



Mount St. Joseph University School of Education

Course Number: RDG 203: Language Comprehension and Writing	Instructor: Jill Lang, M.S., CCC-SLP/L, C-SLDI
Semester:	E-Mail:
Class Time:	Office Phone: Office Location:
Class Location: Credit Hours: 3 Credit Hours	Office Hours:

Instructor: Jill Lang, M.S., CCC-SLP/L, C-SLDI

Prerequisites:

- ✓ Successful completion of RDG 101 & 202

REQUIRED TEXTS AND/OR MATERIALS:

Textbooks:

Hennessey, N.L. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brooks Publishing Co

*Honig, B., Diamond, L, & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press.

*Hougen, M. C., & Smartt, S.M. (2020). *Fundamentals of literacy instruction & assessment, pre-K-6* (2nd ed.). Paul H. Brookes Publishing Company.

Moats, L.C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing Company.

Sedita, J. (2023). *The writing rope: A framework for explicit writing instruction in all subjects*. Paul H. Brooks Publishing Co.

*denotes text that will be used in other courses

Supplemental (not required):

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

Readings:

- 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>
- Stollar, S. (2020). *Repeated reading implementation guide*. Reading Science Academy. <https://www.readingscienceacademy.com/fluency-3a94d926-cdff-4842-900f-f59fba56e613>
- 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.
- Wright, T.S., Neuman, S.B. (2015). The power of content-rich vocabulary instruction. *Perspectives on Language and Literacy*, 29-32.

Resources:

- Graham, S., & Harris, K.R. (n.d.). Center on accelerating student learning (CASL) handwriting program. Vanderbilt Peabody College. https://peabody.vanderbilt.edu/departments/sped/research/casl_-_center_on_accelerating_student_learning.php

Web Resources:

- Archer, A. (n.d.). *Vocabulary instruction - 2nd* [Video]. Explicitinstruction.org. <https://explicitinstruction.org/video-elementary/elementary-video-4/>
- Center for Dyslexia MTSU. (n.d.). *Why explicit instruction* [Video]. Youtube. <https://www.youtube.com/watch?v=i-qNpFtcynI>
- Cunningham, T. (2019). *Academic intervention lab*. ATSelect. <https://www.atselect.org/academic-domains>
- Florida Center for Reading Research. (n.d.). *FCRR student center activities*. <https://fcrr.org/student-center-activities>
- Stollar, S. (2021). Oral reading fluency [Video]. Facebook. <https://www.facebook.com/StephanieStollarConsulting/videos/oral-reading-fluency/770457563848094/>
- Stollar, S. (2022) There is a sequence of foundational skills that leads to reading comprehension [Video]. <https://m.facebook.com/StephanieStollarConsulting/videos/there-is-a-sequence-of-foundational-skills-that-leads-to-reading-comprehension-g/657627242372532/>

Course Description:

Language Comprehension and Writing Instruction will explore phonology, orthography, semantics, syntax, and discourse as it relates to oral and written language development. The course reviews the Simple View of Reading and the stages of reading development. Students will learn to apply the principles of explicit and systematic instruction when teaching oral language, written language, and fluency. The course will provide opportunities to apply newly learned information within active learning activities and a course project.

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

<u>Course Objective</u>	<u>IDA-KPS</u>
-Demonstrate an understanding of the 5 language components necessary for proficient reading and writing skills	Standard 1: Foundations of Literacy Instruction
-Explain the Simple View of Reading, Scarborough’s Reading Rope, and the stages of reading to understand how reading disabilities vary	Standard 2: Knowledge of Diverse Reading Profiles
-Understand language acquisition, differences in languages, and how to use dynamic assessment to inform language instruction	Standard 3: Assessment
-Recognize individual differences in skills within language domains and instructional implications -Develop an understanding of English orthography to inform spelling instruction for single and multisyllabic words -Explain how phonemic awareness impacts reading and writing development, including differences in language variation when learning English sounds -Understand instructional routines when integrating vocabulary instruction in reading/writing lessons and recognize the difference between direct instruction and indirect learning -Understand how students deeply comprehend as they develop vocabulary, sentence comprehension, listening, and reading comprehension and how to support students with explicit instruction in different genre areas -Demonstrate knowledge of the domains of language that contribute to proficient written expression skills, including phases of the writing process, and research-based practices to facilitate the development of written language skills. -Access assistive technology resources to support written language expression	Standard 4: Structured Literacy Instruction

