



Best in the World Teachers

Best in the World Teachers is a nonprofit organization that works with universities, schools, education systems, and like-minded organizations to catalyze teacher practice, deepen student learning, and promote equity. Founded and led by veteran educators, BIW Teachers drives innovation by creating learning resources developed in partnership with academic leaders in education. We democratize access to the top experts and courses in teacher education. Our goal is to empower excellent teaching so all learners - particularly our most vulnerable – can excel.

Foundations of Reading: Courses I & II

Overview

Contents

Introduction to the Project	3
Summary of Course.....	6
Foundations of Reading	8
Decoding & Spelling	16
Reading Fluency	24
Oral Language	27
Texts	34
Reading Comprehension.....	39
Writing	45
Curricular Integration.....	49
Quality of Instruction	56

Introduction to the Project

Best in the World Teachers was founded in 2018 with the purpose to improve teacher preparation. Compelling research demonstrates that the more rigorous the teacher preparation, the more likely teachers remain in the field, and the more likely their students are to grow and succeed. As researchers at Stanford University have found, “the single most important determinant of what the students learn is what their teachers know.” Our vision is for all undergraduate teacher candidate students to have access to the highest quality educational experience grounded in evidence-based research and translated to best-in-class practices. Our goal is to maximize access to high-quality educator preparation by ensuring that coursework emphasizes the right content. We provide practical training and technical assistance to advance university and institutional outcomes. We foster strategic alliances and provide catalytic funds to spur collaboration and innovation. Grounded in a liberal arts framework, we facilitate knowledge and practice in preparing teachers, who will educate America’s citizens. We work to ensure that Best in the World Teachers has a leading voice in the national conversation about the quality preparation of all educators who are effective in increasing the achievement of all learners.

What we do:

The Framework for the Best in the World teachers outlines a roadmap to create teacher preparation programs that meet the needs of our teachers to deliver high-quality learning experience to students across schools in the US. It seeks to build equity-oriented educator preparation programs that prepare educators to reflect, respect, and reify the value of the rigor and diversity of America’s PK12 school children. Through the Framework, Best in the World Teachers seeks to redefine the set of characteristics used to shape high-quality educator preparation programs. The Framework identifies critical focus areas that teacher preparation providers can leverage to redesign their programs. This Framework connects research findings, promising institutional practices, and context-rich approaches that, to date, have not been systematically integrated into the standards and expectations that drive teacher education programs.

How we do it:

Best in the World Teachers is dedicated to improving student success, bringing new ideas to pedagogy, and making education more affordable by facilitating adoption of open educational resources (OER). Best in the World teacher provides a way to help institutions engage in open educational resources, or OER. OER are teaching, learning, and research materials, in all different media, that reside in the public domain or are released under an open license that permits free use and repurposing by others. Through the Best in the World platform, the organization will offer the fully hosted courses, with full suite of assessments, for a fee. With partner universities, we will provide enrolled students day one access to our fully customizable OER course materials through the institution’s learning-

management system; measure improvements in student success with metrics like passing rates, persistence, and course completion; and collaborate with faculty to make ongoing improvements to OER based on student success research.

Why we are doing this:

Children across the country face unprecedented levels of missed instruction as a result of the pandemic. As millions of students and teachers continue remote learning, experiment with hybrid models, and ultimately return to their classrooms, our nation has a greater need than ever for teachers who have the skills to address the challenges ahead.

All of our children deserve access to well-prepared teachers with a strong foundation in their subject area, the instructional skills to accelerate learning, and the understanding to support and inspire. It is incumbent upon teacher preparation programs, therefore, to deliver new teachers that can enter school districts and classrooms ready to provide an excellent education for their students. There have been a number of concerning trends as a result of COVID that we are working to combat.

Notable trends in 2021:

Many states have lowered (or removed entirely) academic requirements for entry into teacher preparation. Only 15 states now require candidates to pass a basic skills test for admission, down from 25 in 2015. While many states impose a minimum GPA, they also set a standard that almost always falls below the average college GPA of 3.0.

Half of states (25) now have initiatives to recruit and support individuals of color to enter the teacher pipeline. This is a substantial increase from 2017, when only 19 states had such initiatives.

Most states still do not verify that elementary, early childhood, or special education teacher candidates know the most effective methods to teach their future students how to read.

Only 20 states require a test that fully measures elementary candidates' knowledge of the science of reading.

Only 11 states require such a test of their special education teachers, even though difficulty reading is the primary reason students are assigned to special education.

About half of states (24) expect early childhood teachers to demonstrate their knowledge of emergent literacy, as communicated by licensure tests, state standards, or other state guidance.

Half of states (25) require elementary teachers to pass a content licensure test that separately scores each core area.

Eight states do not require all elementary candidates to take a content knowledge exam.

The number of states that have strengthened their elementary content testing requirements equals the number of states that have backtracked.

While quite a few states have enacted new policies to strengthen clinical practice, the net effect is virtually unchanged since 2015. In total, 16 states now restrict who can mentor a student teacher to classroom teachers who meet some measure of effectiveness.

Conclusion

We feel the approach of building courses, starting with elementary education, will allow us to prove out proof of concept and pilot with small groups. We also believe the elementary education, and specifically reading, is the most important area to impact. If children do not learn to read in elementary school, they will struggle across all subject areas as they progress. After validating our approach and process, we will seek to finish an entire elementary program and then move on to middle grades and high school. There is no one in the market that has done this, and we feel this model will truly democratize access to the highest quality undergraduate teacher courses.

Primary Grade Reading Instruction I & II

Summary of Course

In approaching the task of creating the best possible reading courses, we considered current teacher preparation standards, state educational standards for K-3 students, research reviews and summaries provided by the U.S. Department of Education. After much discussion and reflection on this information, our team of researchers determined to build the course on the following topical outline, dividing the course hours so as to ensure that each topic was accorded sufficient attention to develop excellent beginning primary grade teachers.

9 hours – Foundations of reading
6 hours – Phonemic awareness
12 hours – Decoding
3 hours -- Spelling
6 hours – Oral reading fluency
12 hours – Oral language
9 hours – Texts
12 hours – Reading comprehension
12 hours – Writing
3 – Curricular integration
6 hours – Quality of instruction
90 hours

Student Learning Outcomes (SLOs)

1. Understand the field as an evolving and changing discipline based on knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction including the cognitive processes employed in skillful reading and writing; knowledge of language development and reading acquisition and variations related to cultural and linguistic diversity; as well as diverse and historical perspectives and human issues that have influenced the field of literacy development in reading, writing, speaking, viewing, and listening.
2. Possess a repertoire of evidence-based instructional strategies including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds; moreover they analyze the critical elements of

a comprehensive literacy curriculum that adhere to research-based principles of instruction and use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development.

3. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. Using assessment information, they place students along a developmental continuum and plan, evaluate and revise effective instruction to meet the needs of all students including those at varying stages of development and those from different cultural and linguistic backgrounds; and communicate the results of assessments to other educators, administrators, parents, policy makers.
4. Create learning environments using and reflecting students' interests, reading abilities, and backgrounds as well as a large supply of books, technology-based information, print and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds to model reading and writing and to motivate learners to be lifelong readers and writers.
5. Develop and display positive dispositions related to reading, writing, and the teaching of reading and writing by working with colleagues to observe, evaluate, and provide feedback on each other's practice and instruction. They model, advise, and become involved in professional organizations to strengthen the professional attitudes needed by reading teachers, reading specialists and English language arts teachers.

Foundations of Reading - 9 hours

- Course introduction, including an overview of the major components of reading and differences in how those are learned and implemented. Introduction to simple view, reading rope, active view.
- Importance of integration of components
- Individual differences and home environment variations – how students differ in their abilities to acquire reading skills due to cognitive and linguistic differences, dialect, economic support, family background, pre-literacy skills/exposure, etc.
- Importance/value of reading (reading has cognitive/linguistic, academic, and economic outcomes, as well as enabling various forms of social participation) – (e.g., Cunningham & Stanovich, 2001, “What Reading Does for the Mind)
- Inoculation against misleading ideas (e.g., learning to read is mainly a process of memorizing words; words are recognized through context; reader knowledge doesn’t matter; misunderstandings of 5 pillars; limitations of models)

Learning Objectives

1. Candidate can explain the components, processes, and relationships of one process model of reading.
2. Candidate can describe several individual differences, explain why they may interfere with learning, and propose ways that teachers can respond to these differences in a positive and effective way.
3. Candidate can describe the key elements of literacy that should be taught according to research.

