



**Excellence in Teaching Program
CESA 9 Reading Teacher 316 Program
Syllabus**

Lead Instructor:

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Link for days 1-3



[Join Zoom Meeting](#)

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Topic: 316 course 3, Days 5 and 6

Time: Jun 20-21, 2022 [ZOOM LINK](#)

Meeting ID: 865 9698 4421

Passcode: 731883

Excellence in Teaching/CESA 9

Course #3/ Vocabulary, Comprehension and Writing Instruction

June 2022 Course Syllabus

Part 1: Course Information

Instructor Information

- **Instructors:** Amy McGovern & Casey Gretzinger
- **Office:** CESA 9
- **Office Hours:** Available by appointment per request. Reach out via text or email
- **Office Telephone:** 715-543-2141 ext 1143 Amy's cell: 715-966-6645
- **E-mail:** Amy amcgovern@cesa9.org, Casey cgretzinger@cesa9.org

Course Description

- Vocabulary, Comprehension and Writing Instruction 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.

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

Prerequisites: Foundations of Literacy class 1,

Phonological Awareness & Phonics Class 2

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Google Classroom. It is recommended to access Google Classroom through your school account as G Suites is needed for it to run properly.
- Updated zoom access on your computer, sound, and microphone
- Optional: Headset

Online Course Structure

This course is a hybrid model. We will meet 5 times via zoom for interactive instruction and discussion. There are 3 other weeks with asynchronous assignments for you to work through at your own pace. All course work is due by July 15, 2022

- The course work is located in Google classroom.
- The zoom link is on the opening page of this packet and will remain the same for this course.

All of the learning activities will be completed in your own time so long as they are completed by the dates and times shown in the course schedule.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check your email for Google Classroom alerts and updates and or for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.

Google Classroom Access & Technical Assistance

GSuites is required in order to access Google Classroom. The link to the google classroom course work will be emailed to you. If you are not able to access Google Classroom with the email you submitted, we will reach out and ask for another. If you have trouble accessing Google Classroom for this course, please email Amy at amcgovern@cesa9.org

Part 2: Student Learning Outcomes & Objectives

This program has been approved by DPI to meet the requirements set forth by the state of WI. [The Wisconsin Content Guidelines for Reading Teachers 316](#) addressed in course #1 are indicated below.

Wisconsin Content Guidelines for Reading Teacher 316 for course 3 include #1, #2, #3, #5, #7, although due to the recursive nature of ELA other standards will

also be included.

1. *Language Arts Standards: (from a global lens only)*
 - a. Wisconsin Model Academic Standards for English Language Arts.
 - b. National Standards for the English Language Arts
 - c. IDA KPS & ILA Standards
2. **Language Arts Processes include:**
 - a. Language arts processes (reading, writing, speaking, listening, viewing, and representing) interrelationships among them.
 - b. Interdisciplinary and integrative aspects of language arts processes.
 - c. Perception of reading as a process of constructing meaning through the interaction of the reader, text, and context of the reading situation.
3. **Language Arts Models including**
 - a. Strengths and weaknesses of various literacy models.
4. **Research including**
 - a. Contributions of literacy scholars to the literacy knowledge base.
 - b. Research in reading and the language arts, special education, psychology, and other fields that address pupils with reading and learning disabilities.
5. **Language including**
 - a. The nature and structure of language.
 - b. Language variation.
 - c. Relationship of language systems (phonemic, morphemic, semantic, syntactic, and pragmatic) to the language arts.
6. **Literacy, Language Acquisition, Language Development, Cognition and Learning including:**
 - a. Major theories of literacy, language acquisition, language development, cognition, metacognition, and learning.
 - b. The developmental process of the language arts (reading, writing, speaking, listening, viewing, and representing) from infancy through middle childhood.
 - c. Nature and multiple causes of reading disabilities.
 - d. Major definitions of family literacy and the impact of family structures, functions, relationships, and dynamics on literacy development and educational progress.
7. **Literature including**
 - a. Classic and contemporary literature, fiction and non-fiction, including oral, written and visual forms, at appropriate levels
8. **Sociocultural and Political Aspects of Literacy include:**
 - a. Literacy as a means for shaping and transmitting culture.
 - b. Relationship between political processes and reading policy