International Dyslexia Association's Knowledge and Practice Standards

KPS Statement from IDA: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outlines the knowledge and skill that all teachers of reading should possess. Standard 1 addresses the foundational concepts, derived from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard four addresses Structured Literacy™ teaching, offering detailed guidance concerning the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in fieldwork or practicum (e.g., in the interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: [https:// app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk](https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk)

NOTE: Because the Foundations of Literacy course is at the beginning of the reading science sequence, students will be introduced to many of the Knowledge and Practice Standards. Please note standards will be revisited and mastered throughout the remaining three courses.

STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.2 Understand that learning to read, for most people, requires explicit instruction.
- 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES, INCLUDING DYSLEXIA

- 2.4 Understand how reading disabilities vary in presentation and degree.

STANDARD 3: ASSESSMENT

- 3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
- 3.5 Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

- 3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- 3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

STANDARD 4: STRUCTURED LITERACY INSTRUCTION

SUBSTANDARD A: ESSENTIAL PRINCIPLES AND PRACTICES OF STRUCTURED LITERACY INSTRUCTION

- 4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 4A.3 Understand the rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

SUBSTANDARD B: PHONOLOGICAL AND PHONEMIC AWARENESS

- 4B.1 Understand the rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
- 4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
- 4B.7 Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

SUBSTANDARD C: PHONICS AND WORD RECOGNITION

- 4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
- 4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- 4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
- 4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

SUBSTANDARD D: AUTOMATIC, FLUENT READING OF TEXT

- 4D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
- 4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.
- 4D.3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency

SUBSTANDARD F: LISTENING AND READING COMPREHENSION

4F.1 Know/apply in practice considerations for factors that contribute to deep comprehension.

4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.

4F.3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

4F.5 Know/apply in practice considerations for the teacher's role as an active mediator of text comprehension processes

SUBSTANDARD G: WRITTEN EXPRESSION

4G.1 Understand the major skill domains that contribute to written expression.

4G.2 Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.

4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

4G.4 Know/apply in practice considerations for the developmental phases of the writing process

4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

STANDARD 5: PROFESSIONAL DISPOSITIONS AND PRACTICES

5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.

DESCRIPTIONS OF ASSIGNMENTS

Quizzes

The quizzes are assigned points and intended to provide retrieval practice of pertinent information that was shared in course lectures, assignments, readings, and activities. They are brief. Notes and readings cannot be used.

Note-taking guides

The notetaking guides are intended to keep you accountable for reading and encourage you to reflect on the information for the week. You are to submit your notes either in paper or digital format. Use the guides available in the specified text.

Midterm Exam

The midterm is a multiple-choice exam that will cover information you have been exposed to in weeks 1-9. The midterm will be completed without notes or text from class. If you have completed your notetaking guides, you should be well-prepared for the midterm exam.

Final Exam

The final exam is a multiple choice exam that will cover information you have been exposed to in weeks 11-15. The final will be completed without notes or text from class.

Final Project

The final project is the Language Instruction Project, which will be submitted in 3 parts. You will choose a picture book or text that would be used in a classroom, create vocabulary lessons, a sentence structure lesson plan, and a comprehension lesson plan. You will submit parts of the assignment, read the feedback, and edit prior to the final submission.

Methods of Evaluation

Assignment	Description	Points	Percent	KPS Alignment
Quiz 1	Matching definitions and language domains	5	4%	KPS 1.1, 4B.7, 4B.3, 4F.1, 4F.3, 4F.4, 4F.5
Quiz 2	Score an Oral Reading Fluency assessment	5	4%	KPS 3.4, 3.5, 3.6, 3.7, 5.4
Quiz 3	Identify simple, compound, and complex sentences	5	4%	4F.3
Quiz 4	Identify morphemes in words	5	4%	1.1 4A.1, 4A.3, 4C.7, 4E.1, 4E.4
Quiz 5	Match phonemes to corresponding graphemes	5	4%	4B.5, 4C.1, 4G.1, 4G.3, 4C.2/3/7, 4C.6
Note-taking guide Chapter 1 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	2.4, 4A.3
Note-taking guide Chapter 2 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	4F.1, 4F.3, 4F.4, 4F.5.

