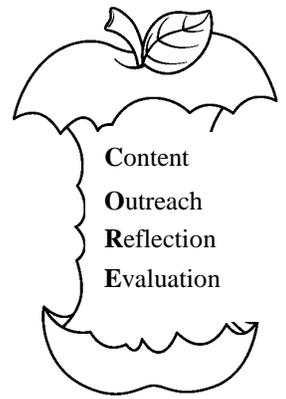


Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE/MLE 4280-001 Content Area Reading in the Elementary,
Middle and Secondary School



Instructor: Dr. Dawn Paulson

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Or scheduled by appointment

Central Office Phone: 217-581-5728 (Messages Only)

Cell Phone: 217-254-6707 (please, no calls or text messages after 10:00 pm)

Semester: Fall 2016

Section: ELE 4280-001

Class Meetings: Room: 2430 Buzzard Hall

Time: Tuesday and Thursdays 8:00am-9:40am

Final: Monday, December 12th from 8:00-10:00am

No Class Meetings: Due to practicum, ELE/MLE 4280 will **NOT** meet from Monday, October 24 until Friday, November 18th. ELE 4280 resumes on Tuesday, November 29th.

Supplemental Materials Required: Class Note Packet

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.ncaete.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:

- 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
- 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
- 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
- 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	Student develops a content-based annotated bibliography representing diverse populations in the choice of literature that match	ACEI: 3.1, 3.2, 3.3 NAEYC: 1A

Bibliography	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.	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 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.	ACEI: 3.4 IPTS: 6I, SEL: 2B, 2C NAEYC: 1A 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: <ul style="list-style-type: none"> • 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	ACEI: 5.1

	sessions and support of peers in group work.	Dispositions: PEP, EC, SDE, IWS
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Course Requirement	Demonstrated Competencies	Points/Due Date
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	30 points throughout the semester
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.	Midterm (40 points) Final (50 points) See Class Calendar
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.	40 points See Class Calendar 30 points and the presentation is worth 10 points)
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.	40 points (20 points each) See Class Calendar
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.	60 points See Class Calendar
Reading Strategies Notebook & Mini Lesson	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.	40 points See Class Calendar
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: <ul style="list-style-type: none"> Determine and synthesize central ideas or conclusions of multiple and divergent sources 	100 points See Class Calendar

	<ul style="list-style-type: none"> • 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. 	
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COURSE OUTLINE

Weeks	Topics	Readings/Videos
Week 1	<ul style="list-style-type: none"> ❖ Understanding Literacy (Shanahan, 2008) ❖ Text Comprehension and Content (Duke & Pearson, 2002) ❖ Research Based Practices 	<p><i>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.</i></p> <p><i>Shanahan, T., & Shanahan, C., (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review, 78, 40 - 59.</i></p>
Week 2	<ul style="list-style-type: none"> ❖ 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 	<p>http://www.corwin.com/rigorousreading/ Video Clips from Chapters 1 – 6</p> <p>Frey, N., & Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. USA: Corwin Literacy.</p>
Week 3	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> ❖ Culturally and Linguistically Diverse Learners(Au, 1993) <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ❖ Learning with Trade Books (Authentic resources that promote differentiation) <ul style="list-style-type: none"> ○ Text features ○ Various Genres ○ Role, perspective, and purpose ○ Addressing backgrounds and providing access for English Language Learners ○ Annotated bibliography ❖ Learning with Electronic Texts 	

	<ul style="list-style-type: none"> ❖ Writing Topic: Strategic Writing Strategies (development of thesis sentence, topic sentences based on evidence/logic derived from multiple, divergent sources) 	
Week 6	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> ❖ Guiding Reader-Text Interactions ❖ Instructional Strategies ❖ Reading Guides ❖ Writing Topic: Revise (first) Rough Draft 	
Week 9	<ul style="list-style-type: none"> ❖ Writing Topic: Submit (second) Rough Draft for Peer Review; 	
Week 10	<ul style="list-style-type: none"> ❖ Integrating Reading and Writing (Atwell, 1998) ❖ Writing Topic: Receive peers' revision requests of (second) Rough Draft 	
Week 11	<ul style="list-style-type: none"> ❖ Studying Texts ❖ Graphic Organizers ❖ Study Guides Based on Text Patterns ❖ Writing Topic: Revise (second) Rough Draft 	
Week 12	<ul style="list-style-type: none"> ❖ Book Talks ❖ Writing Topic: Submit (third) Rough Draft to professor for review 	
Week 13	<ul style="list-style-type: none"> ❖ Content Area Reading Strategies <ul style="list-style-type: none"> ○ Challenging text features ○ Academic Vocabulary (Tier 2/Tier 3) ○ Text Structure ○ 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). <i>Comprehending content: Reading across the curriculum, grades 6-12</i> Portland, ME: Stenhouse Publishers.
Week 14	<ul style="list-style-type: none"> ❖ Literature Circles (Daniels, 1994) ❖ Writing Topic: (if necessary) submit (third) Rough Draft to professor for review 	
Week 15	<ul style="list-style-type: none"> ❖ 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.