Module Topic Organizer			
<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
Reading process/models/Theories ¹	- Samuels, S. J. (2010). A simple model of the reading process. https://www.literacyworldwide.org/docs/default-source/bonus-materials/introduction-828.pdf?sfvrsn=4	Define approaches (what they are & are not); identify similarities and differences between them; how different approaches would change how literacy is taught in the classroom	- Special Issue on SV- Remedial and Special Education, 2018, Vol. 39(5) 313–316 - Duke, N K.; Cartwright, K B. (2021). <i>Reading Research Quarterly</i> , v56 spec iss 1 pS25-S44. The Science of

	<p>- Farrell, L. Hunter, M., Davidson, M., & Osenga, T. (2019). <i>The simple view of reading</i>. https://www.readingrockets.org/article/simple-view-reading</p> <p>--Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), <i>Handbook for research in early literacy</i>. New York: Guilford Press.</p>		Reading Progresses: Communicating Advances beyond the Simple View of Reading
Neurological basis of reading	<p>Dehaene, S. (2013). How the brain learns to read. https://www.youtube.com/watch?v=25GI3-kILdo</p>		Dehaene, S. (2009). <i>Reading in the brain</i> . London: Penguin Books.
Importance of literacy	<p>Cunningham & Stanovich (1998). What reading does for the mind. <i>American Educator</i>. https://www.aft.org/sites/default/files/periodicals/cunningham.pdf</p>		Venezky, R.L, Kaestle, C.F., & Sum, A.M. (1987). <i>The subtle danger: Reflections on the literacy abilities of America's young adults</i> . Princeton, NJ: ETS.
Research basis of instruction	<p>Shanahan, T. (2005). The national reading panel report: Practical advice for teachers. https://files.eric.ed.gov/fulltext/ED489535.pdf</p>		National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). <i>Report of the National Reading Panel: Teaching children to read : an evidence-based</i>

			<p><i>assessment of the scientific research literature on reading and its implications for reading instruction.</i> U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.</p> <p>National Early Literacy Panel. (2008). <i>Developing early literacy: Report of the National Early Literacy Panel.</i> Washington, DC: National Institute for Literacy.</p> <p>National Literacy Panel on Language-Minority Children and Youth (U.S.), August, D., & Shanahan, T. (2006). <i>Developing literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth.</i> Mahwah, N.J: Lawrence Erlbaum.</p> <p>Chall's stages or Kuhn, M.R. & Stahl, K.A.D. (2020). Teaching reading: Development, Reciprocity, and Differentiation. <i>Kappan</i></p>
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Common Core	National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). <i>Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects</i> . Washington, DC: Authors.	Identify an area of instruction (e.g., vocabulary) and learning outcome, identify how to teach with a particular text for a specific grade	- Ball, D L & Forzani, F M. (Sum 2011) Building a Common Core for Learning to Teach: And Connecting Professional Learning to Practice <i>American Educator</i> , v35 n2 p17-21, 38-39 - Darling-Hammond, L. (Win 2010-2011). Soaring Systems: High Flyers All Have Equitable Funding, Shared Curriculum, and Quality Teaching <i>American Educator</i> , v34 n4 p20-23, 53
Individual differences in learning to read			Afflerbach, P. (Ed.), (2016). <i>Handbook of individual differences in reading: Reader, text, and context</i> . New York: Routledge. Compton, D.L., Steacy, L.M., Petscher, Y., Rigobon, V.M., Edwards, A.A., Gutierrez, N. (2022). Individual differences in learning to read words. In M.J. Snowling, C. Hulme, & K. Nation Eds.), <i>The science of reading</i> . New York: Wiley.
Model of effective literacy instruction			Shanahan, T. (2021). A review of the evidence on Tier 1 instruction for readers with dyslexia. <i>Reading Research Quarterly</i> ,
History of reading instruction	- Hiebert, E. H. (2015). <i>Changing Readers, Changing Texts: Beginning Reading Texts from 1960 to 2010</i> .	Create time line; define approaches (what they are & are not, e.g., cognitive approaches are not whole language); identify	- Hiebert, E. H. (2015). <i>Changing Readers, Changing Texts: Beginning Reading Texts from 1960 to 2010</i> <i>Journal of Education</i> , v195 n3 p1-13

	<p><i>Journal of Education</i>, v195 n3 p1-13</p>	<p>similarities and differences between them; list commonalities</p>	<p>Smith, N.B. (1986). <i>American reading instruction</i>. Newark, DE: International Reading Association.</p>
<p>Myths and Misconceptions</p>	<p>https://www.shanahanonliteracy.com/blog/do-you-have-any-pet-peeves-about-reading-here-are-my-top-ten-pt-1#sthash.aRDORmBh.dpbs</p> <p>https://www.shanahanonliteracy.com/blog/do-you-have-a-pet-peeve-about-reading-here-are-my-top-ten-pt-2#sthash.FKX4XNPH.dpbs</p>		<p>Coffield, Frank; David Moseley; Elaine Hall; and Kathryn Ecclestone “Learning Styles and Pedagogy in Post-16 Learning: A Systematic and Critical Review.” Available from www.lsda.org.uk/files/</p> <p>https://www.shanahanonliteracy.com/blog/do-you-have-any-pet-peeves-about-reading-here-are-my-top-ten-pt-1#sthash.aRDORmBh.dpbs</p> <p>https://www.shanahanonliteracy.com/blog/do-you-have-a-pet-peeve-about-reading-here-are-my-top-ten-pt-2#sthash.FKX4XNPH.dpbs</p> <p>- Stahl, S.A. (1998). Understanding shifts in reading and its instruction. <i>Peabody Journal of Education</i>, 73 (3), 31-67. *</p> <p>https://thereadingforum.com/2021/08/06/understanding-shifts-in-reading-and-its-instruction-by-steven-a-stahl/</p>

Phonemic Awareness – 6 hours

- Definition of phonemic awareness
- Distinction between phonemic and phonological awareness
- Research on the importance of teaching phonemic awareness
- Phonemic awareness curriculum (e.g, segmentation, blending)
- Scope and developmental sequence across grade levels
- Phonemic awareness instruction
- Phonemic awareness assessment
- Teaching the alphabet.

Learning Objectives

1. Candidate can explain and demonstrate how to teach phonemic awareness
2. Candidate can define phonemic awareness, why it is important for learning to read, and how to teach and integrate it within reading instruction
3. Candidate can identify and implement explicit instruction of early reading skills, including effective feedback (affirmative and corrective)
4. Candidate can define phonics instruction, describe why it is important, and understand how to implement it

Module Topic Organizer

Topic: *Phonemic Awareness* (2 classes, 6 hours)

<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
<p>Class 1 (3 hours)</p> <p>Phonological awareness:</p> <ul style="list-style-type: none"> - Definition - Components (the “umbrella”) <p>Phonemic awareness:</p> <ul style="list-style-type: none"> - Definition - Distinction between phonological and phonemic awareness - Why it is important for reading <p>Phonological and phonemic awareness: Developmental sequence across grades</p> <p>Research on phonemic awareness instruction</p>	<p>ILA Explaining Phonics Instruction: An Educator’s Guide</p> <p>Beck, I.B. & Beck, M.E. (2012). <i>Making sense of phonics: The hows and whys</i> (2nd ed.). Guilford Press.</p> <p>Chapter 1: Situating Phonics Instruction</p> <p>Chapter 2: The Alphabetic Principle and Phonics</p> <p>Pronouncing phonemes demonstration video (Rollins Center)</p> <p>https://www.facebook.com/CoxCampus/videos/44-phonemes/611008882574074/</p>	<ul style="list-style-type: none"> - Practice phoneme pronunciation in pairs 	<ul style="list-style-type: none"> - The two best predictors of early reading success are phonemic awareness and alphabet knowledge (Adams, 1990). - Phonemic awareness is central to learning to read and spell (Ehri, 2005, 2014; Melby-Lervåg et al., 2012; Wagner & Torgesen, 1987). - Phonemic awareness is more strongly related to reading than tests of general intelligence, reading readiness, and listening comprehension (Stanovich, 1986, 1994). - Children should be taught the sound structure of words, how to link sounds to letters, and to segment and blend sounds (National Reading Panel, 2000; Foorman et al., 2016; Torgesen, 2004).
<p>Class 2 (3 hours)</p> <ul style="list-style-type: none"> - Recap of Class 1 	<p>Beck & Beck</p> <p>Chapter 3: Phonemic Awareness</p> <p>- A Bit of a Different Take</p>	<ul style="list-style-type: none"> -Practice phoneme blending, segmenting, with Elkonin boxes, Say- 	<p>Interactive/reciprocal relations of alphabetic knowledge and PA (and learning to read): Perfetti et</p>

<ul style="list-style-type: none"> - Phonological/phonemic awareness activities - The interactive relations of phonemic awareness, alphabetic knowledge, and learning to read and spell - Integrating alphabet knowledge with phonemic awareness (i.e., the essence of good phonics instruction) - Making sense of phonemic awareness assessments 	<p>Otaiba, S. A., Allor, J., Werfel, K. L., & Clemens, N. (2016). Critical components of phonemic awareness instruction and intervention: Recommendations for teacher training and for future research. In R. Schiff & R.M. Joshi (Eds), <i>Interventions in learning disabilities</i> (pp. 9-27). Springer.</p>	<p>It-Move-It (Blachman RTTC) with counters, then letter tiles</p> <p>-Practice administration of phoneme awareness tests (e.g., isolation, segmenting, blending)</p>	<p>al. (1987); Hohn & Ehri (1983); Wagner et al. (1997); Hogan et al. (2005)</p> <p>Importance of phoneme segmentation: Ball & Blachman (1988); Nation & Hulme (1987);</p>
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Decoding & Spelling - 15 hours

- Definition of phonics/decoding instruction
- Research on the importance of phonics instruction
- Cognitive flexibility (set for diversity)
- Phonics curriculum (e.g., consonants, vowels, marker letters);
- Phonics instruction (e.g., synthetic, analytic, decodable readers);
- Scope and developmental sequence across grade levels
- Statistical learning
- Phonics assessment
- Sight vocabulary
- High frequency words.
- Relation of spelling to phonemic awareness, phonics, reading
- Spelling curriculum
- Scope and sequence across grade levels
- Developmental spelling
- Spelling assessment

Learning Objectives

1. Candidate can explain an appropriate scope and sequence for teaching word reading and spelling skills, from the simplest spelling patterns to multi-syllabic words
2. Candidate can demonstrate methods for assessing alphabet knowledge, phonemic awareness, and decoding acquisition.
3. Candidate can describe and assess the role of text in reading acquisition and how to use it throughout early reading instruction.

