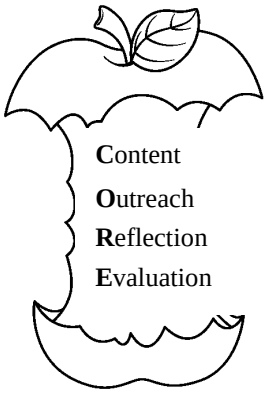
Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE/MLE 4280 Content Area Reading in the Elementary,
Middle and Secondary School



Instructor: April Flood
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Office Hours: Tuesdays/Thursdays 1 – 2 ; Tuesdays 3:45 – 4:45; Wednesdays 10 – 11; or by appt.
Phone: 217-581-5728 (Messages Only)
Class Meetings: Tuesdays from 7 p.m. – 9:30 p.m.
Semester: Fall 2016

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies and societies.

Course Description: Techniques for providing appropriate reading instruction in proper sequence for students in grades sixth through 12 (3-0-3).

Prerequisites & Concurrent Enrollment: ELE 3281 for early childhood; ELE 3280 for elementary; ELE 3280 and MLE 3110 for middle level; or permission of department chair. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose: This course is designed to convey to elementary/middle school/secondary pre-service teachers the understanding that they have a serious responsibility to provide students with the instructional support necessary to comprehend content textbooks. To achieve this end, class members will become familiar with several perspectives of the reading process and will acquire multiple strategies for teaching the reading skills using content textbooks, reading textbooks, and other reading materials.

Course Textbook:
ELE Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2010). *Content Area Reading and Literacy: Succeeding in Today's Diverse Classroom (6th ed.).* Boston: Allyn & Bacon.
MLE Vacca, R., Vacca J., & Mraz, M.(2014) *Content area reading (11th ed).* Boston: Pearson.

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp 10-13)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th ed). Boston: Pearson.

Dispositions:
Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/or Live Text requirements are rated by the instructor to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards
Course requirements are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx

- Association for Middle Level Education:
  http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Outcomes Specific to ELE-MLE 4280:

i. Demonstrates an understanding that the reading process involves an active, purposeful construction of meaning through the interactions of background knowledge/prior experiences, text information, and the context of the reading situation when designing content area instruction.
IPTS 6B, 6G, 6I, 6O;
IRA 1.1, 1.3, 4.1, 5.2, 5.4;
ILRT 1F, 1J;
ACEI 3.1, 3.2, 3.3, 5.1
AMLE B2c; C4a
SEL 2B, 2C
NAEYC 1A, 1B, 1C, 5A, 5B, 5C
Dispositions EC, SDE, IWS, PTSL

ii. Analyzes instructional approaches and designs appropriate and varied content area literacy methodology that is to be implemented before, during, and after reading (i.e., vocabulary, comprehension and fluency) to create a motivating context.
IPTS 6A, 6F, 6I, 6L, 6M, 6N;
IRA 2.1, 2.2, 3.3, 3.4, 4.2, 4.3, 5.4;
IL RT 1G;
SEL 3B
ACEI 3.1, 3.4, 5.1
AMLE B2a; C4a; C4b
NAEYC 1A, 1B, 1C
Dispositions EC, SDE, IWS, PTSL

iii. The competent teacher elicits students' motivation by evaluating developmentally appropriate instructional practices to support students' reading, writing, oral communication, and aspects of visual literacy (viewing and visually representing) to increase content learning.
IPTS 6A, 6D, 6F, 6I, 6M, 6P,
IRA 1.1, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3. 5.4, 6.2;
IL RT 1G, 1L
ACEI 3.4
AMLE C4a; C4b
SEL 2B, 2C
NAEYC 1A, 1B, 1C
Dispositions: PEP, EC, SDE, IWS, PTSL

iv. Designs, selects, modifies, and evaluates a wide range of content-specific materials (including print-based texts and electronic resources) that enable students to analyze, synthesize, evaluate, and construct meaning from a variety of narrative/expository text structures and genres.
IPTS 6B, 6G, 6O, 6P;
IRA 2.3, 5.1, 5.3;
IL RT 1H, 1J, 1K, 3F;
SEL 2B
ACEI 3.1, 3.2, 5.1
AMLE B2a; B2c; C4a; C4b
NAEYC 5A, 5B, 5C
Dispositions SDE, IWS, PTSL

