

### Textbook & Course Materials

- **Required Texts: Provided for you (mailed to address provided on application)**
  - Multisensory Teaching of Basic Language Skills, 4th edition (2019) by Judith R. Birsh, Ed.D., CALT-QI, Suzanne Carreker, M.Ed., Ph.D., CALT-QI, ISBN 978-1-68125-226-1
  - Multisensory Teaching of Basic Language skills, ACTIVITY BOOK
  - Core Literacy Library (2018). Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3rd Edition. Berkeley, CA: Arena Press.

Recommended Texts & Other Readings:

- Willingham, D. T. (2017). The Reading Mind. San Francisco, CA: Jossey-Bass
- Other readings will be made available through Google Classroom

## Course 3: EDUC 542 Materials and Methods for Teaching Language Arts (Vocabulary, Comprehension and Writing Instruction)

This course is a comprehensive exploration of the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension, and writing instruction. Along with these core aspects of reading, major skill domains that contribute to the development of written expression are explored. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied and practiced, including the process of text selection and the implementation of comprehension strategy instruction.

### Topic Outline/Schedule

**Important Note:** Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Week	Topic	Readings	Activities	Assignments
Week 1	<b>Comprehension: Brief research review. Revisiting the reading rope &amp; the SVR through the lens of Language and reading comprehension.</b>	<b>Homework before class:</b> <a href="#">Daniel Willingham Article: For the Love of Reading</a> (motivation to read, joy of reading, academic vs		Presentation

	<p><b>Vocabulary: Defining word study.</b></p> <ul style="list-style-type: none"> <li>Utilize the simple view of reading to explain reading development and difficulties.</li> <li>Explain the key terminology and research findings around the development and teaching of reading vocabulary, comprehension, and writing.</li> </ul>	<p>pleasure, info on Accelerated Reader/ DEAR time and more)</p> <p><b>Learning Targets:</b></p>	
<p>Week 2</p>	<p><b>Vocabulary part 2</b> Describe the benefit of directly teaching fluency, vocabulary and comprehension skills in the reading process to all children including children from culturally and linguistically diverse background</p> <ul style="list-style-type: none"> <li>Demonstrate specific</li> <li>research-based instructional strategies to improve reading vocabulary, comprehension, and writing</li> <li>research-based instructional strategies to improve reading vocabulary, comprehension, and writing.</li> </ul>	<p><b>Read before class:</b> <a href="#">Which Words are Worth Teaching?</a></p> <p><b>To use during class:</b></p> <p>Vocabulary routine cards</p> <p><a href="#">WSD Vocabulary Routines</a></p> <p><b>Learning Targets:</b> I can Understand Vocabulary Development and The vocabulary gap including the Links between vocabulary and comprehension.</p> <p>I can develop research based practices for vocabulary instruction.</p> <p>I can Select key words to teach -and Provide “kid friendly” definitions and active engagement strategies, including writing.</p>	<p>Presentation</p>

<p>Week 3</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Understand and be able to summarize the traits of a skilled comprehender.</li> <li>• Learn about Text selection <ul style="list-style-type: none"> <li>○ Considerations, text complexity, understanding student needs,</li> <li>○ What needs to be considered in order for students to understand the text</li> </ul> </li> <li>• Skill and Strategy instruction</li> </ul>	<p><b>Pre-work:</b> Watch the beginning (up to 16:20) of Nancy Hennessy’s webinar; <a href="#">A Blueprint for Reading Comprehension</a>. As you view, write down key words, and/or phrases that resonate with you. Be prepared to share notes.</p> <p><b>Learning Targets:</b> I can summarize the traits of a skilled comprehender</p> <p>I can make connections between reading research, academic standards, and comprehension strategy instruction</p>	
<p>Additional Resources</p>		<p><a href="#">Fifteen Elements of Effective Adolescent Literacy Programs</a></p> <p><a href="#">Achieve the Core Text Analysis</a></p>	
<p>Week 4</p>	<p><b>Goal of this work:</b> Building a deeper understanding Of comprehension, writing, and vocabulary.</p>	<p><a href="#">Brief Strategy Instruction, Willingham</a></p> <p>See all reading assignments, videos and</p>	<p>Presentation</p>

	<p>Margie Gillis Video: Knowledge building: Grammar and syntax and comprehension</p> <p>Joan Sedita: Vocabulary Instruction Video Further developing toolkit of strategies and methods</p> <p>Grounding in comprehension strategy instruction. Articles</p>	<p>links in Canvas</p>	
<p>Week 5</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Explicit Instruction in the top half of the rope</li> <li>• Demonstrate specific research-based instructional strategies to improve reading vocabulary, comprehension, and writing. <ul style="list-style-type: none"> <li>○ Close reading</li> <li>○ Note taking</li> <li>○ Responding to reading</li> </ul> </li> </ul>	<p><b>Pre-work:</b> Choose 3 of the 5 “texts” to review prior to class to build your background knowledge on Close Reading</p> <ol style="list-style-type: none"> <li>1. <a href="#">Closing in on Close Reading</a></li> <li>0. <a href="#">Show &amp; Tell: Take a Closer Look at Close Reading</a></li> <li>0. <a href="#">Close Reading and the Reading of Complex Text Are Not the Same Thing</a></li> <li>0. <a href="#">Video: Close Reading with Doug Fisher</a></li> <li>0. <a href="#">Video: Close Reading with Tim Shanahan - role of re-reading</a></li> </ol>	<p>Presentation</p>

Additional Resources	Resource Section: <a href="#">CLOSE Reading Resource</a>  <a href="#">Close Reading 4 Lessons</a>  <a href="#">Turn on screen reader support</a> 'Close Reading' Explained		
Week 6	Writing <ul style="list-style-type: none"> <li>Summarize the phases of reading development that lead to proficient reading and writing and plan instruction that is appropriate to level of development.</li> <li>Utilize reading and writing instruction to promote content area literacy.</li> </ul> Writing - The Research -Classroom practices: - Response to texts - Summaries - Notes about a text - Answer questions - Create and answer -To teach: - The process of writing - Text structures for Writing - Paragraph or sentence construction skills - Spelling Skills (Improves Word Reading Skills) -Sentence Writing - Building blocks - Content of curriculum drives the rigor of the writing instruction - Grammar taught within the context of writing		Presentation
	Specific Strategies in review <ul style="list-style-type: none"> <li>Understand the research-based practices to support students' independent writing.</li> <li>Explain the relationships between fluent word reading, listening comprehension and reading comprehension.</li> </ul>		Presentation

	<p>Lesson Design</p> <ul style="list-style-type: none"><li>• Identify and apply robust instruction and interventions for reading comprehension.</li></ul>	Prepare for final project	Presentation
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