boards and Perusal Annotated Articles | Weekly discussion boards or perusal activities provide an opportunity to engage in meaningful conversations with peers. Note that recommended word counts and citations vary weekly. | 40 | 20% | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 4G.2, 4G.3, 4A.2, 4A.3 |
| Midterm and Final Exams | The midterm exam will take place in Week 4. Final exam in Week 8. Each exam is 10 pts. | 20 | 10% | 4A.2, 4A.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 |

| Week & Dates | Topics | Weekly Objectives (connection to objectives) | In-Class Work (lecture, activity, assessment) | Readings Due | Assignments Due |
|---|---|--|--|---|--|
| <p><u>Week 1</u></p> <p>Asynchronous and Field Work</p> <p>Schedule one hour of practicum work to meet your practicum supervisor and to complete the required classroom observation</p> | <p>Comprehension Frameworks</p> <p>Scarborough’s Rope</p> <p>Four-Part Processor</p> <p>Outcome NOT a Single Skill: Explore relationships between:</p> <ul style="list-style-type: none"> ● Oral language ● Vocabulary (breadth/depth) ● Topic Knowledge ● Language structure/syntax ● Text structure and genre | <p>Explain the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing. (CO-1)</p> <p>Explain major research findings regarding the contribution of environmental factors to the prediction of literacy outcomes (e.g., language spoken at home, language and literacy experiences, and cultural values). (CO-2)</p> <p>Articulate a framework for comprehension instruction that addresses all major contributors to this domain, including background knowledge, vocabulary, verbal reasoning ability, sentence processing, knowledge of literary structures and conventions, and skills and strategies for close reading text t. (CO-8)</p> | <p>Lecture: Where Does Language Comprehension Fit? <i>A Review of the Reading Science Frameworks</i></p> <p>Lecture: Summary of Research and the Research to Practice Gaps in Comprehension Instruction</p> <p>Lecture: The reciprocal relationship between reading and writing proficiency</p> | <p>Cain, K. (2009). Making sense of text: Skills that support text comprehension and its development. <i>Perspectives on Language and Literacy</i>, p. 11-14.</p> <p>Hennessy, N. (2021), <i>The reading comprehension blueprint: Helping students make meaning from text</i>. Paul H. Brookes Publishing, pp. 3-35.</p> <p>Klingner, J., Vaughn, S. & Boardman, A. (2015). <i>Teaching reading comprehension to students with learning difficulties, 2nd Edition</i>. New York: The Guilford Press. (Reading in the content areas, pp 110 - 125)</p> <p>Willingham, D. (2009) Ask the cognitive scientist: What will improve a student’s memory? <i>American Educator</i>, 32, 17 – 44.</p> <p>Review from Prerequisite Courses:</p> <p>Archer, A.L. & Hughes, C. A. (2011). <i>Explicit Instruction: Effective and efficient teaching</i>. New York: Guilford Press, pp. 53-91.</p> <p>View</p> <p>Archer, A. <i>Comprehension is an Outcome</i>, PaTTAN, December 17, 2020. Archer</p> <p>View</p> <p>Hennessy, N. <i>A Blueprint for Comprehension Instruction: Designing and Delivering Informed Instruction</i>. PaTTAN, December 17, 2020. Hennessy</p> | <p>Discussion Post: <i>Choose one of the strands of Scarborough’s Reading Rope and explain why a student experiencing difficulty with this strand may experience language comprehension challenges. Provide one specific example or scenario.</i></p> <p>Field Experience</p> <p>Observe a comprehension lesson. Complete and submit your observation form.</p> <p>Knowledge Check #1</p> |

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| <p><u>Week 2</u></p> <p>Face-to-Face</p> | <p>Background Knowledge</p> <p>The Importance of Knowledge-based Comprehension:</p> <ul style="list-style-type: none"> • Impacts listening and reading comprehension • Text that is rich in information builds the structure necessary for acquiring new information | <p>Identify and describe the comprehension strategies recommended by the National Reading Panel and current IES Practice Guides and for whom and in what contexts they are most likely to improve comprehension. (CO-6)</p> <p>Given a specific text, plan whether and how key strategies might be taught, for example, summarization, question generation, question answering, graphic representation, visualization, guided highlighting, and so forth. (CO-4, CO-8)</p> | <p>Lecture: The Role of Background Knowledge in Comprehension</p> <p>Knowledge-Building Curriculum Study: Examine Core Knowledge Website Units.