v. Applies modeling, explanation, practice, and feedback to teach students to self-monitor and apply comprehension strategies independently, appropriate to the content learning.
IPTS 6L, 6M, 6N,
IRA 3.1, 3.2, 3.3, 3.4, 5.3;
IL RT 1I;
SEL 2C, 3B
ACEI 3.1, 5.1
AMLE C4a; C4b
NAEYC 3A, 3B, 3C
Dispositions EC, IWS, PTSL

vi. Applies a variety of appropriate diagnostic, formative, and summative assessments to identify students' literacy needs, monitor student progress, measure student growth, and evaluate student achievement of specific literacy

standards and outcomes in order to make data driven decisions and adjust practices to meet the needs of each student.
IPTS 6L, 6O,
IRA 3.1, 3.2, 3.3, 3.4;
IL RT 1D, 1I, 3C,
SEL 3B
AMLE C4a
ACEI 3.1, 3.2, 3.3, 5.1
NAEYC 1A, 1B, 1C, 3A, 3B, 3C
Dispositions EC, SDE, IWS, PTSL

Reading Teacher Standard 1:
Knowledge Indicators - The competent reading teacher:
1D. is aware of trends, controversies, and issues in reading education.
1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
1G. understands the differences between reading skills and strategies and the role each plays in reading development.
1H. knows a wide range of quality literature for students.
Performance Indicators - The competent reading teacher:
1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
1J. locates, evaluates, and uses literature for readers of all abilities and ages.
1K. uses various tools to estimate the readability of texts.
1L. uses technology to support reading and writing instruction.

Reading Teacher Standard 3:
Knowledge Indicators - The competent reading teacher:
3A. knows State and national educational standards that are relevant to reading education.
3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.
Performance Indicators - The competent reading teacher:
3F. participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

Course Requirement	Demonstrated Competencies	Standards
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.	ACEI: 5.1 NAEYC: 5A, 5B AMLE: C4a; C4b Dispositions: PEP, EC, SDE, IWS
Book Talk and Annotated Bibliography	Student develops a content-based annotated bibliography representing diverse populations in the choice of literature that match children's interests and cultural backgrounds. The annotated bibliography will include various genres, including narrative and informational text, Students will identify text features and demonstrate understanding of the role, perspective, and purpose of text in the content areas. In addition, student plans for instruction by offering a creative book talk that reflects understanding of differentiated instruction, the use of authentic resources, and alternative assessment.	ACEI: 3.1, 3.2, 3.3 NAEYC: 1A AMLE: B2a; C4b Dispositions: PEP, EC, SDE, PTSL, IWS
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and support interaction in the classroom. Within the literature circle roles, the students will engage	ACEI: 3.4 IPTS: 6I, SEL: 2B, 2C NAEYC: 1A

	in Close Reading using text-based evidence to answer text-dependent questions. When taking on the Vocabulary role, students will identify Tier 2 and Tier 3 academic vocabulary. Text complexity, including qualitative and quantitative measures, will be determined by the literature circle groups.	AMLE C4a; C4b Dispositions: PEP, EC, SDE, PTSL, IWS
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal. Responses will include a reflection of how the information is important to the teacher, student, and classroom.	ACEI: 1, 2.1, IPTS: 6A, 6B, 6D, 6I, 6F, 6G, 6L, 6N SEL: 2C, NAEYC: 1B, 3A, 3B, 3C, 5A, 5B AMLE: C4b Dispositions: PEP, EC, SDE, IWS
Reading Strategies Notebook/Presentation	Using the EQUIP lesson plan format, students will include Tier 2/Tier 3 academic vocabulary to create a lesson plan implementing a research-based strategy aligned to the CCSS. Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. The student presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for accommodations for struggling readers, English Language Learners, and an overall diverse student body. The lesson plan will model and support the conventions of language.	ACEI: 3.1, 3.2, 3.4, 5.1 IPTS: 6A, 6I, 6L, 6M, 6O, 6P, SEL: 2C, NAEYC: 1C, 5C AMLE: C4a; C4b Dispositions: PEP, EC, SDE, IWS, PTSL
Writing Assignment	Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. These concepts and skills include, but are not limited to: • Determine and synthesize central ideas or conclusions of multiple and divergent sources • Explore, integrate, and assess the credibility and accuracy of evidentiary sources • Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts • Demonstrate audience-awareness • Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format.	IPTS: 6B, 6G, 6J, 6I, 6O, 6P IRA 1.1, 1.3, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4; ILRT 1F, 1H, 1J, 1K, 3F, SEL: 3B, NAEYC: 3A, 3B, 3C, 5A, 5B AMLE: B2a, B2c; C4a, C4b Dispositions: EC, PTSL, SDE, PEP
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	ACEI: 5.1 Dispositions: PEP, EC, SDE, IWS