Course Objectives

The following learning objectives are at the heart of course #3:

The student will be able to:

- Utilize the simple view of reading to explain reading development and difficulties.
- Summarize the phases of reading development that lead to proficient reading and writing and plan instruction that is appropriate to level of development.
- Understand and be able to summarize the traits of a skilled comprehender.
- Explain the key terminology and research findings around the development and teaching of reading vocabulary, comprehension, and writing.
- Demonstrate specific research-based instructional strategies to improve reading

vocabulary, comprehension, and writing.

- Explain the relationships between fluent word reading, listening comprehension and reading comprehension.
- Identify and apply robust instruction and interventions for reading comprehension.
- 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 backgrounds.
- Utilize reading and writing instruction to promote content area literacy.
- Understand the research-based practices to support students' independent writing.

LINK TO MSJ: SYllabus for this class

https://mymount.msj.edu/ICS/icsfs/vocabulary%2c_comprehension_and_writing_instruction_.pdf?target=15d53d75-e486-4717-aaad-53fd6e8a7ea4

Materials:

[How to do a close reading. Harvard EDU](#)

See other articles on the syllabus

Course 3: 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.

Part 3: 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.

DAY	Topic	Readings	Activities	Assignments
DAY 1 June 13, 2022 9:00-Noon ZOOM Amy/Casey	Comprehension: Brief research review. Revisiting the reading rope & the SVR through the lens of Language and reading comprehension. Vocabulary: Defining word study. <ul style="list-style-type: none"> Utilize the simple view of reading to explain reading development and difficulties. Explain the key terminology and research findings around the development and teaching of reading vocabulary, comprehension, and writing. 	Send these articles the week of June 7th to be read before class on June 13th. Homework before class: Daniel Willingham Article: For the Love of Reading (motivation to read, joy of reading, academic vs pleasure, info on Accelerated Reader/ DEAR time and more) Learning Targets:		Day 1 From google classroom: Presentation
Day 2 9:00-noon June 14 ZOOM	Vocabulary part 2 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 <ul style="list-style-type: none"> Demonstrate specific research-based instructional strategies to improve reading 	Read before class: Which Words are Worth Teaching? To use during class: Vocabulary routine cards (see GC) WSD Vocabulary Routines Learning Targets: I can Understand Vocabulary Development and The		Day 2 Google Classroom Presentation

	<p>vocabulary, comprehension, and writing</p> <ul style="list-style-type: none"> ● research-based instructional strategies to improve reading vocabulary, comprehension, and writing. 	<p>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>Day 3. 9:00-noon June 15 on zoom</p> <p>Casey/ Amy</p>	<p>Comprehension</p> <ul style="list-style-type: none"> ● Understand and be able to summarize the traits of a skilled comprehender. ● Learn about Text selection <ul style="list-style-type: none"> ○ Considerations, text complexity, understanding student needs, ○ What needs to be considered in order for students to understand the text ● Skill and Strategy instruction 	<p>Pre-work: Watch the beginning (up to 16:20) of Nancy Hennessy's webinar; A Blueprint for Reading Comprehension. As you view, write down key words, and/or phrases that resonate with you. We will be sharing these through a discussion protocol at the start of our class. (entered as an assignment in Google classroom)</p> <p>Learning Targets:</p> <p>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><u>Presentation</u></p>