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.)

Reading Assignments & Discussion Questions – *It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.*

A. Participation: Class attendance and participation are expected in the course. Participation includes the following: being in class on time (3-5 minutes early), looking and actively listening to those who are speaking, working cooperatively with group members, being prepared for class, and being actively involved in activities and discussions. No electronic devices. This also means that your cell phones are turned off or silenced and put away. Also no computers allowed during class time unless requested by instructor. If an emergency arises please notify the instructor if you are unable to attend class by leaving a message via e-mail. Ten points will be deducted for each unexcused class absence.

B. Preparation for class discussions, assignments, and activities –Students are expected to demonstrate their understanding of assigned readings and homework tasks through class discussions, written examinations, collaborative class projects, and in-class presentations. **Standard college preparation for courses requires a minimum of 2 hours of work outside of class for each credit hour. Please keep this in mind when planning your course schedule and outside commitments.**

C. Course Assignments and Expectations: All assignments must be turned in by the due date, unless approved by instructor. Ten percent (10%) will be deducted for each day an assignment is late. NO course work will be accepted during finals week. All assignments must be completed in an *exemplary* fashion in order to earn an A grade. **Assignments, points, and due dates are subject to change. The instructor will provide detailed instructions and expectations for each assignment.**

D. Examinations: Two tests consisting primarily of objective items with a few short essay questions will be administered to assess student understanding of course content. These tests include one which is scheduled during the semester and a final exam given at the scheduled time for finals. The tests include information from the text, assignments, class activities, lectures and audio-visual materials used.

E. Final Grade: Your final grade will be determined by adding all points earned on all assignments. Absences from class will lower the final grade.

Cell Phone Policy for Exams/Finals: *All cell phones must be put away (out of sight) and turned to the off positions. Any phones that are visible during a midterm or final exam or any phones that ring or vibrate will result in a failing grade for the exam.*

***Assignments and due dates are tentative and subject to change. The instructor will provide detailed instructions and expectations for each assignment.**

Extra Credit: Extra points can be earned by attending professional development opportunities that are designated by the instructor. Reflective writing will be incorporated. See your instructor for further details.

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

Supplemental Explanations for Assignments

(A more thorough explanation of each assignment along with grading rubrics will be provided in class.)

1. Annotated Bibliography

You will develop an annotated bibliography of ten books for a theme related to a curricular content area. The description should include how you would use the books in your classroom, how to differentiate instruction with these books and how these books meet the Common Core State Standards. Incorporate five fiction and five non-fiction literature selections.

2. Literature Circles I and II

Literature Circle I & II will be small group discussions on a common text.

3. Response Journal

A variety of formats will be used to respond to the text or a reading assignment. Details will be given in class.

4. Reading Strategies Notebook and Mini Lesson Presentation

You will select one content area (math, science, history, etc.). You will then choose five strategies (these will be assigned) that are considered best practice for this content area and aligned to Common Core. You will make copies for your classmates of the content literacy strategy that you share with the class during your Mini Lesson. You will write a lesson plan in your chosen content area and incorporate your chosen literacy strategy and a book. You will use the EQUIP lesson plan format, and also include Tier 2/Tier 3 academic vocabulary in your lesson plan. Your lesson plan should be aligned to the CCSS

5. Writing Assignment & Top Hat Graphic Organizer

Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. Students will demonstrate competency through clarity and complexity of writing. The following areas will be discussed:

- The central ideas or conclusions about the literacy strategy from several sources researched.
- What does content area literacy look like in your content area? What do websites and journal articles say about this content area and content area literacy?
- What strategies are age-appropriate for your content area? What specific strategies can you offer for specific texts and/or websites in your content area?
- Conclusion pulls all the information together into a logical summary
- Apply content appropriate prescriptions.
- Conclusion pulls all the information together in a logical summary

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)