Note-taking guide Chapter 3 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	4F.1, 4F.3, 4F. 4, 4F.5
Note-taking guide Chapter 4 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	4E.1, 4E.2 4E.3, 4E.4
Note-taking guide Chapter 5 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	1.1, 4F.3
Note-taking guide Chapter 6 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	4F.1, 4F.2, 4F.5
Note-taking guide Chapter 7 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	4E.1, 4E.2, 4F.1
Note-taking guide Chapter 8 (Hennessy, 2021)	Reflect on the reading and respond to questions.	5	4%	4F.1, 4F.3, 4F.4, 4F.5
Language Instruction Project (Part 1): Vocabulary	Integrate the information you learned from the vocabulary instruction lectures to create lessons aligned with your chosen text.	10	8%	1.1, 4E.1, 4E.2, 4E.3, 4E.4
Language Instruction Project (Part 2): Syntax	Integrate the information you learned from the sentence comprehension instruction and syntax/morphology lectures to create a lesson aligned with your chosen text.	10	8%	1.1, 4A.1, 4F.3
Language Instruction Project (Part 3): Comprehension	Integrate the information you learned from the comprehension strategies instruction and discourse lectures to create lessons aligned with your chosen text.	10	8%	1.1, 1.2, 4A.1, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5
Mid-Term	The assessment will focus on oral language and reading comprehension with a focus on specific areas of language (e.g., morphology, syntax, semantics)	20	16%	1.1, 1.3, 1.5, 1.8, 4A.1, 4B.1, 4C.1, 4D.2, 4E.1, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5

Final	The assessment will focus on written language (e.g., handwriting, spelling, sentence formulation, discourse generation)	10	8%	4G.1, 4G.2, 4G.3, 4G.5
Total		125		

Grading Scale:

The grading scale for the Reading Science program is as follows:

- A = 93% - 100%
- B = 85% – 92%
- C = 75% - 84%
- D = 65% - 74%
- F = 64% and below

Policies:

Attendance

Attendance is mandatory. Each unexcused absence will result in 2% reduction in your overall grade. I understand that there are circumstances that may interfere with the ability to attend class. Please communicate your needs with me so we can determine if an excusal is warranted.

Academic Honesty

Students are expected to be familiar with and comply with the Trailblazer University’s guidelines on academic honesty. There is a zero-tolerance policy for cheating and violations will result in consequences set forth in the guidelines. If you have concerns or questions, please do not hesitate to contact me. Please reference the University policy.

COURSE SCHEDULE

Week & Dates	Topics	Weekly Objectives (note connection to course objectives)	In-Class Work (note lecture, activity, assessment)	Readings Due	Assignments Due
<u>Week 1</u>	<i>The Simple View:</i> Students will review: (1) the SVR, and (2) the relationship between decoding, listening comprehension, and comprehension	Understand the Simple View of Reading, Scarborough’s Reading Rope, and the stages of reading to understand how reading disabilities vary (KPS 2.4, 4A.3,	<i>Review syllabus and course expectations</i> <u>Tuesday</u> Lecture #1: The Simple View of Reading and Scarborough's reading rope, Stages of Reading Development,	Review syllabus	