</p> <p>Group Project Part 1: Select a topic for your final group project and begin to outline key concepts you will target as learning objectives. Review the project rubric and schedule. Class time will be provided to search for texts, instructional tools, and materials to develop your knowledge-based unit.</p> | <p>Catts, H., (2022) Rethinking How to Promote Reading Comprehension <i>American Educator</i>, v45 n4 p26-33, 40 Win 2021-2022.</p> <p>Cervetti, G. N. & Hiebert, E. H. (2015). The Sixth Pillar of Reading Instruction: Knowledge Development. <i>Reading Teacher</i>, 68 (7), p. 548-551</p> <p>Hennessy, N. (2021), <i>The reading comprehension blueprint: Helping students make meaning from text</i>. Paul H. Brookes Publishing, pp. 147-164.</p> <p>Hirsch, E.D. (2003). Reading comprehension requires knowledge of words and the world: Scientific insight into the fourth-grade slump and the nation’s stagnate comprehension scores. <i>American Educator</i>, 10-45.</p> <p>Willingham, D., (2006). How knowledge helps: It speeds and strengthens reading comprehension, learning—and thinking. <i>American Educator</i>.</p> <p>View: Johnson, A. <i>The Importance of Knowledge</i>. February 10, 2021. Johnson</p> | <p>Discussion Post: <i>What role does background knowledge serve in comprehension? Provide a summary of the findings related to</i></p> <p>Group Project Part 1: Select your group’s comprehension unit topic and submit a list of texts and learning objectives for the unit (this may change as you progress)</p> <p>Knowledge Check #2</p> |
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| <p><u>Week 3</u></p> <p>Asynchronous and Field Work</p> <p>Schedule one hour of practicum work to complete the required classroom observation</p> | <p>Oral Language</p> <p>Language is at the center of all learning</p> <ul style="list-style-type: none"> Define expressive and receptive language Summarize critical findings on the impact of oral language on decoding and language comprehension What guidance is provided to support oral language development? | <p>Identify the intrinsic and extrinsic (environmental) factors causally related to vocabulary growth, including adult-child interaction patterns; school, socioeconomic, and community contexts; first language other than English; and neurodevelopmental differences in language processing. (CO-2)</p> <p>Summarize the findings of the National Reading Panel, the National Early Literacy Panel, and current IES Practice Guides about vocabulary instruction. (CO-2)</p> | <p>Lecture: Language is at the Center of Everything</p> <p>Lecture: What is dialogic reading? <i>How to use structured question-and-answer stems to support oral language and knowledge building</i></p> <p>Group Project Part 2: Continue working on your comprehension unit. Identify critical points to plan structured oral language activities. Develop question-and-answer stems for supporting oral language opportunities as a method for acquiring knowledge about your topic.</p> | <p>Diamond, L. & Gutlohn, L. (2009), <i>Vocabulary Handbook</i>. Berkley, CA: CORE Publishing. Pp 1-31</p> <p>Duff, D., Tomblin, B. & Catts, H. (2015). The influence of reading on vocabulary growth: A case for a Matthew effect. <i>Journal of Speech, Language, and Hearing Research</i>, 58, 853–864.</p> <p>Montag, J.L., Jones, M.N., & Smith, L. (2015). The words children hear: Picture books and the statistics for language learning. <i>Psychological Science</i>, 1, 1-8.</p> <p>Oakhill, J.V. & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. <i>Scientific Studies of Reading</i>, 16, 91-121.</p> <p>Wright, J. (2013). How to improve reading comprehension with a cognitive strategy: Ask-read-tell. How the Common Core Works Series.</p> <p>View: Dodson, J. <i>The Arc of Vocabulary: Oral Language Links to Comprehension for ...</i> PaTTAN 2022 Literacy Symposium. July 21, 2022. Dodson</p> | <p>Perusal Annotated Article – Sign up for the article you wish to annotate on the Google Form</p> <p>Group Project Part 2: Submit the question and answer stems for dialogic reading</p> <p>Field Experience Observe comprehension instruction. Complete and submit your observation form.</p> <p>Knowledge Check #3</p> |