Course Requirement	**Demonstrated Competencies**	**Points/Due Date**
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work. Participation points will be taken for	**65 points (in class)**

	in class activities using informal assessment tools such as admit slips, exit slips, and reflections.	
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.	**100 points – Final Exam will be on Tuesday, December 13th from 7:30 p.m. – 9:30 p.m.**
Book Talk and Annotated Bibliography	Student develops a content-based annotated bibliography representing diverse populations in the choice of literature that match children's interests and cultural backgrounds. The annotated bibliography will include various genres, including narrative and informational text, Students will identify text features and demonstrate understanding of the role, perspective, and purpose of text in the content areas. In addition, student plans for instruction by offering a creative book talk that reflects understanding of differentiated instruction, the use of authentic resources, and alternative assessment. **Book Trailer information is posted in d2L. You will need to post your trailer on YouTube and share the link in the Discussion Board in d2L. A rubric, which will be used to assess this assignment, has been created and posted in d2L. There are multiple links in d2L for you to use as resources.**	**Book Trailer (20 points) Due: Nov. 29th, 7 p.m. Students will complete a book trailer, post it on YouTube, and share the link on the Discussion Board.** **Annotated Bibliography (30 points)** **Due via d2L by 7 p.m. on October 18th.**
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and support interaction in the classroom. Within the literature circle roles, the students will engage in Close Reading using text-based evidence to answer text-dependent questions. When taking on the Vocabulary role, students will identify Tier 2 and Tier 3 academic vocabulary. Text complexity, including qualitative and quantitative measures, will be determined by the literature circle groups. Students will share literature circle findings with whole class. You will be assigned to two literature circle groups. For each literature circle, you will have specific chapters (pages) that must be read before you complete your posts. You will need to post your initial thread in d2L before you will be allowed to see the other posts in your group and before being able to respond to others. You will need to respond to each person in your group at least one time for each post.	**10%** **Literature Circle I (20 points) Literature Circle II (20 Points) Trading Card (10 points)** ***Literature Circle 1*** ***Due Dates:*** **Post One – 7 p.m. Sept. 6th Commentary on posts – 7 p.m. Sept. 13th** **Post Two – 7 p.m., Sept. 13th Commentary on posts 7 p.m. on Sept. 20th** **Post Three – 7 p.m., Sept. 20th Commentary on posts**

		7 p.m. Sept. 27th **Post 4 – 7 p.m., Sept. 27th** **Commentary on posts** **7 p.m. Oct. 4th** ***Literature Circle 2 Due Dates:*** **(Original posts are due by 7 p.m. on the due dates. Commentaries on all posts in your group are due by 7 p.m. on the due date.)** **Post 1 – Oct. 11th** **Commentary – Oct. 18th** **Post 2 – Oct. 18th** **Commentary – Oct. 25th** **Post 3 – Oct. 25th** **Commentary – Nov. 1st** **Post 4 – Nov. 1st** **Commentary – Nov. 8th** **Trading Card Due Date:** **Nov. 29th, 7 p.m., via d2L dropbox**
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal. Responses will include a reflection of how the information is important to the teacher, student, and classroom.	**15%** **6 points per chapter** **All responses are due by 7 p.m. on the due dates via d2L.** **Due Dates:** **Aug. 30th – Ch. 1** **Sept. 6th – Ch. 2** **Sept. 13th – Ch. 3** **Sept. 20th – Ch. 4** **Sept. 27th – Ch. 5** **Oct. 4th – Ch. 6** **Oct. 11th – Ch. 7** **Oct. 18th – Ch. 8** **Oct. 25th – Ch. 9** **Nov. 1st – Ch. 10** **Nov. 8th – Ch. 11** **Nov. 15th – Ch. 12**

