



SCHOOL of EDUCATION
and HUMAN DEVELOPMENT

EDIS 5310 Differentiated Reading Instruction
Curriculum, Instruction, and Special Education
Prerequisite: EDIS 5221 Reading Foundations

3 Credit Hours

XXXX – XXXX

Tuesday/Thursday 9:30-10:45 OR 11:00-12:15 XXXX Hall 123

Final Project: December XX, 20XX

Instructor

XXXX

Office: XXXX Hall, Room 123

Email: XXXX

Office Hours: Tuesdays 2-3:30 or by appt.

Phone: XXXX (cell)

Description

Reading Foundations (EDIS 5221), Content Area Seminar: Elementary Language Arts (EDIS 5851), and Differentiating Reading Instruction (EDIS 5310) are companion courses designed to prepare preservice elementary teachers to teach language arts in PreK-6 classrooms. Differentiating Reading Instruction focuses on administering and interpreting literacy assessments, as well as planning whole group, differentiated group, and independent instruction based on assessment data for multilevel literacy classrooms. The class is structured to equip preservice teachers with tools to implement evidence-based instruction and provides the opportunity to consider their vital role in providing appropriate instruction for all learners in their future classrooms.

Learning Objectives

By the end of the course, you will be able to:

- Become familiar with the content and administration of commonly used literacy assessments (phonological awareness, decoding and spelling, fluency, vocabulary, and comprehension)
- Understand how to use literacy assessments for instructional decision making
- Understand the role of progress monitoring in the classroom and identify key practices
- Identify evidence-based practice across areas of literacy instruction
- Describe how to provide explicit instruction in phonological and phonemic awareness
- Identify how instruction in phonics and irregular word reading contributes to automatic word recognition
- Explain how to provide explicit instruction in multisyllabic word reading
- Describe the relationship between reading fluency and text comprehension

- Understand the importance of vocabulary and concept knowledge (including background knowledge) to reading comprehension
- Understand the factors that contribute to and affect reading comprehension
- Learn the structures of literary and informational text and how to use that knowledge to improve comprehension
- Plan and implement whole class, differentiated groups, and independent reading instruction using evidence-based practice
- Understand the intervention role the classroom teacher plays and identify key practices to increase the intensity of their instruction to address student needs

Instructional Methods

This course will be delivered in-person on Tuesday/Thursdays from 9:30 AM to 10:45 AM OR 11:00 AM to 12:15 PM (depending on your section) in Ridley Hall 127. To ensure the safety of all faculty and students, all students are required to observe the mask policy while in class. If at some point in the semester, you need to attend the online section's class meetings, please check in with me to Zoom in or have a friend Zoom you in. In the event that we are no longer able to offer an in-person class, we will move to synchronous instruction via Zoom during our regularly scheduled class time. Information about any delivery changes will be sent to your UVA email and will be posted in your Canvas course as an announcement.

Recording Classes

You have permission to record our class meetings for personal use. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the current class. The recording may not be reproduced or uploaded to publicly accessible web environments. You are expected to destroy recordings at the end of the semester unless you receive written instructor permission to retain them or you are entitled to retain them as an accommodation authorized by SDAC. On the whole, please assume you are being recorded; either by students for personal use or by those who receive permission to audio record lectures as an accommodation.

Mode of Instruction

We will use the School of Education and Human Development's learning management platform, Canvas (curryvirginia.instructure.com). Students are expected to activate their UVa ID and use it for access to the class site. Assignments will be submitted there. All course materials and readings with the exception of textbooks will be available on the class website as downloadable documents.

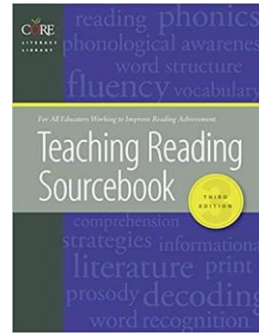
Course Readings

The readings listed below are required for the course and were chosen to supplement and extend our work in class. These selections can be found on the class Canvas site in our weekly agendas. Please refer to your course schedule for the reading schedule. This said, there is a possibility that readings may change as the semester plays out, so please refer to our weekly agendas on our Canvas site.