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| <p>Week 4</p> <p>Face-to-Face</p> <p>Midterm Exam</p> | <p>Vocabulary Development</p> <p>Word-level meaning impacts broad understanding</p> <ul style="list-style-type: none"> Summarize critical findings of research on vocabulary development Identify evidence-based practices in vocabulary instruction Explore cross-content opportunities for vocabulary instruction | <p>Summarize the evidence that knowledge of word meanings is a major factor in language comprehension and expression. (CO-2)</p> <p>Discuss the classroom indicators of students' vocabulary strengths and weaknesses, such as limited range of word use, confusion about multiple meanings of words, idioms, slow word retrieval, and poor-quality definitions. (CO-4)</p> <p>Discuss the vocabulary gap in root word knowledge and link the implications for vocabulary instruction in prefixes, roots, and suffixes to build knowledge of word meanings. (CO-5)</p> <p>Identify how many words can be taught directly over a school year, develop a rationale for selecting those words, and modify strategies that are promising for use with ELs. (CO-5)</p> <p>Identify and describe activities designed to teach meaningful relationships among words. (CO-6)</p> | <p>Lecture: How do we begin to close the vocabulary gap?</p> <p>View: Archer, A. <i>Vocabulary Instruction: 2nd Grade</i>. February 18, 2013. Archer</p> <p>Group Project Part 3: Apply knowledge of using a tiered approach to determine which words to teach within your unit. Choose 4-5 tier two words to develop student-friendly definitions and activities.</p> <p>View: Hegland, S. <i>Morphology: Important from the Beginning</i>. International Dyslexia Association. July 20, 2021. Hegland</p> | <p>Blachowicz, C., Fisher, P., Ogle, D., Watts Taffe (2013). <i>Teaching Academic Vocabulary K-8</i>. New York: The Guilford Press. (pp. 142-61)</p> <p>Bowers, P.N. & Kirby, J.R. (2010). Effects of morphological instruction on vocabulary acquisition. <i>Reading & Writing</i>, 23, 515-537.</p> <p>Cárdenas-Hagan, E. (2015). Evidence-based vocabulary instruction for English learners. <i>Perspectives on Language and Literacy</i>, 41, 34 and 36-39.</p> <p>Silverman, R.D., Proctor, C.P., Haring, J.R., Doyle, B., Mitchell, M.A., Meyer, A. (2013). Teachers' instruction and students' vocabulary and comprehension: An exploratory study with English Monolingual and Spanish-English bilingual students in grades 3-5. <i>Reading Research Quarterly</i>, 49, 31-60.</p> <p>Pearson, P.D., Hiebert, E.H & Kamil, M.L. (2007). Vocabulary assessment: What we know and what we need to learn. <i>Reading Research Quarterly</i>, 42(2), 282-296.</p> <p>Wells Greene, J. (2015). The fundamentals of academic vocabulary: Essential concepts of middle school students and their teachers. <i>Perspectives on Language and Literacy</i>, 41, 29-33.</p> | <p>Discussion Post: After watching Anita Archer's vocabulary lesson, share insights on how her instruction reflects research on vocabulary instruction.</p> <p>Group Project Part 3: Submit your tier 2 vocabulary list with student-friendly definitions. Identify which activities you will use to practice using and retaining these words.</p> <p>Knowledge Check #4</p> |
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| <p><u>Week 5</u></p> <p>Asynchronous and Field Work</p> <p>Schedule one hour of practicum work to complete the required classroom observation</p> | <p>Genre Text Structures</p> <p>Knowledge of text features, genre, and micro-organization structures can support meaning-making</p> <ul style="list-style-type: none"> • Explore how awareness of visible print features can support students to interact more intentionally with text • Knowledge of genre is essential for supporting how to interpret the author’s purpose • Awareness of microstructures supports constructing a mental model of the content | <p>Understand levels of comprehension processing, including the surface code (the literal meanings of words), the text base (the meanings underlying the words), and the mental model (the main ideas and details and their connections to each other and the context). (CO-8)</p> <p>Given a specific text, generate queries designed to help students construct a mental model of the text’s meanings. (CO-9)</p> | <p>Lecture: How Knowledge of Text Features and Genre Supports the Text, Reader, and Task Connection.</p> <p>View: Stewart, L. The Many Facets of Reading Comprehension. PaTTAN 2022 Literacy Symposium July 25, 2022. Stewart</p> <p>Group Project Part 4: Apply knowledge of text structure to identify instructional targets to support meaning-making. This may include using graphic organizers, note-taking techniques, marking up the text, or any number of relevant activities.</p> <p>Lecture: Recognizing Macro Structures Used in Text Can Facilitate Connecting Ideas and Meaning-Making</p> | <p>Dymock, S. (2005). Teaching expository text structure awareness. <i>The Reading Teacher</i> (59) 177-181.</p> <p>Fisher, D., Frey, N. & Lapp, D., (2009). In a reading state of mind. Newark, DE: International Reading Association (Text Structures: Guidance for Readers that Facilitates Memory, pp.80-99).