Reading Strategies Notebook/Presentation	Using the EQUIP lesson plan format, students will include Tier 2/Tier 3 academic vocabulary to create a lesson plan implementing a research-based strategy aligned to the CCSS. Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. The student presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for accommodations for struggling readers, English Language Learners, and an overall diverse student body. The lesson plan will model and support the conventions of language.	**10 points – Notebook including all Lesson Plans and materials from class. Notebooks are due Tuesday, Dec. 6th at 7 p.m. at the beginning of class.** **20 points – Lesson Plan** **Each student will be assigned a strategy to present to the class. Students will sign up for presentation dates.** **A copy of the EQUIP lesson plan will be distributed to each student and teacher at the beginning of the lesson presentation.** **20 points - Presentation** **Each student will present an assigned strategy to the class incorporating a trade book or other authentic text. Students will sign up for presentation dates.**
Writing Assignment	Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. These concepts and skills include, but are not limited to: • Determine and synthesize central ideas or conclusions of multiple and divergent sources • Explore, integrate, and assess the credibility and accuracy of evidentiary sources • Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts • Demonstrate audience-awareness • Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format.	**35%** **Sources (10 points)** **Due Sept. 6th in dropbox in d2L by 7 p.m.** **Sources must be in APA format.** **Detailed Outline (15 points) Due Sept. 27th in d2L by 7 p.m.** **Include Roman**

	Students will use a minimum of 5 peer-reviewed journal articles to write a literature review on content area reading. All topics must be pre-approved. Your literature review must be on one to three literacy strategies you can use in your main content area. I would recommend using comprehension or vocabulary strategies. These strategies can be for use before reading, during reading, or after reading. **Possible sources:** **We will go to Booth Library (e-classroom #4450) on Tuesday, August 30th to work on finding sources.** **The Reading Teacher** **Illinois Reading Council Journal** **Middle School Journal** **The Clearing House: A Journal of Educational Strategies, Issues, and Ideas** **Middle Level Learning** **Science Scope** **(Other sources will be considered.)**	**numerals for each paragraph. Include at least three points being discussed in each paragraph with last name of references in parentheses. Include introductory and conclusion in outline.** **Rough Draft (50 points) Due Oct. 25th in d2L by 7 p.m. Must include a minimum of 5 full pages including introduction, conclusion, and one additional page for sources. A title page is not included in the five minimum pages.** **Final Paper (100 points) Due Dec. 6th in d2L by 7 p.m. Must be a minimum of 5 full pages - 6 pages with sources (sources must be included). 7 pages minimum if you include a title page.**

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):
Attendance is required for participation, but attendance does not mean participation. Active participation is expected. Due dates have been established. Late assignments will not be accepted. Students are expected to respect his/her teacher and peers. You should not be talking while another person is talking. You are expected to take notes during each class. A portion of this course will require online participation. The Discussion Board in d2L will be utilized. Each student is expected to make initial posts by the assigned dates. ***No late assignments will be accepted.***

All assignments submitted in the dropbox are submitted into Turn-it In. This system checks for plagiarism. Any assignment that is plagiarized will result in an "F" for the assignment and your name being submitted to Student Standards. It can also result in an "F" in the course, depending on the severity of the offense.

Cell phones, laptops, and other electronic devices must be put away during class time. Occasionally, you will need an electronic device for class purposes. When needed, laptops will be available for use. It is inappropriate to use social media during class. It is also inappropriate to work on other homework during class. A disposition referral form will be completed for any student exhibiting negative dispositions.

You will get out of this course what you put into it.

Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%, D = 74 – 66%, F = 65% and below