Course Texts (can add “and Materials” if other materials are required)

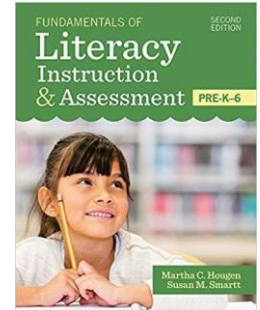
Required

Honig, B. Diamond, L., & Gutlohn, L. (2018). *Teaching Reading Sourcebook* (3rd ed.). Oakland, CA: Consortium on Reading Excellence in Education, Inc.



Recommended

Hougen, Martha; Smartt, Susan. (2020). *Fundamentals of Literacy Instruction & Assessment PreK-6* (2nd ed.). Baltimore, MD: Brookes Publishing.



Instructor-Provided

Blevins, W. (2017). Blending. In *A Fresh Look at Phonics: Common causes of failure and 7 ingredients for success* (pp. 69-90). Thousand Oaks, CA: Corwin.

Daffern, T. (2017). What happens when a teacher uses metalanguage to teach spelling? *The Reading Teacher*, 70, 423-434.

Treiman, R. (2018). Teaching and learning spelling. *Child Development Perspectives*, 12, 235-239.

Course Outline --- subject to change as necessary

Please refer to our schedule in Canvas and our online weekly overviews for more detail about each week’s classes – topics, readings & resources, required activities, and reminders.

Grading

Students in Differentiated Reading Instruction are expected to complete all assignments and will be graded according to the following scale:

| | | | |
|----------|----------|----------|------------|
| A 95-100 | B+ 88-90 | C+ 78-80 | D 65-70 |
| A- 91-94 | B 84-87 | C 74-77 | F Below 65 |
| | B- 81-83 | C- 71-73 | |

Course Requirements and Grading: Please note that simply fulfilling all of the requirements of the course does not automatically guarantee a final grade of A. The quality and scope of all course work are evaluated by the instructor. All assignments must be word-processed using Microsoft Word and submitted through the class website. All assignments must be submitted on the specified due date. Assignments turned in late are subject to point reductions. You can obtain your grade report (unofficial) at the end of the course by going to the Registrar’s website.

<http://www.virginia.edu/registrar/>

Course Requirements and Methods of Evaluation

- Attendance/Preparation/Participation 10% of Total Course Grade
 - *You are expected to attend class regularly and arrive on time.* Attendance for this course is mandatory: class discussions provide you with an invaluable opportunity to learn from the readings, your peers, and me. You are allowed 2 absences with justification/documentation. Anything beyond that will affect your grade. In the spirit of developing as a professional, you

are responsible for reviewing the materials from any missed course period, getting notes and handouts from a classmate, and following up with additional questions. If you are 20 minutes late, it will count as an absence. Two tardies (less than 20 minutes late) will count as one absence. If you have a transportation issue with a placement, please communicate this with me. Note: please see me regarding extenuating circumstances that may affect your attendance. Attendance and tardies will account for half of your participation points.

- *You must be prepared and participate in class activities.* The assigned readings are the foundation for each class session and must be read thoroughly and critically before the class in which they are to be discussed. Discussions with partners, small groups, and the entire class, are all important parts of the class experience. This portion of your grade will be based on 1) your efforts to contribute to effective discussions for each of the activities, 2) the level of preparation your participation demonstrates, and 3) in-class individual/partner/group work that will require a high level of participation. At the conclusion of the semester, you will complete a short self-reflection and assessment of your participation, which will account for the second half of your participation points.

