

Sample Course Syllabus

(Reprinted, in part, with permission from Elaine Cheesman, Ph.D., University of Colorado, Colorado Springs)

Course Title: Multisensory Structured Language Education

Purpose: This is primarily a foundational reading course for struggling readers, although it can be tailored to meet the needs of all beginning readers. The course is suitable for undergraduate/graduate students in teacher training programs.

Course Overview:

This course introduces content and principles of comprehensive literacy instruction for students who struggle with reading and writing and require targeted or intensive intervention. The course includes research-based content and teaching strategies in phonemic awareness, systematic phonics, spelling, reading fluency, vocabulary, and comprehension. Students will plan and implement instruction with a tutorial student based on assessment and response to intervention (RTI). Students will have several opportunities to evaluate one's own teaching and the teaching of other teacher candidates via practicum and videotaped lessons.

Course Objectives:

1. Demonstrate knowledge about the cognitive and environmental factors to develop student literacy in reading, writing, speaking, viewing, and listening, including phonological, orthographic, semantic, and syntactic processing.
2. Demonstrate the ability to plan, organize, and implement scientific research-based instruction based on ongoing assessment and response to intervention (RTI).
3. Develop phonological and linguistic skills related to reading including phonemic awareness; concepts about print, systematic, explicit phonics (both decoding and spelling); and phonetically irregular exception words.
4. Develop reading comprehension and the promotion of independent reading including comprehension strategies for a variety of genre, reading fluency and vocabulary development
5. Support reading through oral and written language development including (a) development of oral English proficiency in students; (b) development of sound writing practices in students including language usage, punctuation, capitalization, & spelling, (c) relationships among reading, writing, and oral language, (d) vocabulary development, and (e) the structure of standard English.
6. Utilize Colorado Model Content Standards in reading and writing for the improvement of instruction.
7. Evaluate skills of instruction. Model techniques and coach others in the use of instructional methods and accommodations.

Assignments and Assessments (graded activities)*

Assignment or Assessment	Description Summary	Assessment Method(s)**	Required Field Component
Learn from the Experts	1) View two video presentations or read two interviews at the website "Children of the Code." www.childrenofthecode.org 2) Write a summary and practical application paper on two presentations.	Meets / does not meet requirements	NA
Reading Quizzes	<i>After</i> finishing the reading assignments for the week, candidates will respond to 10 randomly-assigned questions on e- companion. Discussion with other classmates is <i>encouraged</i> to help you improve your comprehension.	Points	NA
Student Assessment #1	Candidates will administer , score, and interpret (a) the DIBELS Letter Naming Fluency, (b) timed writing of lower-case alphabet, (c) DIBELS Phoneme Segmentation Fluency.	Rubric	3 hours Assess one low-performing field-experience student who is 6 or older.
Student Assessment #2	Administer (before week 3), score and interpret the Beginning Spelling Inventory.	Rubric	3 hours Assess multiple students. Select one low-performing student to use as your tutorial student.
Practica Record and Peer Review	Submit signed Practica Record, 7 lesson plans, and 7 Peer-review Rubrics	Points, Peer and Instructor Feedback	NA
Lesson Plans	Using the Lesson Plan format in this syllabus, candidates will write a multi-day lesson plan that includes (a) instructional objectives and (b) description of activities for your tutorial student.	Rubric	NA
Tutorial Instruction, Progress Monitoring & Analysis	Using the lesson plans submitted, candidates will (a) provide instruction to field-experience tutorial student, (b) collect data on student performance, (c) modify instruction accordingly, (d) Post-test, and (e) write an analysis of instruction. Graduate students: 6 lessons Undergraduate students: 4 lessons	Rubric	22 hours Plan and provide literacy instruction to your tutorial student; collect performance data; monitor progress; analyze instruction.
Videotaped Lesson and Lesson Plan	Candidate will write a lesson plan and video tape that lesson on an assigned topic. Present the videotaped lesson in class on the assigned day.	Rubric Peer feedback	2 hours Videotape a mini-lesson with your student
Midterm Exam	Teacher candidate will respond to questions <i>without</i> notes.	Points	NA
Professional Dispositions	Complete the Professional Dispositions form on TaskStream	Points	NA
Final Exam	Teacher candidate will respond to questions <i>with</i> notes.	Points	NA

* Detailed descriptions of assignments are included in this syllabus.