Module Topic Organizer

Topic: *Decoding* (5 classes, 15 hours)

<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
<p>Class 3 (3 hours)</p> <ul style="list-style-type: none"> - Definition of phonics/decoding instruction - Research on the importance of phonics instruction - Explicit instruction principles: Model, lead, test (I do, we do, you do); effective feedback - Explicit instruction in letter-sound correspondence (visual discrimination in word contexts, auditory discrimination (PA), auditory-visual matching, word decoding/encoding, decoding in context (decodable sentences and texts) - Connected phonation - Mnemonic supports 	<p>Beck & Beck: Chapter 4: The Phonics Landscape (p. 46-47 includes letter sequence) Chapter 5: Teaching Children the Sounds Letters Represent</p> <p>Ehri, L.C (2022). What teachers need to know about phonemic awareness, word reading, and phonics. <i>Reading Teacher</i>.</p>	<p>Practice explicit instruction and practice with:</p> <ul style="list-style-type: none"> ● Letter name and sound correspondence 	<p>Ehri (2020) orthographic mapping revisited</p> <p>Roles of letter names in learning letter sounds (and other skills): McBride-Chang (1999); Treiman & Rodriguez (1999); Treiman et al. (2008); Piasta et al. (2010)</p> <p>Importance of letter-sound knowledge: Ehri (2005, 2014); Foorman et al. (1991)</p> <p>Mnemonics in learning letter sounds: Ehri et al. (1984)</p>

<p>Class 4 (3 hours)</p> <ul style="list-style-type: none"> - Approach to phonics instruction (e.g., synthetic, analytic, decodable readers) - Phonics curriculum (e.g., consonants, vowels, marker letters, word types and spelling patterns); teaching basic decoding skills (segmenting, blending letter sounds) - Explicit instruction in decoding (sounding, blending) - Explicit instruction in spelling patterns and conditional spelling/pronunciation relations) 	<p>Beck & Beck: Chapter 6: Blending Chapter 7: Word Building</p>	<p>Explicit instruction and practice with:</p> <ul style="list-style-type: none"> ● Sounding out VC and CVC words (with scaffolds that are faded) ● Word building activities ● Word sorting activities (recognizing sub-word orthographic units) 	<p>Flanigan, Solic, & Gordon (2022). The “P” word revisited: 8 principles for tackling today’s questions and misconceptions about phonics instruction. <i>The Reading Teacher</i></p> <p>Buckingham et al. (2019). Systematic and explicit phonics instruction: A scientific, evidence-based approach to teaching the alphabetic principle.</p>
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<p>Class 5 (3 hours)</p> <ul style="list-style-type: none"> - A developmental spelling scope & sequence across grades - Relation of spelling to phonemic awareness, phonics, writing, and reading - Teaching irregular word-reading and the development of sight-word reading - Cognitive flexibility (set for variability); referring to word meanings throughout decoding instruction - Making sense of decoding/word-reading assessments 	<p>Beck & Beck: Chapter 7 Word Building (authors use Making Words which they call word building) Chapter 8: Assessment</p>	<ul style="list-style-type: none"> ● Integrating decoding and spelling activities (e.g., read it then spell it, word sorting, word building) ● Decoding with vowel/consonant blends and increasingly complex spelling patterns (e.g., CCVC/CVCC, CCCVC, etc.) ● Teaching high-frequency irregular words ● Model/practice adjusting pronunciations and referring to word meaning 	<p>The reading and spelling/writing connection: Ehri (2000 “Two Sides of a Coin”), Berninger et al. (2002, “Connections by Hand and Connections by Eye”)</p> <p>Methods of teaching irregular words (no research consensus on a “best” approach): Colenbrander et al. (2020)</p> <p>Set for Variability (flexibility in adjusting pronunciations): Tunmer & Chapman (2012); Elbro et al. (2012); Steacy et al. (2019); Edwards et al. (2021)</p>
<p>Class 6 (3 hours)</p> <ul style="list-style-type: none"> - Integrating text-reading practice through all stages of phonics instruction: Using decodable texts (when and how); balancing 	<p>Beck & Beck: Chapter 11: Orthography: A “Sticking Point in Word Recognition” Chapter 12: Automaticity</p>	<p>Implementing text-reading practice (student read-aloud, teacher provides feedback)</p> <ul style="list-style-type: none"> - Practice the critical skills of prompting 	<p>On decodable and natural text: Adams (2009, “Decodable Text - when why how”); Jenkins et al. (2004); Mesmer (2000)</p> <p>On statistical learning: Treiman & Kessler (2022), Arciuli (2018)</p>

<p>decodable with natural texts</p> <ul style="list-style-type: none"> - Feedback and error correction during oral reading - Choosing texts for reading practice - Statistical learning mechanisms 		<p>students' decoding strategies when encountering unknown word, adjusting pronunciation, and confirming with feedback</p>	
<p>Class 7 (3 hours)</p> <ul style="list-style-type: none"> - Teaching complex words (multisyllabic): Syllable- and morpheme-based strategies - Role of writing in spelling - Developmental spelling assessment for phonics and decoding development 	<p>Beck & Beck Chapter 9: Multisyllabic Words Chapter 10: Syllasearch</p> <p>Kearns, D. M., & Whaley, V. M. (2019). Helping students with dyslexia read long words: Using syllables and morphemes. <i>Teaching Exceptional Children, 51</i>(3), 212-225.</p>	<p>Practice teaching decoding strategies for multisyllabic words:</p> <ul style="list-style-type: none"> ● Syllable-based strategies (e.g., ESHALOV, BEST, Peeling Off) ● Morpheme-based strategies 	<p>Multisyllabic word reading: O'Connor et al. (2015, 2017, ESHALOV and BEST); Lovett et al. (2017, "peeling off", "I spy"); Toste et al. (2016, 2018)</p>

Module Topic Organizer

Topic: *Decoding* (5 classes, 15 hours)

<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
<p>Class 3 (3 hours)</p> <ul style="list-style-type: none"> - Definition of phonics/decoding instruction - Research on the importance of phonics instruction - Explicit instruction principles: Model, lead, test (I do, we do, you do); effective feedback - Explicit instruction in letter-sound correspondence (including use of mnemonics) 	<p>Beck & Beck: Chapter 4: The Phonics Landscape (p. 46-47 includes letter sequence) Chapter 5: Teaching Children the Sounds Letters Represent</p>	<p>Practice explicit instruction and practice with:</p> <ul style="list-style-type: none"> ● Letter name and sound correspondence 	<p>Ehri (2020) orthographic mapping revisited</p> <p>Roles of letter names in learning letter sounds (and other skills): McBride-Chang (1999); Treiman & Rodriguez (1999); Treiman et al. (2008); Piasta et al. (2010)</p> <p>Importance of letter-sound knowledge: Ehri (2005, 2014); Foorman et al. (1991)</p> <p>Mnemonics in learning letter sounds: Ehri et al. (1984)</p>
<p>Class 4 (3 hours)</p> <ul style="list-style-type: none"> - Approach to phonics instruction (e.g., synthetic, analytic, decodable readers) - Phonics curriculum (e.g., consonants, vowels, marker letters, word 	<p>Beck & Beck: Chapter 6: Blending Chapter 7: Word Building</p>	<p>Explicit instruction and practice with:</p> <ul style="list-style-type: none"> ● Sounding out VC and CVC words (with scaffolds that are faded) ● Word building activities 	<p>Flanigan, Solic, & Gordon (2022). The “P” word revisited: 8 principles for tackling today’s questions and misconceptions about phonics instruction. <i>The Reading Teacher</i></p>

<p>types and spelling patterns); teaching basic decoding skills (segmenting, blending letter sounds)</p>		<ul style="list-style-type: none"> ● Word sorting activities (recognizing sub-word orthographic units) 	<p>Buckingham et al. (2019). Systematic and explicit phonics instruction: A scientific, evidence-based approach to teaching the alphabetic principle.</p>
<p>Class 5 (3 hours)</p> <ul style="list-style-type: none"> - A developmental spelling scope & sequence across grades - Relation of spelling to phonemic awareness, phonics, writing, and reading - Teaching irregular word-reading and the development of sight-word reading - Cognitive flexibility (set for variability); referring to word meanings throughout decoding instruction - Making sense of decoding/word-reading assessments 	<p>Beck & Beck: Chapter 7 Word Building (authors use Making Words which they call word building) Chapter 8: Assessment</p>	<ul style="list-style-type: none"> ● Integrating decoding and spelling activities (e.g., read it then spell it, word sorting, word building) ● Decoding with vowel/consonant blends and increasingly complex spelling patterns (e.g., CCVC/CVCC, CCCVCC, etc.) ● Teaching high-frequency irregular words ● Model/practice adjusting pronunciations and referring to word meaning 	<p>The reading and spelling/writing connection: Ehri (2000 “Two Sides of a Coin”), Berninger et al. (2002, “Connections by Hand and Connections by Eye”)</p> <p>Methods of teaching irregular words (no research consensus on a “best” approach): Colenbrander et al. (2020) Set for Variability (flexibility in adjusting pronunciations): Tunmer & Chapman (2012); Elbro et al. (2012); Steacy et al. (2019); Edwards et al. (2021)</p>
<p>Class 6 (3 hours)</p>			

<ul style="list-style-type: none"> - Integrating text-reading practice through all stages of phonics instruction: Using decodable texts (when and how); balancing decodable with natural texts - Feedback and error correction during oral reading - Choosing texts for reading practice - Statistical learning mechanisms 	<p>Beck & Beck: Chapter 11: Orthography: A “Sticking Point in Word Recognition” Chapter 12: Automaticity</p>	<p>Implementing text-reading practice (student read-aloud, teacher provides feedback)</p> <ul style="list-style-type: none"> - Practice the critical skills of prompting students’ decoding strategies when encountering unknown word, adjusting pronunciation, and confirming with feedback 	<p>On decodable and natural text: Adams (2009, “Decodable Text - when why how”); Jenkins et al. (2004); Mesmer (2000)</p> <p>On statistical learning: Treiman & Kessler (2022), Arciuli (2018)</p>
<p>Class 7 (3 hours)</p> <ul style="list-style-type: none"> - Teaching complex words (multisyllabic): Syllable- and morpheme-based strategies - Role of writing in spelling - Developmental spelling assessment for phonics and decoding development 	<p>Beck & Beck Chapter 9: Multisyllabic Words Chapter 10: Syllasearch</p> <p>Kearns, D. M., & Whaley, V. M. (2019). Helping students with dyslexia read long words: Using syllables and morphemes. <i>Teaching Exceptional Children</i>, 51(3), 212-225.</p>	<p>Practice teaching decoding strategies for multisyllabic words:</p> <ul style="list-style-type: none"> ● Syllable-based strategies (e.g., ESHALOV, BEST, Peeling Off) ● Morpheme-based strategies 	<p>Multisyllabic word reading: O’Connor et al. (2015, 2017, ESHALOV and BEST); Lovett et al. (2017, “peeling off”, “I spy”); Toste et al. (2016, 2018)</p>

Reading Fluency - 6 hours

- Oral reading fluency as a coordination of word reading and comprehension
- Accuracy; automaticity; prosody
- Eye-voice span;
- Developmental sequence
- Relationship of fluency with text difficulty
- Importance of repetition
- Oral versus silent reading
- Fluency instruction (e.g., repeated reading, paired reading)
- Fluency norms.