- Assignments to Get Us Started

15% of Total Course Grade

- Simple View of Reading Quick-Write 5%
Due XXXX by 11:59 PM
 - For this assignment, you will turn in a two-page explanation of the Simple View of Reading (SVR) in partners or trios. This framework helped to organize our class and learning in EDIS 5221: Reading Foundations and will continue to guide our thinking in EDIS 5310. With this in mind, we will begin the semester reviewing SVR to ensure a solid understanding before moving forward. You will be expected to address the components at the core of SVR as well as the subcomponents factoring into each.
- Reading Foundations Survey 2.5%
Due XXXX by 11:59 PM
 - Your understanding of the topics covered in your EDIS 5221 course is crucial to our work in EDIS 5310. To ensure we begin the semester with solid footing, you will complete a Reading Foundations Survey through Qualtrics. Your confidence in your knowledge is equally important, so the survey will cover not only content you've learned but also your confidence in your knowledge of this content. Please look out for an email with a link to complete the survey.
- Phonemes Screencast and Spellings 7.5 %
Due XXXX by 11:59 PM
 - As a teacher of reading, you must know the 44 phonemes of the English language as well as common spelling conventions to represent these phonemes (all were covered in EDIS 5221); therefore, we will begin the semester making sure we are all clear on these concepts. For this assignment, you will record yourself producing the 44 phonemes using screencasting (with accompanying PPT provided to you) in Studio through Canvas. You will also complete a chart noting spellings of each phoneme (also covered in EDIS 5221). For example, for long a, you would note: a (favor), a_e (make), ai (rain), ay (tray), ey (they), ei (weight), ea (great). To complete the chart and make the screencast, you can refer to your notes from EDIS 5221: Reading Foundations.

- Literacy Assessments 10% of Total Course Grade
Due XXXXX by 11:59 PM
 - After learning how to administer an oral passage reading and a spelling assessment in class, you will administer an oral passage reading to a student in the simulator. You will also review additional assessment data (spelling and an ORF) and complete your assessment assignment as you consider how these data inform your thinking about this student.

- Lesson Planning 45% of Total Course Grade
 - For these assignments, you will work in pairs or trios (assigned partners that will change with each project). Using assessment data, literacy standards, and evidence-based practices, you will: 1) identify relevant instructional goals, 2) plan a 10 to 20-minute lesson (either whole group or differentiated group) set within a larger context of one week, and 3) consider how formative assessments could be used to gauge progress toward your goals. Detailed student information, directions for projects, and rubrics will be provided on Canvas. The 5 lessons will focus on:
 - Phonics (Due XXXX by 11:59 PM) 7.5%
 - Multisyllabic word decoding (Due XXXX by 11:59 PM) *** 10%
 - Spelling (Due XXXX by 11:59 PM) *** 10%
 - Vocabulary (Due XXXX by 11:59 PM) *** 10%
 - Comprehension (Due XXXX by 11:59 PM) 7.5%*** These are lessons you will try out in the simulator.

- Final Project 20% of Total Course Grade
Due XXXX by 11:59 PM
 - You will be expected to complete a small group final project. This final project will take you through an exploration of a locally used ELA curriculum (Being a Reader). The details for the project will be available prior to the final in-class meeting when we will go over all aspects of the final together during our last class meeting. Please note: This project will take significant time on your part; it is not a final examination that will take a specified time so please plan ahead.

EDIS 5310: FALL Course Schedule

This schedule is subject to change

Our class sessions are Tuesday/Thursday from 9:30-10:45 OR 11:00 – 12:15.