</p> <p>Hennessy, N. (2021), <i>The reading comprehension blueprint: Helping students make meaning from text.</i> Paul H. Brookes Publishing, pp. 119-145.</p> <p>Kelley, M.J., Clausen-Grace, N. (n.d.) Guiding students through expository text with text feature walks</p> <p>Klingner, J., Vaughn, S. & Boardman, A. (2015). Teaching reading comprehension to students with learning difficulties, 2nd Edition. New York: The Guilford Press. (Strategies for Understanding Narrative Text, pp 96-109)</p> <p>Reading Rockets (n.d.). How to teach expository text structure to facilitate reading comprehension. Sejnost, R. & Thiese, S. (n.d.). Reading and scaffolding expository texts.</p> | <p>Perusal Annotated Article – Sign up for the article you wish to annotate on the Google Form</p> <p>Group Project Part 4:</p> <p>Field Experience Observe grammar or written expression instruction. Complete and submit your observation form.</p> <p>Knowledge Check #5</p> |
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| <p><u>Week 6</u></p> <p>Face-to-Face</p> | <p>Syntax</p> <p>Word order matters in receptive and expressive language</p> <ul style="list-style-type: none"> • How does syntax instruction support comprehension? • Where does this fit within a reading/writing framework? | <p>In sentence structure, define and distinguish among phrases, dependent, and independent clauses. (CO-8)</p> <p>Given a specific text, identify the cohesive devices (pronoun referents, word substitutions, transition words) that are important for comprehension. (CO-7)</p> <p>Know explicit instruction techniques with sentences, such as sentence elaboration, sentence paraphrasing, identifying the function of words within a sentence, and sentence combining. (CO-9)</p> <p>Identify phrase, clause, and sentence structures in any text that may pose comprehension challenges, such as figurative language, double negatives, passive voice, embedded clauses, anaphora, and distance between subject and verb. (CO-8)</p> | <p>Lecture: The role of syntax in expressive and receptive language</p> <p>Group Project Part 5: Develop a sentence combining activity based on your comprehension topic.</p> <p>View: <i>Van Cleave, W.</i> Syntax: The Link Between Sentence Writing & Sentence Comprehending. <i>Ohio Department of Education. n.d.</i> Van Cleave</p> | <p>Gillis, M. & Eberhardt, N. (2018). <i>Syntax: Knowledge to Practice</i>. Literacy How Professional Learning Series, pp. 5-9 and 105-130.</p> <p>Hennessy, N. (2021), <i>The reading comprehension blueprint: Helping students make meaning from text</i>. Paul H. Brookes Publishing, pp. 89-116.</p> <p>Reading Rockets (n.d.). Sentence combining.</p> <p>Saddler, B. & Asaro-Saddler, K. (2010). Writing better sentences: Sentence-combining instruction in the classroom. <i>Preventing School Failure</i>, 54(3), 159–163.</p> <p>View: <i>Action Expansion</i>. Literacy How Series. February 27, 2019. Literacy How Series</p> <p>View: <i>Three Different Ways to Combine Sentences</i>. <i>Breaking English. n.d.</i> Literacy How Series</p> <p>View: <i>Compound Sentences with Coordinating Conjunctions</i>. <i>Breaking English. n.d.</i> Literacy How Series</p> | <p>Discussion Post</p> <p>Share key points from this week’s video segments. Which activities do you plan to incorporate into your practice? Explain why.</p> <p>Group Project Part 5: Submit a Sentence Combining Activity and add it to Padlet</p> <p>Knowledge Check #6</p> |
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| <p><u>Week 7</u></p> <p>Asynchronous and Field Work</p> <p>Schedule one hour of practicum work to complete the required classroom observation</p> | <p>Writing</p> <p>Just as the Simple View (SV) of Reading helps us identify the two variables that result in reading comprehension, the SV or Writing can provide the same understanding</p> <ul style="list-style-type: none"> • Writing is both transcription and composition • Each side of the equation is essential and must be taught explicitly • In this course, we'll examine how to support the composition side of the equation • Utilizing AT tools will help students with transcription difficulty | <p>Apply in practice research on major skill domains that contribute to written expression, the importance of building content knowledge, the developmental phases of written expression, and the instructional implications of each to support content-area writing. (CO-8)</p> <p>Apply in practice the principles of structured language teaching: explicit, systematic, cumulative, and teacher-directed instruction. (CO-9)</p> | <p>Lecture: The Simple View of Writing: <i>What role does transcription play in writing? Isolating composition from transcription when teaching and evaluating writing.