

Literacy Solutions *and more*, Inc.

Demonstration of Accomplished Practices, Grades K-12

COURSE DESCRIPTION:

Participants will, through a scaffolded curriculum and culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a self-planned, comprehensive research-based reading plan of instruction for all students. Participants will implement plans in their classrooms, discuss and reflect on instruction in learning forums, make adjustments to plans, and return to classrooms for more implementation as they engage in the systematic problem solving process.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Design and develop a culminating curriculum for classroom implementation.
- Plan with and embed research-based reading concepts, assessments, strategies, and tools into plans to aid in implementation.
- Monitor student learning and make adjustments to curriculum as necessary to differentiate and individualize instruction.
- Use data to adjust planning and instruction.
- Select and articulate effective reading concepts and strategies that support student achievement to include the components of reading.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Fisher, D., & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66(3), pp. 179–188. Frey, N., & Fisher, D. (2013). *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*. Thousand Oaks, CA: Corwin Press.
- Fisher, D., Frey, N. (2010). *Reading and the Brain: What Early Childhood Educators Need to Know*. *Journal of Early Childhood Education* 38:103–110
- Fisk, C., & Hurst, B. (2003). [Paraphrasing for comprehension](#). *Reading Teacher*, 57(2), 182-185.
- Kirby, D., Kirby, D., & Liner, T. (2004). *Inside Out: Strategies for Teaching Writing*. (3rd ed.). Portsmouth, NH: Heinemann.
- Nessel, D., Graham, J. M. (2007). *Thinking Strategies for Student Achievement*. Thousand Oaks, CA: Corwin Press
- Paul, R., and Elder, L. February, 2008. Foundation For Critical Thinking, Online at website: www.criticalthinking.org
- 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.
- Vacca, R.T., & Vacca, J. L., (2013). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). Boston, MA: Pearson Custom Publishing.

Literacy Solutions *and more*, Inc.

Recommended Text:

- 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>
- Coleman, R., & Goldenberg, C. (2012). The common core challenge FOR ELLs. *Principal Leadership*, 12(6), 46-51. Retrieved from <http://search.proquest.com/docview/916791977?accountid=35812>
- Downing, J., Brewer, R., Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group.

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.

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

CLASS SCHEDULE:

Module 1: Planning With Data and Setting Learning Targets

1. Participant introductions
2. Reading: Glossary of Reading and Assessment Terms
3. Reading: Using Reading Data for Planning: A Refresher
4. Discussion: Using Reading Data

Module 2: Locating and Accessing Resources

1. Reading: History and Policy of English Language Programs
2. Reading: Evidence-Based Checklist
3. Reading: Identifying and Implementing Educational Practices Supported by Rigorous Evidence
4. Reading: Marzano Research-Based Strategies
5. Questions for Instructor

Module 3: Planning: Reading Comprehension

1. Reading: Universal Design for Learning
2. Reading: Marzano 9
3. Reading: One and All: Reading, Writing, Speaking and Listening Grades K-5

Literacy Solutions *and more*, Inc.

4. Reading: Reading Across the Curriculum for Grades 6-12
5. Assignment: Reading Comprehension Plan Submission
6. Questions for Instructor

Module 4: Implementation: Reading Comprehension Plan

1. Reading: Content and Pedagogy: Refresher
2. Questions for Instructor
3. Reading: Self-Reflection Framework
4. Reflection on Implementation: Reading Comprehension Lesson

Module 5: Planning: Higher Order Critical Thinking

1. Assignment: Higher Order Critical Thinking Lesson Plan Submission
2. Questions for Instructor

Module 6: Implementation: Higher-Order Critical Thinking Plan

1. Reflection on Implementation: Higher-Order Critical Thinking Lesson
2. Questions for Instructor

Module 7: Planning: Oral/Aural Language Development

1. Reading: Developing Oral Language Proficiencies Through Vocabulary
2. Reading: Oral Language, Written Language, and Reading Comprehension
3. Assignment: Oral/Aural Language Plan Submission
4. Questions for Instructor

Module 8: Implementation: Oral/Aural Language Development Plan

1. Reflection on Implementation: Oral/Aural Language Development

Module 9: Planning: Phonological Awareness

1. Reading: Phonological Awareness
2. Phonological Awareness Plan Submission
3. Questions for Instructor

Module 10: Implementation: Phonological Awareness Plan

1. Reflection on Implementation: Phonological Awareness Lesson
2. Questions for Instructor

Module 11: Planning: Phonics and Word Recognition

1. Reading: Guidelines for Phonics and Word Recognition
2. Assignment: Phonics and Word Recognition Plan
3. Questions for Instructor

Module 12: Implementation: Phonics and Word Recognition Plan

1. Reflection on Implementation: Phonics and Word Recognition Lesson
2. Questions for Instructor

Module 13: Planning: Writing Lesson

1. Reading: Developmental Writing – Grades K-5
2. Reading: Content Area Writing – Grades 6-12
3. Assignment: Writing Lesson Plan Submission
4. Questions for Instructor

Module 14: Implementation: Writing Lesson Plan

1. Reflection on Implementation: Writing Lesson
2. Questions for Instructor

Module 15: Planning: Fluency and Endurance – Building Reading Muscle

1. Reading: Reading Fluency
2. Assignment: Fluency and Endurance Plan Submission

Literacy Solutions *and more*, Inc.

3. Reading: Word Recognition and Fluency Activities
4. Questions for Instructor

Module 16: Implementation: Fluency and Endurance Plan

1. Reflection on Implementation: Fluency and Endurance
2. Questions for Instructor

Module 17: Planning: Academic and Domain Specific Vocabulary

1. Reading: Research-Based Vocabulary Practices for All Content Areas
2. Assignment: Academic and Domain Specific Plan Submission
3. Questions for Instructor

Module 18: Implementation: Academic and Domain Specific Vocabulary Plan

1. Reflection on Implementation: Academic and Domain Specific Vocabulary
2. Questions for Instructor

Module 19: Lesson Re-Teaching: Modifications to Instruction

1. Reading: Database of Reading Resources
2. Questions for Instructor
3. Assignment: Lesson Modifications

Module 20: Reflection and Culminating Portfolio Final Project

1. Wiki Share
2. Final Course Reflections
3. Certificate of Completion