| Weeks | Objectives | Class Activities | Readings & Resources | Graded Items Assignments/Assessments |
|--|--|---|--|--|
| <p>Week 1 <i>August 24 - 26</i></p> <p>Revisit assessment types</p> <p>Common diagnostic measures in elementary schools</p> | <ul style="list-style-type: none"> Know the four types of reading assessments and the purposes and administration of each type. Be familiar with the four main objectives of a comprehensive assessment plan and how each objective relates to a type of assessment. Name three profiles of reading difficulty and describe the issues. Be familiar with recommendations for planning effective reading instruction for ELLs. Demonstrate correct administration and/or interpretation of commonly used literacy assessment: informal reading inventories and spelling inventories. | <ul style="list-style-type: none"> Brief review of main syllabus/schedule topics and Q&A Explore 3 student profiles to reflect word-based difficulty, meaning-based difficulty, and mixed difficulties Consider evidence-based supports for students with diverse linguistic backgrounds, including multilingual learners and speakers of nonmainstream English Review the 4 types of reading assessments, diving into screening and diagnostic tools with our 2nd grade classroom Practice administering, scoring, and interpreting an oral reading passage as well as a spelling inventory | <ul style="list-style-type: none"> Teaching Reading Sourcebook (TRS) “The Big Picture” Revisit Spelling Assessment from WTW from 3221 | <ul style="list-style-type: none"> SVR Quick Write due August 29 11:59 PM Reading Foundations Survey due August 29 11:59 PM (please look out for an email with a link for this survey) |
| <p>Week 2 <i>August 27 - September 2</i></p> <p>Print Awareness</p> <p>Phonological Awareness</p> <p>Letter Knowledge</p> | <ul style="list-style-type: none"> Describe the interrelatedness of the three early literacy domains of print awareness, letter knowledge, and phonemic awareness. Define print referencing and be familiar with how the strategy is applied and implemented. Identify the developmental levels of phonological awareness. Be familiar with the skills at each level and be able to give examples. Be familiar with the critical elements of effective phonemic awareness instruction. | <ul style="list-style-type: none"> Review print referencing lesson during read aloud and use PA as springboard Refine your PA knowledge – count and manipulate phonemes; think about the interplay between skill (i.e., word, syllable, onset-rime, phoneme) and task (i.e., categorize, isolate, blend, segment, manipulate) Explore evidence-based PA routines and practice adjusting instructional scaffolds in response to scenarios | <ul style="list-style-type: none"> TRS Early Literacy Introduction TRS Chapter 3 Print Awareness TRS Chapter 5 Phonological Awareness | <ul style="list-style-type: none"> Phoneme Screencast/Spellings Chart DUE September 5 by 11:59 PM Set up your Simulation for the Literacy Assessment Assignment |

| Weeks | Objectives | Class Activities | Readings & Resources | Graded Items Assignments/Assessments |
|--|---|---|--|--|
| <p>Week 3 <i>September 3 - 9</i></p> <p>Print Awareness</p> <p>Phonological Awareness</p> <p>Letter Knowledge</p> | <ul style="list-style-type: none"> Identify letter characteristics that can affect the learning of letter names; identify letter-name properties that are useful for learning letter sounds. Be familiar with instructional strategies for teaching letter recognition, letter formation, and letter-sound correspondence Plan and implement a letter-sound lesson using identified principles of evidence-based instruction | <ul style="list-style-type: none"> Phoneme practice (following gradual release – I do, we do, you do) Explore evidence-based PA routines and practice adjusting instructional scaffolds in response to scenarios Sort letters by characteristics to explore ways to support learning letter sounds Explore scaffolds for letter-sound learning Plan and practice letter sound introduction to include activities to ‘get an ear’ for a sound (focused PA work), engage with target sound (+cumulative review), and apply target sound | <ul style="list-style-type: none"> TRS Chapter 4 Letter Knowledge TRS Chapter 6 Phonics (pages 196-220 ONLY) | <ul style="list-style-type: none"> Literacy Assessments DUE September 12 by 11:59 PM --- we are moving this to September 19 by 11:59 PM |
| <p>Week 4 <i>September 10 - 16</i></p> <p>Phonics & Beginning Decoding</p> | <ul style="list-style-type: none"> Explain the role of phonics in reading instruction Demonstrate an understanding of the structure of a scope and sequence of phonics features Define automatic word recognition and explain how it is developed and why it’s important Identify types of word-work activities and give examples of each | <ul style="list-style-type: none"> Review how a word ‘sticks’ in our lexicon and how this understanding impacts our instructional decisions with close look at ‘regular’ word routines Explore activities that promote the alphabetic principle as well as those that don’t – consider the why Build and practice word chains as applied practice | <ul style="list-style-type: none"> TRS Decoding and Word Recognition Introduction TRS Chapter 6 Phonics (remainder of chapter after reviewing 196-220 last week) | <ul style="list-style-type: none"> Literacy Assessments DUE September 19 by 11:59 PM |
| <p>Week 5 <i>September 17 - 23</i></p> <p>Phonics & Beginning Decoding</p> | <ul style="list-style-type: none"> Be able to demonstrate different blending routines Describe the purpose and attributes of decodable texts Plan and implement a phonics lesson using identified principles of evidence-based instruction | <ul style="list-style-type: none"> Watch excerpt from the purple book video and explore decodables from various series to discuss ‘what makes a book decodable?’ Practice both continuous and successive blending techniques Follow our word work template to plan and practice a phonics lesson (PA, feature intro, cumulative review, applied practice) | <ul style="list-style-type: none"> Blevins (Blending) | <ul style="list-style-type: none"> Phonics Lesson due September 26 by 11:59 PM |