	<p>and the changing emphasis. Students will also reexamine the four reading profiles and how SVR relates to reading difficulties.</p> <p><i>Stages of Reading Development:</i> Students will learn: (1) the relationship between written and spoken language; (2) the mode and function of spoken language; (3) Ehri's Phases; and (4) the importance of word reading fluency to develop fluency with connected text.</p>	<p>4D.1, 4D.2, 4D.3, 4D.4)</p> <p>Demonstrate an understanding of the 5 language components necessary for proficient reading and writing skills (KPS 1.1, 4B.3, 4F.1, 4F.3, 4F. 4, 4F.5)</p> <p>Recognize individual differences in skills with language domains and instructional implications (4B.3)</p>	<p>Ehri's phases; fluency</p> <p>View: Stollar (2021) Oral Reading Fluency media. Reviews assessment information</p> <p><u>Thursday</u> Lecture #2: Phonology and Phonetics</p> <p>Partner Practice: Practice production of phonemes with a partner</p> <p>Group Work: Review pages 50-57, 63 of Diamond & Gutlohn, 2018 and discuss how how language and dialect variation might influence phoneme acquisition</p>	<p>Chapter 1 (Hennessy, 2021) pages 3-15 : Simple View of Reading review and components of language Hougén & Smartt, 2020 Chapter 11 (fluency), pp. 183-201</p> <p>Stollar (2020) Repeated reading implementation guide</p> <p>(Diamond & Gutlohn, 2018) p. 163-168</p> <p>(Diamond & Gutlohn, 2018) pp. 22-35 pp. 50-54</p>	<p>Complete the sample notetaking guide Chapter 1 (Appendix 9.3)</p>
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<p><u>Week</u> <u>2</u></p>	<p><u>Language Systems:</u> Students will learn the components of language (i.e., orthography, phonetics, phonology, morphology, syntax, semantics)</p>	<p>Demonstrate an understanding of the 5 language components necessary for proficient reading and writing skills (KPS 1.1, 4B.7, 4B.3, 4F.1, 4F.3, 4F. 4, 4F.5) Recognize individual differences in skills with language domains and instructional implications (4B.3, 4B.7)</p>	<p><u>Tuesday</u> Lecture 1: Orthography and morphology (Moats, 2020) pp. 79-146 (key ideas will be reviewed in the lecture)</p> <p>Group Activity: Choosing language-rich read aloud text using examples and nonexamples provided by the instructor.</p> <p><u>Thursday</u> Lecture 2: Semantics, Syntax</p> <p>Turn, Talk, Whole Group Share: List different, common figures of speech. How might semantic knowledge affect English Language Learners? Think about literal versus figurative language (e.g., have a seat). How could this affect beginning and advanced readers</p>	<p>(Diamond & Gutlohn, 2018) pp. 28-35, 42-47, pp. 55-57, 60-66</p> <p>(Moats, 2020) Read pages 175-195, 153-171 (key ideas will be reviewed in lecture)</p>	<p>Final Project Preparation: Use the examples of language-rich text from the group activity. Choose 1 text for your project from the examples provided. Think about the various components of language. Begin exploring the text so that you can create complete lessons that would encompass different areas of language (e.g., vocabulary, sentence structure, morphology) . Submit the title of the book (google form)</p>
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		and instructional implications Understand how students deeply comprehend as they develop vocabulary, sentence comprehension, listening, and reading comprehension and how to support students with explicit instruction in different genre areas. (4E.1, 4E.2, 4F.1)	Breakout groups: Discuss Willingham (2016) article Lecture: Background knowledge <u>Thursday</u> Lecture: Vocabulary gap and content-rich Vocabulary Instruction	Chapter 7, pp. 147-164 (Wright & Neuman, 2015): https://app.box.com/s/rw7rvttc3ylq6ct6vc0qofm2cikekq73 (Hirsch, 2011) pp. 30-42	
<u>Week 5</u>	<u>Vocabulary</u>	Understand instructional routines when integrating vocabulary instruction in reading/writing lessons and recognize the difference between direct instruction and indirect learning (KPS 4E.1, 4E.2 4E.3, 4E.4) Understand how students deeply comprehend as they develop vocabulary, sentence comprehension, listening, and	<u>Tuesday</u> Lecture 1: Lecture: Explicit Instruction: Foundations and designing lessons for skills and strategies (Use Archer & Hughes, 2011 text for lecture. Chapters 1 & 2) Video: Watch (Archer, n.d.) Group work: Reflect on strategies that were implemented		

