Literacy Solutions *and more*, Inc.

Research-Based Literacy Strategy For All Content Areas, Grades K-12

COURSE DESCRIPTION:

Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. Teachers will learn how to scaffold student learning through the application of research-based reading instruction to include and integrate the six components of reading: oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary. Participants will learn the scaffolds behind each approach that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach to consistently streamline curriculum, curriculum resources, and assessment. Participants completing this course will embed field-tested implementation tools to into planning, preparation, and implementation.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Plan and practice with strategy and implementation across specific content areas.
- Acquire and use the skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
- Restate and articulate the importance and function of research-based receptive and expressive vocabulary instruction to include semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
- Embed the research behind vocabulary instruction, and its role in students' overall understanding of word meanings, repeated practice, and comprehension of print in planning documents.
- Scaffold research-based strategy as it builds student reading muscle through writing practice, teacher modeling, and guided practice using applied principles of research-based reading strategy, particularly for text readability, complexity, coherence, structure, and overall comprehension for native speakers of English as well as English language learners.
- Plan and prepare to teach using research-based strategy to move their students along a continuum of reading success as it builds reading muscle.
- Plan and practice with numerous formal and informal assessment approaches for comprehension, using data to make informed decisions with which to meet the individual needs of students.
- Use research-based literacy strategy in lessons for rigorous application and implementation.
- Use new strategies for rigor in reading and writing across all subject areas.
- Plan and practice with the scaffolding of research-based methods, strategies, and field-tested tools for classroom implementation to aid all learners across all content areas.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES**:**

- Allington, R. (2015). *What Research Says About Text Complexity and Learning to Read*. International Literacy Association:http://onlinelibrary.wiley.com/doi/10.1002/trtr.1280/epdf
- Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). "She's my best reader; she just can't comprehend": Studying the relationship between fluency and comprehension. *The Reading Teacher, 62*(6), 512-521. Retrieved from http://search.proquest.com/docview/203276963?accountid=458
- Gill, S. R. (2008). The comprehension matrix: A tool for designing comprehension instruction. *The Reading Teacher, 62*(2), 106-113. Retrieved from http://search.proquest.com/docview/203281871?accountid=458
- Marzano, R. J. (2015). Processing New Information: Classroom Techniques to Help Students Engage with Content. Marzano Laboratories.
- Marzano, R. J. (2015). Vocabulary Games for the Classroom. Marzano Laboratories.
- National Commission on Writing in America's Schools and Colleges. (2003). *The Neglected "R" the Need for a Writing Revolution.* Washington, DC: College Entrance Examination Board.
- Vacca, R.T., & Vacca, J. L., (2013). *Content Area Reading: Literacy and Learning Across the   Curriculum* (11th ed.). Boston, MA: Pearson Custom Publishing.
- Mills, K. A. (2009). Floating on a Sea of Talk: Reading Comprehension through Speaking and Listening. Reading Teacher, 63(4), 325-329.
- Reutzel, R. (2015). *The Habits of Close Reading: Renewing our focus on the essential skills of comprehension*. Curriculum Associates.
- Rothstein, E., Rothstein, E. and Lauber, G. (2007). *Write for Mathematics*. Thousand Oaks: CA. Corwin Press
- Strickland, D.S. (2012). *Planning Curriculum to Meet the Common Core State Standards*. *Reading Today: Informed Content for Literacy Professionals*, *29*, 25-26.
- Unrau, N. (2008). *Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures.* Upper Saddle River, NJ: Pearson Education, Inc.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

CLASS SCHEDULE:
Module 1: Ells: Linguistics, Cultural Background, and Comprehension
1. Participant introductions
2. Reading: Applied Linguistics, Language Acquisition, and Language Development: Theory and Practice
3. Videos: Developing Literacy PK-2, Scaffolding for ELLs Grades 9-12
4. Forum Discussion: Video reflection and analysis

Module 2: History and Policy of Ell Instruction
1. Reading: History and Policy of English Language Programs
2. Forum Discussion: What the Research Means to Me