Learning Objectives

1. Candidate can explain the nature of oral reading fluency and its role in reading development.
2. Candidate can plan an oral reading fluency lesson.
3. Candidate can evaluate a young student’s oral reading.

Module Topic Organizer			
Topic: Reading Fluency			
<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
Automaticity			LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. <i>Cognitive Psychology, 6</i> , 293-323. Logan, G.D. (1988). Toward an instance theory of automatization. <i>Psychological Review, 95</i> (4), 492–527. doi:10.1037/0033-295X.95.4.492

Prosody			<p>Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. <i>Theory Into Practice</i>, 30(3), 165–175. doi:10.1080/00405849109543497</p> <p>Schreiber, P.A. (1991). Understanding prosody's role in reading acquisition. <i>Theory Into Practice</i>, 30(3), 158–164. doi:10.1080/00405849109543496</p>
Fluency overview (includes the role of accuracy, automaticity and prosody)	*Chapt. 2 "What is Fluency Reading?" Kuhn, M.R. & Levy, L. (2015). <i>Developing fluent readers: Teaching fluency as a foundational skill. The essential PK-2 literacy library</i> . New York: Guilford Press.	Discuss how all the pieces work together and how students (and skilled readers') fluency can vary depending on the text being read	*Chapt. 2 "What is Fluency Reading?" Kuhn, M.R. & Levy, L. (2015). <i>Developing fluent readers: Teaching fluency as a foundational skill. The essential PK-2 literacy library</i> . New York: Guilford Press.
Fluency Instruction	Kuhn, M.R. & Levy, L. (2015). <i>Developing fluent readers: Teaching fluency as a foundational skill. The essential PK-2 literacy library</i> . New York: Guilford Press. (select chapters depending on instructional grouping)	Discuss the variety of instructional strategies available for different groups of students. Identify the commonalities and differences; which approaches are most appropriate when; what materials should be used with the various approaches.	Kuhn, M.R. & Levy, L. (2015). <i>Developing fluent readers: Teaching fluency as a foundational skill. The essential PK-2 literacy library</i> . New York: Guilford Press. (select chapters depending on instructional grouping)
Assessment		Use the fluency scale from Benjamin et al. to evaluate the reading of several	Benjamin, R.G., Schwanenflugel, P.J., Meisinger, E.B., Groff, C., Kuhn, M.R., & Steiner, L. (2013). A spectrographically grounded scale for evaluating

		students (recordings should be made available)	<p>reading expressiveness. <i>Reading Research Quarterly</i>, 48, 105-133.</p> <p>Kuhn, M.R., Schwanenflugel, P.J., & Meisinger, E.B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. Invited review of the literature. <i>Reading Research Quarterly</i>, 45, 232-253.</p> <p>Rasinski, T.V. (2004). Assessing reading fluency. <i>Pacific Resources for Education and Learning (PREL)</i>. https://files.eric.ed.gov/fulltext/ED483166.pdf</p>
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*Chapter 2 is available for free on the Guilford Press site: <https://www.guilford.com/excerpts/kuhn2.pdf>

Oral Language - 12 hours

- Oral language development (phonology, semantics, syntax, discourse)
- Developmental benchmarks
- Oral language supports
- Vocabulary instruction
- Morphology instruction
- Shared reading
- Oral composition (e.g., storytelling, language experience approach)

Learning Objectives

1. Candidates can explain the components of a supportive oral language classroom environment.
2. Candidates can plan a Language Experience Lesson.
3. Candidates can design either a Text Talk Vocabulary Lesson or a Structured Word Inquiry (Morphology) lesson.

Module Topic Organizer			
Topic: Oral Language			
<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
BACKGROUND Nature of oral language (phonology, semantics, syntax, discourse)	<ul style="list-style-type: none"> • Phonology (phones, phonemes, consonants, vowels) • Semantics (lexemes, morphemes, fast mapping, statistical learning) 	<ul style="list-style-type: none"> • Presentations 	Byrnes, J.P., & Wasik, B.A. (2019). <i>Language & literacy development</i> (2 nd ed.). New York: Guilford Press. Foorman, B. R., Herrera, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. (2015). The structure of oral language and reading and their relation to comprehension in kindergarten through grade 2. <i>Reading and Writing: An Interdisciplinary Journal</i> , 28(5), 655-681. doi: http://dx.doi.org.proxy.cc.uic.edu/10.1007/s11145-015-9544-5

	<ul style="list-style-type: none"> • Syntax (sentences construction, cohesion) • Discourse (language, structure) • Dialect <p>Washington, J.A., & Seidenberg, M.S. (2021). Teaching reading to African American children. <i>American Educator</i>, Summer.</p>		<p>Berninger, V. W., Proctor, A., de Bruyn, I., & Smith, R. (1988). Relationship between levels of oral and written language in beginning readers. <i>Journal of School Psychology, 26</i>(4), 341-357. doi:http://dx.doi.org.proxy.cc.uic.edu/10.1016/0022-4405(88)90042-8</p>
<p>BACKGROUND Language development</p>	<ul style="list-style-type: none"> • Stages of development • Fast mapping • Statistical learning • Benchmarks • Modeling • Corrective interactions <p>Bainbridge, C. (2021). How do children learn language? https://www.verywellfamily.com/how-do-</p>	<ul style="list-style-type: none"> • Birth of a Word video (TED Talks) 	<p>American Speech-Language Hearing Association. Building your child’s listening, talking, reading and writing skills. Kindergarten to second grade. New Standards. (2001). <i>Speaking & listening</i>. Pittsburgh, PA: University of Pittsburgh.</p>

	children-learn-language-1449116		
BACKGROUND Relationship of Language and Literacy	<ul style="list-style-type: none"> • Specific relations (e.g., phonemic awareness, vocabulary) versus comprehensive relations • Developmental shifts in the relationship 		<p>Pathways to reading: The role of oral language in the transition to reading. (2005). <i>Developmental Psychology</i>, 41(2), 428-442. doi:http://dx.doi.org.proxy.cc.uic.edu/10.1037/0012-1649.41.2.428</p> <p>National Reading Panel. (2008). <i>Developing early literacy</i>. Washington, DC: National Institute of Literacy.</p> <p>Berninger, V. W., & Abbott, R. D. (2010). Listening comprehension, oral expression, reading comprehension, and written expression: Related yet unique language systems in grades 1, 3, 5, and 7. <i>Journal of Educational Psychology</i>, 102(3), 635-651. doi:http://dx.doi.org.proxy.cc.uic.edu/10.1037/a0019319</p> <p>Foorman BR, Herrera S, Petscher Y, Mitchell A, Truckenmiller A. The Structure of Oral Language and Reading and Their Relation to Comprehension in Kindergarten through Grade 2. <i>Read Writ</i>. 2015 May;28(5):655-681. doi: 10.1007/s11145-015-9544-5. Epub 2015 Jan 28. PMID: 27660395; PMCID: PMC5029469.</p>
CURRICULUM	<ul style="list-style-type: none"> • Review of state curriculum goals 		National Governors Association Center for Best Practices, Council of Chief State School Officers

Comprehension and Collaboration			<p>Title: Common Core State Standards (insert specific content area if you are using only one) Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Copyright Date: 2010</p>
<p>CURRICULUM Presentation of knowledge and ideas</p>	<ul style="list-style-type: none"> • Review of state curriculum goals 		<p>National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards (insert specific content area if you are using only one) Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Copyright Date: 2010</p>
<p>INSTRUCTION Providing a supportive oral language environment</p>	<ul style="list-style-type: none"> • Questioning • Wait time • Collaborative conversations • Partner/small group discussions • Expanding/elaborating student language • Multi-turn conversations • Correction of speech and language 		<p>New Standards. (2001). <i>Speaking & listening</i>. Pittsburgh: University of Pittsburgh Press. Kucan, L., & Beck, I. L. (2003). Inviting students to talk about expository texts: A comparison of two discourse environments and their effects on comprehension. <i>Reading Research and Instruction, 42</i>(3), 1-31. doi:http://dx.doi.org/10.1080/19388070309558388 Kucan, L., & Beck, I. L. (1997). Thinking Aloud and Reading Comprehension Research: Inquiry, Instruction, and Social Interaction. <i>Review of Educational Research, 67</i>(3), 271–299. https://doi.org/10.2307/1170566</p>