| Weeks | Objectives | Class Activities | Readings & Resources | Graded Items Assignments/Assessments |
|---|---|---|--|---|
| <p>Week 6 <i>September 24 - 30</i></p> <p>Multisyllabic Word Reading</p> | <ul style="list-style-type: none"> Define syllabication and demonstrate understanding of syllable types Be familiar with using word parts (e.g., affixes and roots) for decoding multisyllabic words Plan and implement a multisyllabic word decoding lesson using identified principles of evidence-based instruction | <ul style="list-style-type: none"> Review syllable types and the process of syllabication Work through a decoding process for big words and an intentional sequence (syllable types and syllabication moving to identify affixes) Plan and practice multisyllabic word lessons to prepare for your simulator session | <ul style="list-style-type: none"> TRS Chapter 8 Multisyllabic Word Reading | <ul style="list-style-type: none"> Set up your Simulation for the Multisyllabic Decoding Lesson Assignment |
| <p>Week 7 <i>October 1 - 7</i></p> <p>October 5 - SIMULATOR</p> <p>Irregular Word Reading</p> | <ul style="list-style-type: none"> Explain why the English writing system is highly regular Distinguish between permanently irregular words and temporarily irregular words Describe guidelines for teaching irregular words Define key terms (e.g., grapheme, phoneme, morpheme) and identify examples of each Map regular words by phoneme-grapheme correspondences | <ul style="list-style-type: none"> Practice your multisyllabic explanation/model and applied practice in simulator Review how a word ‘sticks’ in our lexicon and how this understanding impacts our instructional decisions with close look at ‘irregular’ word routines Think about a scope and sequence and the concept of ‘temporarily irregular words’ Look at HFW lists and sort by decodable vs. irregular Practice evidence-based practice learning irregular words | <ul style="list-style-type: none"> TRS Chapter 7 Irregular Word Reading | <ul style="list-style-type: none"> Multisyllabic Decoding Lesson due October 10 by 11:59 PM |
| <p>Week 8 <i>October 8 - 14</i></p> <p>No Class October 12th - reading day</p> <p>Orthography</p> | <ul style="list-style-type: none"> Demonstrate an understanding of the impact of phonology, orthography, and morphology on spelling Demonstrate an understanding of student spelling development and common target features of spelling across development (e.g., spelling conventions for long vowel patterns) Plan and implement a spelling lesson using identified principles of evidence-based instruction | <ul style="list-style-type: none"> Experience the regularity of the English writing system using the phonology, orthography, or morphology Use spelling samples to identify target areas for instruction | <ul style="list-style-type: none"> Treiman (Teaching and Learning Spelling) Daffern (What happens when a teacher uses metalanguage to teach spelling?) | <ul style="list-style-type: none"> Set up your Simulation for the Spelling Lesson Assignment |