** Grading rubrics are in Taskstream

Alignment of Course Objectives, Standards, and Conceptual Framework

Course Objective	Assignment, Activity, or Required Reading(s)	STANDARDS (posted on COE Website)					
		CEC	CO PBSCT	SPED Generalist	INTASC	IDA	COE Conceptual Framework
Demonstrate knowledge about the cognitive and environmental factors to develop student literacy in reading, writing, speaking, viewing, and listening, including phonological, orthographic, semantic, and syntactic processing.	<p>Readings: Birsh, J.R. (2011). Carreker & Birsh (2011)</p> <p>Activities: Clicker review</p> <p>Assignments: Reading Quizzes 1 – 7, Mid-term & Final Exam</p>	GC1K1 GC4K1 GC4K7 GC2K5 CC3K1 CC2K5 CC2K6 GC2K1 GC2K3 GC7K4	1 (5.01)	1a, b	1.3	A. (1-7)	2
Demonstrate the ability to plan, organize, and implement scientific research-based instruction based on ongoing assessment and response to intervention (RTI).	<p>Activities: Practica 1 - 7</p> <p>Assignments: Student Assessments #1 & 2 Lesson Plans Tutorial Instruction, progress monitoring and analysis.</p>	CC1K5 GC3S1 GC4K4 GC4S1 GC5S4 GC5S6 CC7S9 CC7S10 CC7S11 CC7S12	1 (5.01.1) 3.5, 6.2, 6.3, 6.6	1a, b, c, g, 6a 5a, a(iv), c(i), ((, g, i(i) 3g, h; 6a, a(i), b, b(i)	2, 3, 6, 7, 8	D (1, 3, 4)	2
Develop phonological and linguistic skills related to reading including phonemic awareness; concepts about print, systematic, explicit phonics (both decoding and spelling); and phonetically irregular exception words.	<p>Readings: Birsh, J.R. (2011). Carreker & Birsh (2011)</p> <p>Activities: Practica 1 - 5</p> <p>Assignments: Lesson Plans Tutorial Instruction, progress monitoring and analysis.</p>	GC3K1 GC3S1 GC4K3 GC4K4 GC4S1 GC4S2 GC4S3 CC7S13	1 (5.01.2) 3.5, 6.2, 6.3, 6.6	1c, e, e(i), e(ii), e(iii), g, 6a	2, 3, 6, 7, 8	E-1, E-2	2
Develop reading comprehension and the promotion of independent reading including comprehension strategies for a variety of genre, reading fluency and vocabulary development	<p>Readings: Birsh, J.R. (2011). Carreker & Birsh (2011)</p> <p>Activities: Practica 6&7</p> <p>Assignments: Lesson Plans Tutorial Instruction, progress monitoring and analysis.</p>	GC3S1 GC4K3 GC4K4 GC4S1 GC4S2 GC4S3 CC7S13	1 (5.01.3) 3.5, 6.2, 6.3, 6.6	1d, e, e(i), e(ii), e(iii), g 6a	2, 3, 6, 7, 8	E-3, E-4, E-5, E-6	2
Support reading through oral and written language development including (a) development of oral English proficiency in students; (b) development of sound writing practices in students including language usage, punctuation, capitalization, & spelling, (c) relationships among reading, writing, and oral language, (d)	<p>Readings: Birsh, J.R. (2011). Carreker & Birsh (2011)</p> <p>Activities: Practica 1 - 5</p> <p>Assignments: Lesson Plans Tutorial Instruction, progress monitoring and analysis.</p>	GC3S1 GC4K3 GC4S1 GC4S2 GC4S3 CC7S13	1 (5.01.4)	1e, e(i), e(ii), e(iii)	2, 3, 6, 7, 8	B	2

vocabulary development, and (e) the structure of standard English.							
Utilize Colorado Academic Standards in Reading and Writing for the improvement of instruction.	Readings: Colorado Standards (2009)		1 (5.01.5)	1f		C	
Evaluate skills of instruction. Model techniques and coach others in the use of instructional methods and accommodations.	Assignments: Lesson Plans						
	Activities: Practica 1 – 7		8.5			A, B	5
	Assignments: Videotaped Lesson						