			<p>Wright, T. S., & Gotwals, A. W. (2017). Supporting kindergartners' science talk in the context of an integrated science and disciplinary literacy curriculum. <i>The Elementary School Journal</i>, 117(3), 513-537. doi:http://dx.doi.org.proxy.cc.uic.edu/10.1086/690273</p>
<p>INSTRUCTION Vocabulary instruction</p>	<p>Beck, I. L., & McKeown, M. G. (2001). Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children. <i>The Reading Teacher</i>, 55(1), 10–20. http://www.jstor.org/stable/20205005</p>		<p>Stahl, S., & Fairbanks, M.M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. <i>Review of Educational Research</i>, 56(1), 72-110.</p>
<p>INSTRUCTION Morphology</p>	<p>Morphology (free, bound, simple words, compound words, complex words, derivations, inflections)</p>	<p>Watch Peter Bower's Structured Word Inquiry (SWI) videos Design Have students design (SWI) lesson</p>	<p>Goodman, A.P., & Ahn, S. (2013). A meta-analysis of morphological interventions in English: Effects on literacy outcomes for school-age children. <i>Scientific Studies of Reading</i>, 17(4), 257-285.</p>

<p>INSTRUCTION Shared reading</p>	<p>Reading to children Dialogic reading</p>	<p>Have students design a Text Talk lesson</p>	<p>Lonigan, C.J., Shanahan, T., & Cunningham, A. (2008). Impact of shared reading interventions on young children's early literacy skills. In <i>Developing Early Literacy, Report of the National Early Literacy Panel</i> pp. 153-171. Washington, DC: National Institute for Literacy.</p> <p>McKeown, M. G., & Beck, I. L. (2003). Taking advantage of read-alouds to help children make sense of decontextualized language. In A. van Kleeck, S. A. Stahl & E. B. Bauer (Eds.), <i>On reading books to children: Parents and teachers; on reading books to children: Parents and teachers</i> (pp. 159-176, Chapter xiii, 403 Pages) Lawrence Erlbaum Associates Publishers, Mahwah, NJ. Retrieved from https://proxy.cc.uic.edu/login?url=https://www.proquest.com/books/taking-advantage-read-alouds-help-children-make/docview/620036504/se-2?accountid=14552</p>
<p>INSTRUCTION Oral composition (e.g., storytelling, language experience approach)</p>		<p>Have students plan an LEA lesson for kindergarten</p>	<p>Jozwik, S., & Mustian, A. L. (2020). Effects of technology-supported language experience approach for english learners with exceptional needs. <i>Reading & Writing Quarterly: Overcoming Learning Difficulties</i>, 36(5), 418-437. doi:http://dx.doi.org/10.1080/10573569.2019.1655690</p> <p>Freeman, R. H., & Freeman, G. G. (1987). Reading acquisition: A comparison of four approaches to reading instruction. <i>Reading Psychology</i>, 8(4), 257-</p>

			<p>272. doi:http://dx.doi.org/10.1080/0270271870080403</p> <p>Curenton, S. M., Craig, M. J., & Flanigan, N. (2008). Use of decontextualized talk across story contexts: How oral storytelling and emergent reading can scaffold children's development. <i>Early Education and Development, 19</i>(1), 161-187. doi:http://dx.doi.org/10.1080/10409280701839296</p>
ASSESSMENT Speaking & listening			<p>Malec, A., Peterson, S. S., & Elshereif, H. (2017). Assessing Young Children's Oral Language: Recommendations for Classroom Practice and Policy. <i>Canadian Journal of Education / Revue Canadienne de l'éducation, 40</i>(3), 362–392. https://www.jstor.org/stable/90014782</p>

Texts - 9 hours

- Quality of text (e.g., language, author/voice, style, structure, illustrations, knowledge)
- Print awareness
- Narrative text
- Expository/informational text
- Text complexity
- Readability
- Text leveling
- Vocabulary control
- Sentence complexity
- Cohesion
- Text structure
- Textbook programs
- Supplemental materials
- Digital materials

Learning Objectives

1. Candidate can classify a text as narrative or informational
2. Candidate can define text complexity and Text Difficulty
3. Candidate can explain the model for evaluating text complexity
4. Candidate can identify factors for consideration when choosing a text for instruction
5. Candidate can identify steps that strengthen student reading
6. Candidate can explain core concepts for using text to teach for comprehension
7. Candidate can explain the use of text sets for developing comprehension
8. Candidate can identify considerations for reading digital texts

Module Topic Organizer

Topic: Texts

Topic: Texts

9 hours, 3 classes, preservice through 3rd grade

<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
<p>Class 1 (3 hours) Text Basics</p> <ul style="list-style-type: none"> • Classifying text (type): <ul style="list-style-type: none"> • Narrative • Expository/Informational • What is text complexity and text difficulty? What makes them different? • How can we evaluate a text for complexity? <ul style="list-style-type: none"> • Quantitative measures • Qualitative measures <ul style="list-style-type: none"> Predictable texts (innoculate) 	<p>Hiebert (2012). 7 Actions That Teachers Can Take Right Now: Narrative Text</p> <p>Adams, M. J. (2010-11). Advancing our students' language and literacy: The challenge of complex texts. <i>American Educator</i>, winter, 3-11, 53.</p>	<p>Classify several different texts by text type.</p> <p>Compare and contrast texts using quantitative measures. (Lexile and Coh-Metrix)</p> <p>Evaluate a text using qualitative measures (rubric from achievethecore.org)</p>	<p>Hiebert, Scott, Castaneda, & Spichtig (2018). An analysis of the features of words that influence vocabulary difficulty. <i>Education Sciences</i>, 9(8).</p> <p>Landauer, Thomas, & Dumais (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge.</p>

			<p><i>Psychological Review</i>, 104(2), 211-240. https://doi.org/10.1037/0033-295X.104.2.211</p> <p>Nelson, J., Perfetti, C., Liben, D., & Liben, M. (2012). Measures of text difficulty: Testing their predictive value for grade levels and student performance. <i>Council of Chief State School Officers, Washington, DC.</i></p> <p>Graesser, McNamara, & Kulikowich (2011). Coh-</p>
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			<p>Metrix: Providing multilevel analyses of text characteristics. <i>Educational Researcher</i>, 40(5), 223-234. https://doi.org/10.3102%2F0013189X11413260</p>
<p>Class 2 (3 hours) Choosing Texts</p> <ul style="list-style-type: none"> • Choosing texts • Differentiating texts by student • Use of decodable text • Issues with a leveled-only approach to text selection 	<p>Text Complexity. https://achievethecore.org/page/2725/text-complexity</p> <p>Liben & Pimental (nd). <i>Placing texts at the center of the standards-aligned ELA classroom.</i> https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf</p> <p>Decodable text v. leveled readers. https://achievethecore.org/content/upload/FS%20Mini_Course%20Module%205%20Handout_Early%20Reading.pdf</p> <p>Shanahan (2014). Should we teach students at their reading levels?</p>	<p>Review document on considerations when choosing texts from achievethecore.org</p> <p><i>Initial considerations for complexity and cultural relevance.</i> https://achievethecore.org/content/upload/2.%20Initial%20Considerations%20for%20Complexity%20&%20Cultural%20Relevance.pdf</p>	<p>Marulis & Newman (2010). The effects of vocabulary intervention on young children’s word learning: A meta-analysis. <i>Review of Educational Research</i>, 80(3), 300-335. https://doi.org/10.3102%2F0034654310377087</p> <p>Jenkins, Peyton, Sanders, & Vadasy</p>

			(2004). Effects of reading decodable texts in supplemental first-grade tutoring. <i>Scientific Studies of Reading</i> , 8(1), 53-85. https://doi.org/10.1207/s1532799xssr0801_4
<p>Class 3 (3 hours) Teaching with Texts</p> <ul style="list-style-type: none"> Using texts to teach for comprehension Text sets for building comprehension and vocabulary Considerations for digital texts 	<p>Shanahan (2014). How and how not to prepare students for the new tests. <i>The Reading Teacher</i>, 68(3).</p> <p>Bates et al. (2017). E-books and e-book apps: Considerations for beginning readers. <i>The Reading Teacher</i>, 70(4), 401-411. https://doi.org/10.1002/trtr.1543</p> <p>Lupo et al. (2018). Building background knowledge through reading: Rethinking text sets. <i>Journal of Adult & Adolescent Literacy</i>, 61(4), 433-444. https://doi.org/10.1002/jaal.701</p>	<p>Explore the foundations of using text.</p> <p><i>Text set project: Building knowledge and vocabulary.</i> https://achievethecore.org/page/2784/text-set-project-building-knowledge-and-vocabulary</p> <p>Achieve the Core: Foundational Skills Mini Course https://achievethecore.org/page/3147/foundational-skills-mini-course-module-5-early-reading</p>	<p>Cabell & Hwang (2018). Building content knowledge to boost comprehension in the primary grades. <i>Reading Research Quarterly</i>, 55(S1), S99-S107. https://doi.org/10.1002/rrq.338</p>

Reading Comprehension – 12 hours

- Reading comprehension curriculum
- Reading comprehension instruction
- Reading comprehension assessment
- Guided/directed reading (background, purpose setting, chunking, questioning)
- Questioning schemes
- Strategy instruction
- Research and inquiry
- Reader response to text (discussion, writing, drawing, etc.)

Learning Objectives

1. Candidates can identify the primary skills that make reading comprehension possible.
2. Candidates can identify how to target language skills that support reading comprehension (e.g., inference-making, vocabulary).
3. Candidates can identify reading comprehension strategies, and when and how to teach them.
4. Candidates can explain the role of text structure in reading comprehension, and how to teach text-structure.
5. Candidates can lead appropriate text-based discussions.
6. Candidates can select texts appropriate for comprehension instruction.
7. Candidates can assess appropriate assessment techniques for providing useful information reading comprehension.
8. Candidates can building and maintaining student motivation and engagement in reading.