		reading comprehension and how to support students with explicit instruction in different genre areas (KPS 4E.1)	from the video that aligned with the lecture. <u>Thursday</u> Vocabulary development: Implicit and Explicit Instruction Watch Video: (Center for Dyslexia MTSU, n.d.) Support Group Work: Use the book you chose to locate four, Tier 2 vocabulary words and create an outline of your instruction	(Hennessy, 2021) Chapter 4, pp. 57-86 (Diamond & Gutlohn, 2018) pp. 419-452 <i>Use these resources to create an outline of your instruction (contextualize the word, say the word, give a student-friendly explanation, provide a different context, engage actively in the word, say the word again)</i>	Complete the notetaking guide (Appendix 9.3)
<u>Week 6</u>	<u>Morphology</u>	Demonstrate an understanding of the 5 language components necessary for proficient reading and writing skills (KPS 1.1) Recognize individual differences in	<u>Tuesday</u> Lecture: English Morphology and Cross-Linguistic Transfer <u>Thursday</u>	(Moats, 2020) pp. 133-169 (Diamond & Gutlohn, 2018) pp.	Submit Vocabulary Lesson Plan portion of your project

		skills with language domains and instructional implications (4A.1, 4A. 3, 4C.7, 4E.1, 4E.4)	Lecture: Morphology Instruction Activity: Morpheme Manipulation (use index cards with base words and affixes to create real and nonsense words with definitions)	259-314, 490-505	
<u>Week 7</u>	<u>Sentence instruction</u>	Demonstrate an understanding of the 5 language components necessary for proficient reading and writing skills (KPS 1.1, 4F.3) Understand how students deeply comprehend as they develop vocabulary, sentence comprehension, listening, and reading comprehension and how to support students with explicit instruction in different genre areas (KPS 4F.3)	<u>Tuesday</u> Quiz 4: Identify morphemes in words Lecture: Syntax and Sentence Comprehension Instruction <u>Thursday</u> Support Group Work: Use the book you chose to identify a target for sentence instruction. You can choose sentences from the text to create lesson plans based on models from the Syntax Project.	(Hennessy, 2021) Chapter 5, pp. 89-116 Explore resources from https://thesyntaxproject2022.square.space.com/thegrammarproject	Complete the notetaking guide (Appendix 9.3)
<u>Week 8</u>	<u>Discourse Instruction</u>	Understand how students deeply comprehend as they develop vocabulary,	<u>Tuesday</u> Quiz 3: Identify simple, compound, and	(Hennessy, 2021) Chapter 6, pp. 119-145	Complete the notetaking guide (Appendix 9.3)

		<p>sentence comprehension, listening, and reading comprehension and how to support students with explicit instruction in different genre areas (4F.1, 4F.2, 4F.3, 4F.5)</p>	<p>complex sentences</p> <p>Lecture: Literary Text</p> <p>Support Group Work: Work on syntax portion of final project</p> <p><u>Thursday</u></p> <p>Lecture: Informational Text</p>	<p>Content from the following resource will be heavily discussed in lectures. (Diamond & Gutlohn, 2018) Chapter 14 (pp. 633-677)</p> <p>(Diamond & Gutlohn, 2018) Chapter 15 (pp. 681-789)</p>	<p>Submit the syntax portion of the final project</p>
<p><u>Week 9</u></p>	<p><u>Comprehension strategies</u></p>	<p>Understand how students deeply comprehend as they develop vocabulary, sentence comprehension, listening, and reading comprehension and how to support students with explicit instruction in different genre areas (KPS 4F.1, 4F.3, 4F.4, 4F.5)</p>	<p><u>Tuesday</u></p> <p>Lecture: Understanding and Inference: Reading comprehension, Local, and Global Coherence</p> <p>Group Work: List examples of cohesive ties, connectives, and examples of tasks that build global coherence</p> <p><u>Thursday</u></p>	<p>Hennessy Chapter 8, pp 167-190</p> <p>Willingham (2006)</p>	<p>Complete the sample notetaking guide (Appendix 9.3)</p>