<p>Add to Resource Tab in Google Classroom</p>	<p>Fifteen Elements of Effective Adolescent Literacy Programs</p> <p>Achieve the Core Text Analysis</p> <p>WI ELA 2020 Key Shifts Document</p>		
<p>Day 4 ASYNC June 16</p>	<p>Goal of this work: Building a deeper understanding Of comprehension, writing, and vocabulary.</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>Brief Strategy Instruction, Willingham</p> <p>See all reading assignments, videos and links in Google Classroom.</p>	<p>Learning Menu To help you work through this content.</p> <p>Day 4 Google Classroom</p>
<p>Day 5 June 20 On zoom 2:00-5:00 pm</p> <p>Casey/ Amy</p>	<p>Comprehension</p> <ul style="list-style-type: none"> ● Explicit Instruction in the top half of the rope ● Demonstrate specific research-based instructional strategies to improve reading vocabulary, comprehension, and writing. <ul style="list-style-type: none"> ○ Close reading ○ Note taking ○ Responding to reading 	<p>Pre-work: 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"> 1. Closing in on Close Reading 2. Show & Tell: Take a Closer Look at Close Reading 3. Close Reading and the Reading of Complex Text Are Not the Same Thing 4. Video: Close Reading with Doug Fisher 5. Video: Close Reading with Tim Shanahan - role of re-reading <p>Print off this informational article: How</p>	<p>Presentation</p>

[Well is Your Community Prepared?](#) We will be using this in class for our close read activity.

Add to Resource Tab in Google Classroom

Resource Section:
[CLOSE Reading Resource](#)

[Close Reading 4 Lessons](#)

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[Turn on screen reader support](#)
'Close Reading' Explained

Day 6
June 21
2:00-5:00
On zoom

Amy/Casey

Writing

- Summarize the phases of reading development that lead to proficient reading and writing and plan instruction that is appropriate to level of

	<p>development.</p> <ul style="list-style-type: none"> Utilize reading and writing instruction to promote content area literacy. <p>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</p>		
<p>Day 7 June 22 2/15/21 Async</p>	<p>Specific Strategies in review</p> <ul style="list-style-type: none"> Understand the research-based practices to support students' independent writing. Explain the relationships between fluent word reading, listening comprehension and reading comprehension. 	<p>See the work linked to Google Classroom</p>	<p>Google Classroom Day 7</p>
<p>Day 8. June 23 Async</p>	<p>Lesson Design</p> <ul style="list-style-type: none"> Identify and apply robust instruction and interventions for reading comprehension. 	<p>Directions for the final project</p>	<p>Google Classroom Day 8</p>

JULY 15 ALL Work is due by July 15.

Part 4: Grading Policy

Graded Course

See syllabus and google classroom for the details. All work is due by July 15th. Early submissions are appreciated. If work is not satisfactory you will be able to revise it.

Late Work Policy

Please contact Amy if assignments will be late.

Viewing Grades in Google Classroom

Points you receive for graded activities will be posted to the Google Classroom Grade Book. Select Grades from the Course Administration menu at the top of the screen to view your points.

Part 5: Course Policies

Participation

Students are expected to participate in all online activities as listed on the course calendar.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Google

Classroom unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

If you are unable to complete the course work for any reason, please contact Amy McGovern for further support.

Inform Your Instructor of Any Accommodations Needed

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely manner.

Academic Honesty Policy & Procedures

Academic honesty is a cornerstone of the educational community; therefore, students are expected to understand the standards of academic honesty as they pertain to students' behavior in the classroom.

Plagiarism

It is important for students to acknowledge sources that are used for completing classroom assignments. Plagiarism is a form of academic dishonesty.

Plagiarism may be any one of the following:

1. Verbatim copying without proper documentation of the source(s).
2. Paraphrasing without proper documentation of the source(s).
3. Unacknowledged appropriation of information or ideas from someone else.

If students have any questions about these forms of plagiarism or about an assignment they are preparing, they should ask their instructor for clarification rather than risk unintentional plagiarism.

Cheating

It is important for students to act in an honest and trustworthy manner. Work performed on examinations or other forms of evaluation must represent an individual's own work, knowledge and experience of the subject matter. Students are expected to follow the classroom rules established by the instructor.

Cheating may be any one of the following:

1. Unauthorized looking at or procuring information from any unauthorized sources or from another student's work during an examination or from any work that will be graded or given points.
2. Unauthorized acquiring, reading or learning of test questions prior to the testing date and time.

3. Changing any portion of a returned graded test or report and resubmitting it as an original work to be regraded.
4. Presenting the work of another as one's own for a grade or points.
5. Knowingly assisting another student in cheating.

This list is not all-inclusive and the list itself is not meant to limit the definition of cheating to just these items mentioned.