Module Topic Organizer			
Topic: Reading Comprehension			
<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
Introduction to Reading Comprehension: What it is and How it Happens	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving Reading Comprehension in Kindergarten</i>	What is reading comprehension? What skills and knowledge sources make it possible (i.e., the critical roles of word reading efficiency, vocabulary,	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving Reading Comprehension in Kindergarten</i>

	<p><i>through 3rd Grade: IES Practice Guide</i>. NCEE 2010-4038. What Works Clearinghouse.</p> <ul style="list-style-type: none"> • Introduction 	<p>background knowledge)? How does it relate to theoretical models? When is it appropriate to “teach”?</p>	<p>through 3rd Grade: IES Practice Guide. NCEE 2010-4038. <i>What Works Clearinghouse</i>.</p>
<p>Integrating Language, Vocabulary, and Background Knowledge in Comprehension Instruction</p>	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. <i>What Works Clearinghouse</i>.</p> <ul style="list-style-type: none"> • Recommendation 1 (pp. 6-13) 	<p>Group work: Identify inferences needed in samples of narrative and expository texts</p> <p>Identifying key vocabulary and background knowledge in text to be read</p> <p>Micro-teach a set of vocabulary terms consistent with Recommendation 1.3 and Example 1.6 in Foorman et al.</p>	<p>Elleman, A. M. (2017). Examining the impact of inference instruction on the literal and inferential comprehension of skilled and less skilled readers: A meta-analytic review. <i>Journal of Educational Psychology, 109</i>(6), 761–781.</p> <p>Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. <i>Journal of Research on Educational Effectiveness, 2</i>(1), 1-44.</p> <p>Wright, T. S., & Cervetti, G. N. (2017). A systematic review of the research on vocabulary instruction that impacts text comprehension. <i>Reading Research Quarterly, 52</i>(2), 203-226.</p>

<p>Comprehension Strategy Instruction: Why, when, and how to teach strategies</p>	<p>Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. <i>American Educator</i>, 30(4), 39-50.</p> <p>Shanahan et al. (2010): Recommendation 1 (Teach students how to use reading comprehension strategies)</p>	<p>What is a reading comprehension strategy? Jigsaw of 6 strategies from Recommendation 1 (p.12-13) to share out descriptions. Prepare to microteach in small group. Microteach with short text using assigned strategy in small groups. Provide content- and pedagogy-based (p.15) feedback for each strategy on notetaking sheet.</p> <p>Roadblocks activity (p.16) generate and/or match solutions</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. <i>What Works Clearinghouse</i>.</p> <p>McKeown, M. G., Beck, I. L., & Blake, R. G. (2009). Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches. <i>Reading research quarterly</i>, 44(3), 218-253.</p> <p>Elleman, A. M., & Compton, D. L. (2017). Beyond comprehension strategy instruction: What's next? <i>Language, Speech, and Hearing Services in Schools</i>, 48(2), 84-91.</p>
<p>Reading Comprehension Instruction— Intro to Text Organization and Structure</p>	<p>Shanahan et al. (2010): Recommendation 2 (text structure)</p> <p>Roehling, J. V., Hebert, M., Nelson, J. R., & Bohaty, J. J. (2017). Text structure strategies for improving</p>	<p>Narrative v Informational text sort</p> <p>Table 5 (p.19) fill in for individual narrative text practice—partner check</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-</p>

	<p>expository reading comprehension. <i>The Reading Teacher</i>, 71(1), 71-82.</p>	<p>Jigsaw Table 6 (p. 20) of Recommendation 2 to share out. Prepare to microteach in small groups</p> <p>Microteach with short text using assigned strategy in small groups.</p> <p>Provide content- and pedagogy-based feedback for each text structure on notetaking sheet.</p> <p>Roadblocks activity (p.21-22) generate and/or match solutions</p>	<p>4038. <i>What Works Clearinghouse</i>.</p> <p>Hebert, M., Bohaty, J. J., Nelson, J. R., & Brown, J. (2016). The effects of text structure instruction on expository reading comprehension: A meta-analysis. <i>Journal of Educational Psychology</i>, 108(5), 609.</p>
<p>Discussion and Writing About Text</p>	<p>Shanahan et al. (2010) Recommendation 3 (text discussions)</p> <p>Blog: https://www.readingrockets.org/blogs/shanahan-literacy/writing-response-reading</p>	<p>Categories of Comprehension (Table 7, p. 25)</p> <p>Developing Questions worth discussing and writing about (#2, 3; p. 26-27)—practice with individual text, writing 3 questions per level, and partner feedback on question type (p.27)</p> <p>Roadblocks activity (p.29) generate and/or match solutions</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. <i>What Works Clearinghouse</i>.</p>

<p>Choosing Texts for Developing Comprehension</p> <p>Reading comprehension assessment</p>	<p>Shanahan et al. (2010) Recommendation 4 (Text selection)</p> <p>Klingner, J. K. (2004). Assessing reading comprehension. <i>Assessment for effective intervention</i>, 29(4), 59-70.</p>	<p>Jigsaw of 1-4 in Recommendation 4</p> <p>Roadblocks activity (p. 33) generate and/or match solutions</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. <i>What Works Clearinghouse</i>.</p> <p>Wixson, K. K. (2017). An interactive view of reading comprehension: Implications for assessment. <i>Language, Speech, and Hearing Services in Schools</i>, 48(2), 77-83.</p> <p>Keenan, J. M., Betjemann, R. S., & Olson, R. K. (2008). Reading comprehension tests vary in the skills they assess: Differential dependence on decoding and oral comprehension. <i>Scientific Studies of Reading</i>, 12(3), 281-300.</p>
<p>Promoting Motivation and Engagement in Reading Comprehension</p>	<p>Shanahan et al. (2010): Recommendation 5</p> <p>Vaughn, S., & Kettman Klingner, J. (1999). Teaching reading comprehension through</p>	<p>Group work: Engage in Collaborative Strategic Reading lesson (students play the CSR roles)</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice</p>

	collaborative strategic reading. <i>Intervention in school and clinic</i> , 34(5), 284-292.	Roadblocks activity (p. 38 in Shanahan et al.) generate and/or match solutions	Guide. NCEE 2010-4038. <i>What Works Clearinghouse</i> .
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Writing - 12 hours

- Manuscript and cursive writing
- Oral and written composition (writing to models, language experience approach, role of drawing/acting, realia, idea generation, organizing, drafting)
- Writing process/strategies (planning, drafting, revision, editing)
Reading-writing relations (shared knowledge/ skills; author/audience awareness; combined use)

Learning Objectives

1. Candidate can describe a positive classroom writing environment.
2. Candidate can explain the writing process and will describe appropriate instructional activities for each step in the process.
3. Candidate can plan a series of writing strategy lessons using gradual release of responsibility approach.
4. Candidate can demonstrate appropriate manuscript and cursive hand.
5. Candidate can plan a lesson for integrating reading and writing instruction.
6. Candidate can evaluate examples of student writing.

Module Topic Organizer			
Topic: WRITING INSTRUCTION			
<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
BACKGROUND: WRITING CURRICULUM	National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards. (2010). Washington, DC: National Governors Association Center for		Finlayson, K., & McCrudden, M.T. (2020). Teacher-implemented writing instruction for elementary students: A literature review. <i>Reading & Writing Quarterly: Overcoming Learning Difficulties</i> , 36(1), 1-18. doi:http://dx.doi.org/10.1080/10573569.2019.1604278

	Best Practices, Council of Chief State School Officers.		
BACKGROUND: WRITING ENVIRONMENT	Friedrich, L. (2019). Setting up the writing classroom. In S. Graham, C.A., MacArthur, & M. Hebert (Eds.), <i>Best practices in writing instruction</i> (pp. 31-51). New York: Guilford Press.		Zhang, C., Hur, J., Diamond, K.E., & Powell, D. (2015). Classroom writing environments and children's early writing skills: An observational study in Head Start classrooms. <i>Early Childhood Education Journal</i> , 43, 307-315. DOI 10.1007/s10643-014-0655-4
WRITING FOUNDATIONS: TRANSCRIPTION		Have students print upper- and lower-case alphabet.	Graham, S., Harris, K.R., & Adkins, M. (2018). The impact of supplemental handwriting and spelling instruction with first grade students who do not acquire transcription skills as rapidly as peers: a randomized control trial. <i>Reading and Writing</i> , 31, 1273-1294. https://doi.org/10.1007/s11145-018-9822-0 Graham, S., & Santangelo, T. (2014). Does spelling instruction make students better spellers, readers, and writers: A meta-analytic review. <i>Reading and Writing</i> , 27, 1703-1743. DOI 10.1007/s11145-014-9517-0
WRITING PROCESS: PREWRITING, DRAFTING, REVISION,	Graham, S., & Alves, R.A. (2021). Research and teaching writing. <i>Reading and Writing</i> ,	Have students give revision feedback to two pieces of children's writing.	Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. <i>Journal of Educational Research</i> , 104(6), 396-407. DOI: 10.1080/00220671.2010.488703

EDITING	34, 1613-1621. https://doi.org/10.1007/s11145-021-10188-9		
COMPOSING INSTRUCTION: STRATEGIES	Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). <i>Teaching elementary school students to be effective writers: A practice guide</i> (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch		Graham, S., McKeown, D., Kiuvara, S., & Harris, K.R. (2012). A meta-analysis of writing instruction for students in the elementary grades. <i>Journal of Educational Psychology, 104</i> (4), 879-896. DOI: 10.1037/a0029185
COMPOSING INSTRUCTION: QUALITY OF INSTRUCTION			De Smedt, F., Graham, S., & Van Keer, H. (2020). "It takes two": The added value of structured peer-assisted writing in explicit writing instruction. <i>Contemporary Educational Psychology, 60</i> , 17.