</i></p> <p>Group Project Part 6: Develop two informal writing activities for students to demonstrate understanding of key learning objectives defined in your unit.</p> <p>Lecture: The importance of connecting writing to content knowledge and the benefits of small writing often</p> <p>Guest Lecturer: What is a Universal Design for Learning (UDL) model? How using speech-to-text and text-to-speech software programs to minimize the challenges transcription and decoding may have on written expression and reading comprehension</p> | <p>Beck, I., McKeown, M., (2002). Questioning the author: Making sense of social studies. <i>Reading and Writing in the Content Areas.</i> (60) 44-47.</p> <p>Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. <i>Remedial and Special Education, 34(3), 180-192.</i></p> <p>Hennessy, N. (2021), <i>The reading comprehension blueprint: Helping students make meaning from text.</i> Paul H. Brookes Publishing, pp. 167-190 and 193-228.</p> <p>View</p> <p>Read and explore the information provided by PaTTANs on assistive technology via the link below.</p> <p>PaTTAN</p> <p>View: Gillis, M., & Eberhardt, N. <i>Syntax Instruction – Improving Reading Fluency and Sentence Comprehension Skills.</i> Literacy How · January 24, 2021. Gillis & Eberhardt</p> | <p>Discussion Post</p> <p><i>Describe critical takeaways from this week's lectures and readings. How does this compare with your prior knowledge of writing instruction?</i></p> <p>Group Project Part 6: Submit two informal writing activities for your unit</p> <p>Field Experience</p> <p>Observe a classroom utilizing a Universal Design for Learning. Submit your observation template</p> <p>Knowledge Check #7</p> |
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| <p><u>Week 8</u></p> <p>Face-to-Face</p> <p>Final Exam</p> | <p>Assessing Comprehension and Written Expression</p> <p>Assessing comprehension is complex</p> <ul style="list-style-type: none"> Assessments guide instruction and inform the effectiveness of instruction Peeling back the layers and examining each component of comprehension will allow us to identify students' instructional needs more accurately | <p>Identify students' most salient instructional needs at different points of reading and writing development. (CO-3)</p> <p>Interpret grade equivalents, age, normal curve equivalents, percentiles, risk classifications, fluency norms, and standard scores. (CO-3)</p> <p>Recognize the most appropriate types of norm-referenced scores to report and use for interpretation of performance (e.g., percentiles and standard scores rather than grade or age equivalents); interpret grade versus age norms. (CO-3)</p> | <p>Lecture: A Closer Look at Student Performance Trends: <i>Examining the NAEP</i></p> <p>Lecture: Assessing Comprehension is Complex: <i>Peeling Back the Layers – How to identify areas of instructional need.</i></p> <p>Activity: Analyze and talk through comprehension and written expression data samples with your partner. Respond to reflection questions.</p> <p>Group Work: Finalize details on your group project for submission.</p> | <p>Coyne, M.D., Capozzoli-Oldham, A., Cuticelli, M. & Ware, S.M. (2015) Using assessment data to make a difference in vocabulary outcomes. <i>Perspectives on Language and Literacy</i>, 41, 52-56.</p> <p>Keenan, Betjemann, & Olson (2008). Reading comprehension tests vary in the skills they assess: Differential dependence on decoding and oral comprehension—<i>Scientific Studies of Reading</i>.</p> <p>Oakhill, J.V. & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. <i>Scientific Studies of Reading</i>, 16, 91-121.</p> <p>Klingner, J., Vaughn, S. & Boardman, A. (2015). <i>Teaching reading comprehension to students with learning difficulties, 2nd Edition</i>. New York: The Guilford Press. (Instructional Strategies that Promote Reading Comprehension, pp 75-96)</p> <p>View: Stollar, S. Instructionally-Relevant Diagnostic Assessment of Comprehension. PaTTAN 2022 Literacy Symposium. July 25, 2022. Stollar</p> | <p>Discussion Post</p> <p><i>Reflect on key points of your learning experience throughout this course. Include projections of validation, clarification, and questions.</i></p> <p>Submit Group Project</p> <p>Submit your final group project. Use the rubric for guidance on which items should be included in your submission.</p> <p>Knowledge Check #8</p> |
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