			<p>Lecture: Comprehension Strategies (45 minutes)</p> <p>Support Group Work: Use the information from this week and week 8 to create a lesson plan centered around comprehension instruction (e.g., dialogic reading)</p>	<p>Strategies article</p> <p>(Diamond & Gutlohn, 2018) pp. 609-632</p>	
<u>Week 10</u>	<u>MIDTERM</u>		<u>MIDTERM</u> : 20 question multiple choice.		
<u>Week 11</u>	<u>Basics of writing</u>	Learn the domains of language that contribute to proficient written expression skills, including phases of the writing process, and research-based practices to facilitate development of written language skills. (KPS 4G.1, 4G.4)	<p><u>Tuesday</u></p> <p>Lecture: The Writing Rope and Effective Writing Instruction</p> <p>Activity: Create a labeled model of the writing rope (use pipe cleaners)</p> <p><u>Thursday</u></p> <p>Lecture: Review APA formatting for the final project.</p> <p>Group/Individual work: Provide time to edit and ask questions</p>	(Sedita, 2022) Chapter 1 & 2, pp 3-21	Part 3: Comprehension Instruction Project due
<u>Week 12</u>	Handwriting	Learn the domains of language that contribute to	<u>Tuesday</u>	(Diamond & Gutlohn, 2018)	Submit suggested FCRR

		<p>proficient written expression skills, including phases of the writing process, and research-based practices to facilitate development of written language skills. (KPS 4G.2, 4G.5)</p>	<p>Lecture: Print Awareness and Letter Knowledge</p> <p>Activity: Locate and create activities from Florida Center for Reading Research to support instruction</p> <p><u>Thursday</u> Lecture: Transcription Skills</p> <p>Group work: Review the CASL handwriting curriculum. Review instructional sequence and activities. (Graham & Harris, n.d.)</p>	<p>Chapter 3&4 pp. 71-110</p> <p>(Sedita, 2022) Chapter 3, pp 23-32</p>	<p>activities, what they target, and why they were chosen (exit slip)</p> <p>Submit a summary of the instructional sequence for the CASL program (exit slip)</p>
<p><u>Week 13</u></p>	<p><u>Spelling</u></p>	<p>Develop an understanding of English orthography to inform spelling instruction for single and multisyllabic words (4B.5, 4C.1, 4G.1, 4G.3, 4C.2/3/7, 4C.6)</p>	<p><u>Tuesday</u></p> <p>Lecture: Orthography and the History of Writing</p> <p>Activity and group discussion: List 3 facts you learned about the history of writing and/or orthography.</p> <p><u>Thursday</u></p>		<p>Submit assigned</p>

			Lecture and breakout groups: Phoneme-grapheme correspondences, spellings by position of phoneme, vowel spellings	(Moats, 2020) pp. 93-125	exercises from Moats, 2020 Chapter 4 text at the end of class (no grade, exit slip)
<u>Week 14</u>	<u>Writing: Sentences/Discourse</u>	Learn the domains of language that contribute to proficient written expression skills, including phases of the writing process, and research-based practices to facilitate the development of written language skills. (KPS 4G.4) Access assistive technology resources to support written language expression e technology in written expression (KPS 4G.5)	<u>Tuesday</u> Quiz 5: Match phonemes to corresponding graphemes Lecture: Sentence Writing and Writing Craft <u>Thursday</u> Group exploration: Explore Assistive Technology Resources https://www.atsel.org/academic-domains	Hochman J.C., Wexler, N. (2017). (Sedita, 2022) Chapter 4, pp 33-41; Chapter 6 59-74 (Sedita, 2022) Chapter 5, 7, 8, pp. 45-58, 77-101	
<u>Week 15</u>			<u>Tuesday:</u> Class time to work on your final project, ask questions, gain feedback from peers, and ensure proper APA citations. <u>Thursday:</u>		<u>FINAL PROJECT DUE THURSDAY</u> : Submit your final project in sections with APA citations. Write a 1/2 page summary of

			Submit Final Project FINAL EXAM		each of the following: (a) the book you chose (b) a summary of the components in your lessons separated by (1) vocabulary, (2) syntax, (3) Comprehension
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