			doi: http://dx.doi.org/10.1016/j.cedpsych.2019.101835
WRITING ASSESSMENT		Have students evaluate 2 pieces of student writing.	Graham, S., Hebert, M., & Harris, K.R. (2015). Formative assessment and writing: A meta-analysis. <i>Elementary School Journal</i> , 115(4), 523-547. https://psycnet.apa.org/doi/10.1086/681947
READING-WRITING RELATIONS	Shanahan, T. (2019). Reading-writing connections. In S. Graham, C.A., MacArthur, & M. Hebert (Eds.), <i>Best practices in writing instruction</i> (pp. 309-332). New York: Guilford Press.		Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. <i>Harvard Educational Review</i> , 81(4), 710-744. DOI:10.17763/haer.81.4.t2k0m13756113566 Graham, S., Liu, X., Ng, C., Bartlett, B., Harris, K.R., & Holapfel, J. (2017). Effectiveness of literacy programs balancing reading and writing instruction: A meta-analysis. <i>Reading Research Quarterly</i> , 55(3), 279-304. https://doi.org/10.1002/rrq.194 Shanahan, T. (2016). Relationships between reading and writing development. In C A. MacArthur, Steve Graham, & Jill Fitzgerald (Eds.), <i>Handbook of writing research</i> (2 nd ed., pp. 194-210). New York: Guilford Press. Tierney, R., & Shanahan, T. (1991). Reading-writing relationships: Processes, transactions, outcomes. In P. D. Pearson, R. Barr, M. Kamil, & P. Mosenthal (Eds.), <i>Handbook of Reading Research</i> (vol. 2, pp. 246–280). New York: Longman.

Curricular Integration - 3 hours

Reading and writing in science, social studies, math, and the arts.

Learning Objectives

1. Candidate can design a high-quality lesson plan for foundational skills instruction and for comprehension / language/composition instruction.
2. Candidate can demonstrate an ability to redesign a core reading program lesson to intensify the instruction, differentiate for students with varied needs, or to increase motivation.
3. Candidate can compose an appropriate and effective letter to parents eliciting assistance.

Module Topic Organizer			
Topic: QUALITY OF INSTRUCTION			
<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
AMOUNT OF INSTRUCTION/ DOSAGE	Shanahan, T. (2020). Planning effective reading instruction when you're up to your neck in 6-year-olds. <i>Educational Leadership</i> ,		Rasinski, T.V., Tschantz, B., Austin, J., Evans, K., Lowers, J., Papa, J., & Spear-Hoffman, E. (2020). Time for reading instruction: How much time should schools and teachers devote to reading instruction in grades K-2. <i>World Journal of Educational Research</i> , 7(1).
EXPLICIT INSTRUCTION & INSTRUCTIONAL INTENSITY	Shanahan, T. (2021). A review of the evidence on tier 1 instruction for readers with dyslexia. <i>Reading</i>		Sonnenschein, S., Stapleton, L. M., & Benson, A. (2010). The relation between the type and amount of instruction and growth in children's reading competencies. <i>American Educational Research</i>

	<p><i>Research Quarterly</i>, doi:https://doi.org/10.1002/rrq.438</p>		<p>Journal, 47(2), 358-389. doi:https://doi.org/10.3102/0002831209349215</p> <p>Gunn, B., Smolkowski, K., Strycker, L. A., & Dennis, C. (2021). Measuring explicit instruction using classroom observations of student–teacher interactions (COSTI). <i>Perspectives on Behavior Science</i>, 44(2-3), 267-283. doi:https://doi.org/10.1007/s40614-021-00291-1</p>
<p>INSTRUCTIONAL MODEL: FOUNDATIONAL SKILLS</p>			<p>Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. <i>Reading & Writing Quarterly: Overcoming Learning Difficulties</i>, 25(2-3), 125-138. doi:https://doi.org/10.1080/10573560802683523</p>
<p>INSTRUCTIONAL MODEL: LANGUAGE/ COMPREHENSION/ COMPOSITION</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and</p>		

	Regional Assistance, Institute of Education Sciences, U.S. Department of Education.		
LESSON PLANNING & IMPLEMENTATION	Milkova, S. (n.d.). <i>Strategies for effective lesson planning</i> . Ann Arbor, MI: Center for Research on Learning & Teaching, University of Michigan. https://crlt.umich.edu/gsis/p2_5	Students will prepare two lesson plans: (1) Foundational skills and (2) Reading comprehension.	Black, A., Lawson, H., & Norwich, B. (2019). Lesson planning for diversity. <i>Journal of Research in Special Educational Needs</i> , 19(2), 115-125. doi: https://doi.org/10.1111/1471-3802.12433 Mutton, T., Hagger, H., & Burn, K. (2011). Learning to plan, planning to learn: The developing expertise of beginning teachers. <i>Teachers and Teaching</i> , 17(4), 399-416. DOI: 10.1080/13540602.2011.580516
CLASSROOM MANAGEMENT	<u>Roskos</u> , K. & <u>Neuman</u> , S. B. (2011). The Classroom Environment First, Last, and Always. <i>Reading Teacher</i> . - <u>Reutzel</u> D.R., <u>Clark</u> , S. (2011). Organizing Literacy Classrooms for Effective Instruction: A Survival Guide. <i>Reading Teacher</i> .		- <u>Rabadi</u> , S., & <u>Ray</u> , B. 5 Principles of Outstanding Classroom Management https://www.edutopia.org/article/5-principles-outstanding-classroom-management - Marzano, R.J. & Marzano, J. S. https://www.ascd.org/el/articles/the-key-to-classroom-management

<p>DIFFERENTIATION</p>	<p>Access Center. (2004). <i>Differentiated Instruction for Reading</i>. Washington D.C.: Author.</p> <p>https://www.doe.mass.edu/massliteracy/literacy-block/differentiated-instruct.html</p> <p>Mesmer, E M., & Mesmer, H. A. E. (2008). Response to Intervention (RTI): What Teachers of Reading Need to Know. <i>Reading Teacher</i>, v62 n4 p280-290</p> <p>Assessment: In Depth – The Center for Effective Reading Instruction/Reading 101 https://www.readingrockets.org/teaching/reading101-course/modules/asses</p>	<p>Discuss how the different tiers increase the intensity/ approach to specific difficulties students experience; not simple whole class, small group, individual b/c these can all be used in Tier 1</p> <p>Identify a range of assessments and what you would use them for: case studies – individual, group, criterion, informal, formal, etc.</p>	<p>Connor, C.M., Morrison, F.J., Fishman, B., Giuliani, S., Luck, M., Underwood, P.S., Bayraktar, A., Crowe, E.C., & Schatschneider, C. (2011). Testing the impacts of child characteristics X instruction interactions on third graders’ reading comprehension by differentiating literacy instruction. <i>Reading Research Quarterly</i>, 46, 189-221.</p> <p>- Gersten, R. et al. (2009). Assisting students struggling with reading: Response to intervention and Multi-tier intervention in the primary grades. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</p> <p>Stahl, K.A.D., Flanigan K., & McKenna, M.C. (2019). <i>Assessment for Reading Instruction</i>, 4th ed. Guilford Press. (Chaps. 1 & 2)</p>
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	<p>sment/assessment-depth</p>		
MOTIVATION	<p>Turner, J., & Paris, S. G. (1995). How Literacy Tasks Influence Children's Motivation for Literacy. <i>Reading Teacher</i>, 48(8), 662–673. http://www.jstor.org/stable/20201530</p> <p>Willingham, D.T. (2015). For the love of reading: Engaging students in a lifelong pursuit. <i>American Educator</i>, 39(1), 4-13, 42.</p>		<p>Wigfield, A, Guthrie, T., Perencevich, K. C., Taboada, A, Klauda, S L, McRae, A, & Barbosa, P (2008). Role of Reading Engagement in Mediating Effects of Reading Comprehension Instruction on Reading Outcomes. <i>Psychology in the Schools</i>, v45 n5 p432-445.</p>
PUBLISHED CURRICULA	<p>EdReports.org. <i>Evidence guided, English Language Arts Grades K-2.</i></p> <p>EdReports.org. <i>Review criteria.English Language Arts, Grades K-2.</i></p>	<p>Students will analyze one grade level of a current core reading program (K-2)</p>	

<p>TECHNOLOGY</p>	<p>Nash, B L. (2021). Constructing Meaning Online: Teaching Critical Reading in a Post-Truth Era <i>Reading Teacher</i>, v74 n6 p713-722</p>	<p>Search a website that provides lessons for teachers (pinterest, teachers-pay- teachers) and identify what is effective/ineffective about them (do they help students meet standards? Are they research-based? etc).</p>	<p>OECD (2021). 21st-Century Readers <i>Developing Literacy Skills in a Digital World</i> https://www.oecd-ilibrary.org/education/21st-century-readers_a83d84cb-r4e43en (fyi this text is \$60).</p>
<p>PARENT INVOLVEMENT</p>	<p><i>Epstein's Framework of Six Types of Involvement</i></p> <p>U.S. DOE Dual Capacity-Building Framework for Family- School Partnerships https://www2.ed.gov/ documents/family- community/framewor ks-resources.pdf</p> <p>Neuman, S. B. & Celano, D. C. (2012) Don't Level the Playing Field: Tip It toward the Underdogs. <i>American</i></p>		<p>Bower, H. A., & Griffin, D. (2011). Can the Epstein Model of Parental Involvement Work in a High-Minority, High-Poverty Elementary School? A Case Study. <i>Professional School Counseling</i>. https://doi.org/10.1177/2156759X1101500201</p> <ul style="list-style-type: none"> - Horowitz, R. & Samuels, S. J, Eds. (2017). <i>The Achievement Gap in Reading: Complex Causes, Persistent Issues, Possible Solutions. Routledge, Taylor & Francis Group</i> - Snow et al. (2013). <i>Unfulfilled expectations: Home and school influences on literacy. Harvard University Press.</i> - Neuman, S.B., & Celano, D.C. (2012). <i>Giving Our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital. NY: Teachers College Press</i>

