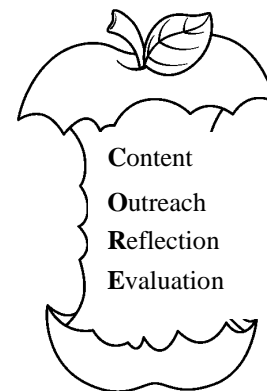**Eastern Illinois University**
Early Childhood, Elementary, and Middle Level Education Department
ELE/MLE 4280 Content Area Reading in the Elementary,
Middle and Secondary School

Content

Outreach

Reflection

Evaluation

Instructor: April Flood
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Office Hours: Mondays/Wednesdays 9:00 a.m. – 10:30 a.m.; Tuesdays 1:00 p.m. – 2:00 p.m.
Phone: 217-581-5728 (Messages Only) **Cell phone number (217) 621-1007**
Class Meetings: Tuesdays/Thursdays 8:00 a.m. – 9:40 a.m.
Semester: Fall 2017

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

Course Description: Strategies and techniques for providing appropriate content-area reading instruction for students in preschool through grade twelve. This course is restricted to teacher education candidates who have successfully met the University teacher education requirements and departmental requirements (3-0-3).WI

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. Concurrent enrollment in ELE 4100 or MLE 4100. 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, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment. Failure to adequately meet dispositional requirements will lead to remedial requirements set forth by the instructor. http://www.eiu.edu/clinical/dispositions.php
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

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- 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
- International Society for Technology in Education http://www.iste.org/standards/standards/standards-for-teachers

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	The student understands the role of effective communication	ACEI: 3.4

and II)	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.	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 nILS (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 ISTE 6J 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.	**50 points**
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.	**20%** **100 points** ***Monday,*** ***December 11th*** ***8 a.m. – 10 a.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. We will view the book trailers in class.** **There is a sample Annotated Bibliography entry in d2L and other sources to assist you.** Students will develop an annotated bibliography with a minimum of 20 books that can be used in a select content area in a specific grade level. The annotated bibliography should include various genres, including narrative and informational text. Each book will be listed using APA citation format. Lexile/ATOS/Interest Reading levels, text features, purpose of text, and a short summary will be listed for each book. This assignment will be submitted using the d2L dropbox. The assignment will be entered into Turnitin through d2L. An example of one citation is provided in the d2L folder listed as "Annotated Bibliography". If you cannot find a Lexile level for a book, you will need to use the Lexile Analyzer at https://lexile.com/analyzer/	**10%** **Book Trailer (20 points)** ***Due: Oct. 10th by 8 a.m. via d2L.*** **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 8 a.m. on Oct. 19th***
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 class.*	**10%** **50 points** **(25 points each)** **Due Dates and roles will be discussed in class.**
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal. Responses will include a reflection of how the	**15%** **75 points**

	information is important to the teacher, student, and classroom.	**6 points for each chapter**
		
		All responses are due by 8 a.m. on the due dates via d2L.
		
		Due Dates:
		Aug. 29th: Ch. 1
		Sept. 5th: Ch. 2
		Sept. 12th:Ch. 3
		Sept. 19th:Ch. 4
		Sept. 25th:
		  Ch. 5 & Ch. 6
		Oct. 3rd:
		  Ch. 7 & Ch. 8
		Oct. 10th:
		  Ch. 9 & Ch.10
		Oct. 17th:
		  Ch.11 & 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 nILS (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%** **50 points** <mark>**10 points – Notebook**</mark> **including all Lesson Plans and materials from class –** *Due Nov. 30th at 8 a.m.* <mark>**20 points – Lesson Plan**</mark> **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.** <mark>**20 points - Presentation**</mark>

		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. **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.** **Recommended sources:** **The Reading Teacher (published by ILA)** **Illinois Reading Council Journal (published by IRC)** **The Clearing House:** A Journal of Educational Strategies, Issues, and Ideas **Science and Children (published by NSTA)** **Language Arts (published by NCTE)** **Social Studies and the Young Learner (published by NCSS)** **Social Education (published by NCSS)** **Young Children (published by NAEYC)** **Teaching Young Children (published by NAEYC)** **(Other sources will be considered.)**	**35%** **Sources:** **Sources must be from a peer-reviewed journal and cited using APA format.** *10 points Due: August 31st via d2L by 8:00 a.m.* **Detailed Outline:** **Include Roman Numerals for each paragraph. Include at least three points being discussed in each paragraph with last name of references in parentheses. The outline must include your introduction and conclusion (in outline form).** *15 points Due Sept. 14th via d2L by 8:00 a.m.*

		Rough Draft: Rough draft 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. *50 points* *Due: Oct. 19th* *via d2L by 8:00 a.m.* **Final Paper:** Your paper must be a minimum of 5 full pages – 6 pages with sources (sources must be included). 7 pages minimum with a title page. *100 points* *Due: Nov. 30th* *via d2L by 8:00 a.m.*

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.

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.

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" for 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 classroom 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

   1) Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

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.

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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)