COURSE OUTLINE

Weeks	Topics	Readings/Videos
Week 1	❖ Understanding Literacy (Shanahan, 2008) ❖ Text Comprehension and Content (Duke & Pearson, 2002) ❖ Research Based Practices	*Allington, R.L., McCuiston, K., & Billen, M. 2015).What research says about text complexity and learning to read. The Reading Teacher, 68(7), 491-501.* *Shanahan, T., & Shanahan, C., (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review, 78, 40 - 59.*
Week 2	❖ Assessing Students in Text ❖ High Stakes Testing (Afflerbach, 2004) ❖ Authentic Approaches to Assessment using various text styles(Fisher & Frey, 2007) ❖ Portfolio Assessment ❖ Recognizing and Assessing Text Complexity (Frey & Fisher, 2013) ❖ Writing Topic: Selection	http://www.corwin.com/rigorousreading/ Video Clips from Chapters 1 – 6 Frey, N., & Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. USA: Corwin Literacy.
Week 3	❖ Struggling Readers and Writers (Allington, 2001) ❖ Explicit Instruction in the Use of Strategies ❖ Models and Supports the conventions of expressive and receptive language ❖ Strategic Reading ❖ Writing Topic: Strategic Location of Multiple, Divergent Sources	
Week 4	❖ Culturally and Linguistically Diverse Learners(Au, 1993) o Awareness of differences and commonalities between the conventions (Cognates) ❖ Variety of strategies and authentic materials to expand Academic Vocabulary (Tier 2 and Tier 3) ❖ Intentional instruction of Comprehension Strategies ❖ Writing Topic: Strategic Writing Strategies (distinguish central ideas or conclusions of multiple, divergent sources)	
Week 5	❖ Learning with Trade Books (Authentic resources that promote differentiation) o Text features o Various Genres o Role, perspective, and purpose o Addressing backgrounds and providing access for English Language Learners o Annotated bibliography ❖ Learning with Electronic Texts ❖ Writing Topic: Strategic Writing Strategies (development of thesis sentence, topic sentences based on evidence/logic derived from multiple, divergent sources)	
Week 6	❖ Bringing Students and Text Together (Lesesne, 2003) ❖ Designing and Planning Text Lessons ❖ Designing and Planning Units of Study ❖ Writing Topic: Submission of (first) Rough Draft	

Week 7	❖ Developing Vocabulary Knowledge and Concepts (Blachowicz, 2006) ❖ Activating Prior Knowledge and Interest ❖ Writing Topic: Receive professor's revision requests for (first) Rough Draft	
Week 8	❖ Guiding Reader-Text Interactions ❖ Instructional Strategies ❖ Reading Guides ❖ Writing Topic: Revise (first) Rough Draft	
Week 9	❖ Writing Topic: Submit (second) Rough Draft for Peer Review;	
Week 10	❖ Integrating Reading and Writing (Atwell, 1998) ❖ Writing Topic: Receive peers' revision requests of (second) Rough Draft	
Week 11	❖ Studying Texts ❖ Graphic Organizers ❖ Study Guides Based on Text Patterns ❖ Writing Topic: Revise (second) Rough Draft	
Week 12	❖ Book Talks ❖ Writing Topic: Submit (third) Rough Draft to professor for review	
Week 13	❖ Content Area Reading Strategies o Challenging text features o Academic Vocabulary (Tier 2/Tier 3) o Text Structure o Literary Devices ❖ Writing Topic: Receive professor's review of (third) Rough Draft Revise	MLE 4280 - Tovani, C., Hartman, L., Moore, R., Button, B., & Tatlock, B. (2006). *Comprehending content: Reading across the curriculum, grades 6-12* Portland, ME: Stenhouse Publishers.
Week 14	❖ Literature Circles (Daniels, 1994) ❖ Writing Topic: (if necessary) submit (third) Rough Draft to professor for review	
Week 15	❖ Research-based Differentiation (Tomlinson, 1999) ❖ Struggling Readers/English Language Learners ❖ Developing skills while modeling English grammar and usage ❖ Accepts children's home language	

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE/MLE4280 References
***Denotes Unit Conceptual Framework References**

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Course Specific Glossary:

Close Reading – The mindful, disciplined reading of a text with a view to deeper understanding of its meaning.

Explicit Instruction – Instruction guided by a teacher, who uses various strategies to help students understand what they are reading.

Reciprocal Reading Instruction – A four-step teacher-directed reading technique that consists of summarizing, questioning, clarifying, and predicting.

Text Complexity – the inherent difficulty of reading and comprehending a text combined with a consideration of reader variables (qualitative components, quantitative components, reader-task components)

Text Dependent Questions – specifically asks a question that can only be answered by referring back to the text being read.

Tier 2 Academic Vocabulary – High frequency words that occur across content areas; often used in conversations and text; strongly influence speaking and reading

Tier 3 Academic Vocabulary – Words specific to a content area (e.g., water cycle – science, island – social studies, quadrilateral – mathematics, verb – English)