| Weeks | Objectives | Class Activities | Readings & Resources | Graded Items Assignments/Assessments |
|--|--|---|--|---|
| <p>Week 9 <i>October 15 - 21</i></p> <p>Orthography continued</p> | <ul style="list-style-type: none"> ● Demonstrate an understanding of the impact of phonology, orthography, and morphology on spelling ● Demonstrate an understanding of student spelling development and common target features of spelling across development (e.g., spelling conventions for long vowel patterns) ● Plan and implement a spelling lesson using identified principles of evidence-based instruction | <ul style="list-style-type: none"> ● Use spelling samples to identify target areas for instruction ● Practice lessons built to support students negotiating spelling options/conventions (e.g., negotiate long vowel spelling options and use spelling conventions of vowel suffixes) ● Practice giving feedback based on spelling scenarios ● Plan additional activities to apply orthographic knowledge across a week | <ul style="list-style-type: none"> ● TRS Reading Fluency Introduction ● TRS Chapter 9 Fluency Assessment ● TRS Chapter 10 Fluency Instruction <p>(note: I've spaced out the readings but the weeks are off a bit...if you want to read with the topics, then hold off on the fluency chapters.)</p> | <ul style="list-style-type: none"> ● Spelling Lesson assignment due October 24 by 11:59 PM |
| <p>Week 10 <i>October 22 - 28</i></p> <p>Fluency</p> | <ul style="list-style-type: none"> ● Identify and define the components of passage reading fluency (accuracy, rate, prosody) ● Interpret oral-reading fluency norms to develop fluency-building goals with students ● Describe the role of and appropriate use of independent silent reading, assisted reading, repeated reading, and integrated fluency instruction to promote fluent reading in text ● Identify basic criteria for choosing text for fluency instruction and steps used to determine a student's level ● Identify and describe ways that repeated oral reading can be adapted to meet student needs | <ul style="list-style-type: none"> ● Explore text choice for fluency practice ● Consider routines and techniques to increase productivity of independent reading (e.g., text choice, partner reading) ● Learn about evidence-based fluency techniques | <ul style="list-style-type: none"> ● TRS Vocabulary Introduction ● TRS Chapter 11 Specific Word Instruction <p>(note: I've spaced out the readings but the weeks are off a bit...if you want to read with the topics, then read the fluency chapters this week.)</p> | <ul style="list-style-type: none"> ● None |
| <p>Week 11 <i>October 29 - November 4</i></p> <p>Vocabulary Word Specific</p> | <ul style="list-style-type: none"> ● Define academic vocabulary and content-specific vocabulary ● Be familiar with research-based methods for selecting vocabulary words for instruction ● Demonstrate an understanding of how to select specific vocabulary words for instruction ● Describe basic instructional strategies for developing vocabulary ● Utilize instructional strategies that utilize graphic organizers to build word meaning knowledge | <ul style="list-style-type: none"> ● Identify types of vocabulary (tiers with a specific look at academic vocabulary) and extend this to your shared text ● Go through the process of selecting 6-8 critical vocabulary for your shared text and plan student-friendly definitions, contexts (pictures, sentences, questions), and activities to engage (concept of definition map for one word, BWTL activities for all words) ● Practice your vocabulary introduction and contextualized practice | <ul style="list-style-type: none"> ● TRS Chapter 12 Word-Learning Strategies ● TRS Chapter 13 Word Consciousness <p>(note: I've spaced out the readings but the weeks are off a bit...if you want to read with the topics, then read Vocab Intro and Chapter 11 this week.)</p> | <ul style="list-style-type: none"> ● Set up your Simulation for the Vocabulary Lesson Assignment |