	<p><i>Educator</i>, v36 n3 p20-21</p> <p>Gorski, P. (2008). The Myth of the Culture of Poverty. https://www.ascd.org/el/articles/the-myth-of-the-culture-of-poverty</p>		
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Quality of Instruction - 6 hours

- Classroom organization (time allotments, schedule, whole class/group/individual);
- Motivation (eliciting and maintaining student engagement; role of relevance; role of choice, challenge, collaboration, control; classroom libraries)
- Explicit instruction (systematic and sequential curriculum coverage; clear learning goals; instructional modeling, deliberate and ongoing review).
- Differentiation (targeted teaching; homogeneous grouping; monitoring progress; varied curricular coverage and instructional support, assessment, differentiated grouping).
- Instructional intensity (response elicitation; response accuracy; modifying instruction as needed; practice opportunity; reciprocal teaching; reteaching; review)
- Lesson design (student attention; carefully chosen examples/nonexamples; concept distinguishing features; student-teacher interaction; overt relationships; guided and independent practice)
- Lesson implementation (level of interaction; keeping students on task; feedback; transitions; incorporation of student input; materials aligned with skills)
- Textbook programs (content, organization, implementation)
- Parent involvement

Learning Objectives

1. Candidate can design a high-quality lesson plan for foundational skills instruction and for comprehension / language/composition instruction.
2. Candidate can demonstrate an ability to redesign a core reading program lesson to intensify the instruction, differentiate for students with varied needs, or to increase motivation.
3. Candidate can compose an appropriate and effective letter to parents eliciting assistance.

Module Topic Organizer

Topic: QUALITY OF INSTRUCTION

<u>Module Sub-Topics</u>	<u>Background Readings/Preparation for Students</u>	<u>Class Activities</u>	<u>Research Justification</u>
AMOUNT OF INSTRUCTION/ DOSAGE	Shanahan, T. (2020). Planning effective reading instruction when you're up to your neck in 6-year-olds. <i>Educational Leadership</i> ,		Rasinski, T.V., Tschantz, B., Austin, J., Evans, K., Lowers, J., Papa, J., & Spear-Hoffman, E. (2020). Time for reading instruction: How much time should schools and teachers devote to reading instruction in grades K-2. <i>World Journal of Educational Research</i> , 7(1).
EXPLICIT INSTRUCTION & INSTRUCTIONAL INTENSITY	Shanahan, T. (2021). A review of the evidence on tier 1 instruction for readers with dyslexia. <i>Reading Research Quarterly</i> , doi: https://doi.org/10.1002/rrq.438		Sonnenschein, S., Stapleton, L. M., & Benson, A. (2010). The relation between the type and amount of instruction and growth in children's reading competencies. <i>American Educational Research Journal</i> , 47(2), 358-389. doi: https://doi.org/10.3102/0002831209349215 Gunn, B., Smolkowski, K., Strycker, L. A., & Dennis, C. (2021). Measuring explicit instruction using classroom observations of student–teacher interactions (COSTI). <i>Perspectives on Behavior Science</i> , 44(2-3), 267-283. doi: https://doi.org/10.1007/s40614-021-00291-1
INSTRUCTIONAL MODEL: FOUNDATIONAL SKILLS			Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. <i>Reading & Writing Quarterly: Overcoming Learning Difficulties</i> , 25(2-3),

			125-138. doi: https://doi.org/10.1080/10573560802683523
INSTRUCTIONAL MODEL: LANGUAGE/ COMPREHENSION/ COMPOSITION	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.		
LESSON PLANNING & IMPLEMENTATION	Milkova, S. (n.d.). <i>Strategies for effective lesson planning</i> . Ann Arbor, MI: Center for Research on Learning & Teaching, University of Michigan. https://crlt.umich.edu/gsis/p2_5	Students will prepare two lesson plans: (1) Foundational skills and (2) Reading comprehension.	Black, A., Lawson, H., & Norwich, B. (2019). Lesson planning for diversity. <i>Journal of Research in Special Educational Needs, 19</i> (2), 115-125. doi: https://doi.org/10.1111/1471-3802.12433 Mutton, T., Hagger, H., & Burn, K. (2011). Learning to plan, planning to learn: The developing expertise of beginning teachers. <i>Teachers and Teaching, 17</i> (4), 399-416. DOI: 10.1080/13540602.2011.580516

<p>CLASSROOM MANAGEMENT</p>	<p>- Roskos, K. & Neuman, S. B. (2011). The Classroom Environment First, Last, and Always. <i>Reading Teacher</i>.</p> <p>- Reutzel D.R., Clark, S. (2011). Organizing Literacy Classrooms for Effective Instruction: A Survival Guide. <i>Reading Teacher</i>.</p>		<p>- Rabadi, S., & Ray, B. 5 Principles of Outstanding Classroom Management https://www.edutopia.org/article/5-principles-outstanding-classroom-management</p> <p>- Marzano, R.J. & Marzano, J. S. https://www.ascd.org/el/articles/the-key-to-classroom-management</p>
<p>DIFFERENTIATION</p>	<p>Access Center. (2004). <i>Differentiated Instruction for Reading</i>. Washington D.C.: Author.</p> <p>https://www.doe.mass.edu/massliteracy/literacy-block/differentiated-instruct.html</p> <p>Mesmer, E M., & Mesmer, H. A. E. (2008). Response to Intervention (RTI):</p>	<p>- discuss how the different tiers increase the intensity/ approach to specific difficulties students experience; not simple whole class, small group, individual b/c these can all be used in Tier 1</p> <p>Identify a range of assessments and what you would use them for: case studies – individual, group,</p>	<p>Connor, C.M., Morrison, F.J., Fishman, B., Giuliani, S., Luck, M., Underwood, P.S., Bayraktar, A., Crowe, E.C., & Schatschneider, C. (2011). Testing the impacts of child characteristics X instruction interactions on third graders’ reading comprehension by differentiating literacy instruction. <i>Reading Research Quarterly</i>, 46, 189-221.</p> <p>- Gersten, R. et al. (2009). Assisting students struggling with reading: Respose to intervention and Multi-tier intervention in the primary grades. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</p>

	<p>What Teachers of Reading Need to Know. <i>Reading Teacher</i>, v62 n4 p280-290</p> <p>Assessment: In Depth – The Center for Effective Reading Instruction/Reading 101 https://www.readingrockets.org/teaching/reading101-course/modules/assessment/assessment-depth</p>	<p>criterion, informal, formal, etc.</p>	<p>Stahl, K.A.D., Flanigan K., & McKenna, M.C. (2019). <i>Assessment for Reading Instruction</i>, 4th ed. Guilford Press. (Chaps. 1 & 2)</p>
<p>MOTIVATION</p>	<p>Turner, J., & Paris, S. G. (1995). How Literacy Tasks Influence Children’s Motivation for Literacy. <i>Reading Teacher</i>, 48(8), 662–673. http://www.jstor.org/stable/20201530</p> <p>- Willingham, D.T. (2015). For the love of</p>		<p>Wigfield, A, Guthrie, T., Perencevich, K. C., Taboada, A, Klauda, S L, McRae, A, & Barbosa, P (2008). Role of Reading Engagement in Mediating Effects of Reading Comprehension Instruction on Reading Outcomes. <i>Psychology in the Schools</i>, v45 n5 p432-445.</p>

	reading: Engaging students in a lifelong pursuit. <i>American Educator</i> , 39(1), 4-13, 42.		
PUBLISHED CURRICULA	EdReports.org. <i>Evidence guided, English Language Arts Grades K-2</i> . EdReports.org. <i>Review criteria.English Language Arts, Grades K-2</i> .	Students will analyze one grade level of a current core reading program (K-2)	
TECHNOLOGY	Nash, B L. (2021). Constructing Meaning Online: Teaching Critical Reading in a Post-Truth Era <i>Reading Teacher</i> , v74 n6 p713-722	Search a website that provides lessons for teachers (pinterest, teachers-pay-teachers) and identify what is effective/ineffective about them (do they help students meet standards? Are they research-based? etc).	OECD (2021). 21st-Century Readers <i>Developing Literacy Skills in a Digital World</i> https://www.oecd-ilibrary.org/education/21st-century-readers_a83d84cb-r4e43en (fyi this text is \$60).
PARENT INVOLVEMENT	<i>Epstein's Framework of Six Types of Involvement</i> - U.S. DOE Dual Capacity-Building		Bower, H. A., & Griffin, D. (2011). Can the Epstein Model of Parental Involvement Work in a High-Minority, High-Poverty Elementary School? A Case Study. Professional School Counseling. https://doi.org/10.1177/2156759X1101500201

	<p>Framework for Family-School Partnerships https://www2.ed.gov/documents/family-community/frameworks-resources.pdf</p> <p>- Neuman, S. B. & Celano, D. C. (2012) Don't Level the Playing Field: Tip It toward the Underdogs. <i>American Educator</i>, v36 n3 p20-21</p> <p>- Gorski, P. (2008). The Myth of the Culture of Poverty. https://www.ascd.org/el/articles/the-myth-of-the-culture-of-poverty</p>		<p>- Horowitz, R. & Samuels, S. J, Eds. (2017). The Achievement Gap in Reading: Complex Causes, Persistent Issues, Possible Solutions. <i>Routledge, Taylor & Francis Group</i></p> <p>- Snow et al. (2013). Unfulfilled expectations: Home and school influences on literacy. Harvard University Press.</p> <p>- Neuman, S.B., & Celano, D.C. (2012). Giving Our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital. NY: Teachers College Press</p>
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