Module 3: The Stages of Language Acquisition
1. Reading: Theories of Language Acquisition and Differentiation for ELLs
2. Scenario Response No. 1

Module 4: Intervention for Struggling ELLs
1. Reading: Intervention for Struggling ELLs
2. Scenario Response 2

Module 5: Assessment of ELLs: Formal and Informal Assessments
1. Reading: Rubrics, Reading Inventories, and More
2. Forum Discussion: Formal and Informal Assessments
3. Videos: Formative Assessment: Collaborative Discussions Grades 2-4, Formative Assessment: Proportional Relationships, Grade 7, Formative Assessment: Understanding Congruence, Grades 9-12
4. Forum Discussion: Video reflection and analysis

Module 6: Cultural Bias in Language Assessments
1. Reading: Cultural Awareness and Bias in Assessments
2. Scenario Response No. 3

Module 7: Using Data to Drive ELL Planning and Instruction
1. Reading: Differentiating With Data
2. Forum Discussion: Data Action
3. Videos: Data Carousels, K-12
4. Scenario Response No. 4

Module 8: Tiering and Scaffolding Reading, Writing, Speaking, Listening
1. Reading: Tiering and Scaffolding
2. Forum Discussion: Tiering and Scaffolding in My Classroom
3. Videos: Scaffolding Literacy for ELLs Grades 6-12, Drawing and Labeling Curious George With Adjectives Grades K-5, Writing About Curious George Grades PK-1
4. Forum Discussion: Video reflection and analysis

Module 9: Oral Language
1. Reading: Structured Discussions: Best Practices
2. Forum Discussion: Oral Language Support in My Classroom

Module 10: Reading, Listening, and Speaking: Phonological awareness
1. Reading: Phonological Awareness
2. Scenario Response No. 5
3. Videos: A Phonics Lesson With Chrysanthemum, K-12
4. Forum Discussion: Video reflection and analysis
5. Wiki Participation: Reading, Writing, Listening, Speaking Resource Sharing

Module 11: Reading and Writing for Diversity
1. Reading: Best Practices in Writing for ELLs
2. Forum Discussion: Teaching Critical Literacy
3. Resource Analysis: Critical Literacy Resources
4. Scenario Response No. 6

Module 12: Self-Check and Reflection
1. Quiz No. 1: 10 questions - m/c and t/f

    2. Self-Assessment: 10 reflective questions

Module 13: Planning Standards-Based Writing Instruction
1. Reading: Migration to a Standard-Based Curriculum
2. Forum Discussion: Aligning Curriculum
3. Videos: Co-teaching for ESOL Instruction K-12
4. Forum Discussion: Video reflection and analysis

Module 14: Differentiated Reading Approaches for ELLs: Building Reading Fluency
1. Reading: Building Reading Fluency of ELLs
2. Scenario Response No. 7

Module 15: Social and Academic Language
1. Reading: Social and Academic Language: Vocabulary and Reading
2. Scenario Response No. 8
3. Videos: Holding Academic Discussions Grades K-5, Structured Learning With Essential Questions, Grades 6-12
4. Forum Discussion: Video reflection and analysis

Module 16: Assignment 1: Planning for Implementation
1. Assignment 1: ESOL planning
2. Forum Discussion: Reflection on Assignment 1

Module 17: Reading, Writing, Listening, Speaking Through Collaboration
1. Reading: Grouping to Differentiate With ELLs in Mind
2. Scenario Response No. 9
3. Videos: Guiding Differentiated Groups Grades 6-8, Using Expertise to Group for All Grades

Module 18: Assignment 2
1. Assignment 2: Continue ESOL Planning, embed instructor feedback
2. Forum Discussion: Reflection on Assignment 2

Module 19: Support for ELLs in All Content Areas
1. Reading: ELL Instruction in All Content Areas
2. Forum Discussion: Taking the Lead on Literacy
3. Videos: Close Reading for Primary Students, Content Differentiation in Grade 3
4. Forum Discussion: Video reflection and analysis

Module 20: Final Quiz, Reflection, Culminating Project
1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning, embed instructor feedback