| Weeks | Objectives | Class Activities | Readings & Resources | Graded Items Assignments/Assessments |
|--|--|--|---|---|
| <p>Week 12 <i>November 5 - 11</i></p> <p>Vocabulary Word Learning/Word Consciousness</p> <p>Reading Comprehension: Literary Texts</p> | <ul style="list-style-type: none"> Identify effective word-learning strategies Demonstrate an understanding of morphemic analysis and contextual analysis Define categories of language: synonyms, antonyms, homographs, and homophones Define figures of speech: similes, metaphors, and idioms Be familiar with instructional strategies for fostering word consciousness Describe the sequence of steps in explicit strategy instruction Describe types of scaffolding tools Know when and how to apply comprehension strategies to literary and informational text | <ul style="list-style-type: none"> Plan and practice lesson using context clues (e.g., appositives, definition) and word analysis (e.g., base + suffix) to define words using a shared text Begin thinking about word-specific vocabulary with activity defining terms, extending to figurative speech Explore the impact of background knowledge and vocabulary on comprehension and consider how strategies can support comprehension Plan and practice using graphic organizers as an instructional scaffold during explicit instruction | <ul style="list-style-type: none"> TRS Comprehension Introduction TRS Chapter 14 Literary Texts <p>(note: I've spaced out the readings but the weeks are off a bit...if you want to read with the topics, then read Chapters 12&13 plus the Comprehension Intro.)</p> | <ul style="list-style-type: none"> None |
| <p>Week 13 <i>November 12 - 18</i></p> <p>Literary Texts continued</p> <p>Reading Comprehension: Informational Texts</p> <p>November 16/18 - SIMULATOR (this is a schedule change from our original schedule)</p> | <ul style="list-style-type: none"> Know when and how to apply comprehension strategies to literary and informational text Know considerations for the role of sentence comprehension (e.g., connectives, phrases) Be familiar with various research-based strategies, such as summarizing using 'paragraph shrinking,' Question-Answer Relationships, and Collaborative Strategic Reading | <ul style="list-style-type: none"> Practice your vocabulary introduction and contextualized practice in simulator Explore the impact of both local and global coherence as we unpack inference Review TSI and discuss its merit – engagement while reading Plan and practice a whole group TSI lesson using anchor chart and extend to small group for extra practice with another text | <ul style="list-style-type: none"> TRS Chapter 15 Informational Texts <p>(you could push chapters 14 & 15 to this week to stay with the topic)</p> | <ul style="list-style-type: none"> Vocabulary Lesson due November 23 by 11:59 PM (day change from Sunday to Tuesday) |
| <p><i>November 19 - 25</i></p> <p>Thanksgiving Break</p> | <ul style="list-style-type: none"> Enjoy time with family and your week off! | | | |

| Weeks | Objectives | Class Activities | Readings & Resources | Graded Items Assignments/Assessments |
|---|--|--|--|--|
| <p>Week 14 <i>November 26 - December 2</i></p> <p>Reading Comprehension: Informational Texts</p> | <ul style="list-style-type: none"> Know when and how to apply comprehension strategies to literary and informational text Know considerations for the role of sentence comprehension (e.g., connectives, phrases) Be familiar with various research-based strategies, such as summarizing using ‘paragraph shrinking,’ Question-Answer Relationships, and Collaborative Strategic Reading | <ul style="list-style-type: none"> Explain types of informational text structure, identify signal words, and match to graphic organizers Plan and practice how you would introduce a text structure and use as an instructional scaffold to generate main idea during CSR using an anchor chart Extend main idea work to summarization techniques and practice a technique with your text | <ul style="list-style-type: none"> TRS Chapter 15 Informational Texts Set up free Collaborative Classroom and review for familiarity (we’ll do this in class)...for your Final Project | <ul style="list-style-type: none"> Comprehension Lesson --- we are doing this together in class on the 30th (this is a schedule change) |
| <p>Week 15 <i>December 3-7</i></p> <p>Wrapping Up!</p> | <ul style="list-style-type: none"> Demonstrate everything you’ve learned! ☐ | <ul style="list-style-type: none"> Use an adapted version of The Reading League’s curriculum review tool to explore a commonly used core program based on the critical components we’ve discussed and practiced all semester Think forward to your classroom and consider one lesson/area (i.e., sight word learning) – how would you supplement this core lesson based on what we’ve learned? | <ul style="list-style-type: none"> Review Final Project Assignment before class | <ul style="list-style-type: none"> Final Project --- we’re doing this together in class on December 7 |