Required Textbooks:

- Birsh, J. R. (Ed.). (2011). *Multisensory teaching of basic language skills*, 3rd Ed. Baltimore, MD: Brookes. [also required for SPED 4012/5012]
- Carreker, S., & Birsh, J. R. (2011). *Multisensory Teaching of Basic Language Skills Activity Book*. Baltimore, MD: Brookes. [also for SPED 4012/5012]
- Cheesman, E.A. (2009). *Multisensory Structured Language Education Lesson Guide*

References

Books

- Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, MD: Brookes.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Prentice Hall.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.
- Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Brookes.
- Shaywitz, S. E. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.

Journal Articles

- Badian, N.A. (1995). Predicting reading ability over the long term: The changing roles of letter naming, phonological awareness, and orthographic Processing. *Annals of Dyslexia*, 45, 79-96.
- Ehri, L.C. & Wilce, L.S. (1983). Development of word identification speed in skilled and less skilled beginning readers. *Journal of Educational Psychology*, 75, 3-18.
- McKeown, M.G., Beck, I.L., Blake, R. G. K. (2009). Rethinking reading comprehension instruction: A Comparison of instruction for strategies and content approaches. *Reading Research Quarterly* 44(3), 218-253.

Websites

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| University of Iowa <i>Phonetics</i> | www.uiowa.edu/~acadtech/phonetics/# |
| Florida Center for Reading Research | www.fcrr.org |
| Children of the Code | www.childrenofthecode.org |
| National Research Center on Learning Disabilities | http://nrcld.org/ |
| Reading Rockets | www.readingrockets.org |
| LD Online | www.ldonline.org |
| National Right to Read Foundation | www.nrrf.org |

Class Calendar

Week #	Date	Topic – Content <i>IDA Knowledge and Practice Standards</i>	Class Activities & Assignments
1	19-Jan	<p>Course Overview Connecting Research and Practice with RTI A Foundational Concepts <i>(1). Understand and explain the language processing requirements of proficient reading and writing</i></p> <ul style="list-style-type: none"> • <i>Phonological (speech sound) processing</i> • <i>Orthographic (print) processing</i> • <i>Semantic (meaning) processing</i> • <i>Syntactic (sentence level) processing</i> • <i>Discourse (connected text level) processing</i> <p><i>A(2) Understand and explain other aspects of cognition and behavior that affect reading and writing</i></p> <ul style="list-style-type: none"> • <i>Attention</i> • <i>Executive function</i> • <i>Memory</i> • <i>Processing speed</i> • <i>Graphomotor control</i> 	<p>Class Activities</p> <ul style="list-style-type: none"> • Introductions; TaskStream • Choosing an appropriate Field Experience Student • Administer Beginning Spelling Inventory. • Text comprehension strategies. <p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Course Syllabus (on Quiz!) 2. Birsh, <i>Connecting Research and Practice</i> (Birsh, Ch. 1) 3. Carreker & Birsh Activity 2 4. <i>After</i> you complete the readings and activities, take <u>Reading Quiz #1</u>. (This will apply to all future quizzes.) 5. <i>BEFORE WEEK 3</i>, Administer <i>Beginning Spelling Inventory</i> to several students. Select one Tutorial Student who is appropriate for the Field Experience.
2	26-Jan	<p>SBRR and Comprehensive Literacy Curriculum / RTI</p> <p>A Foundational Concepts <i>(1). Understand and explain the language processing requirements of proficient reading and writing</i></p> <ul style="list-style-type: none"> • <i>Phonological (speech sound) processing</i> • <i>Orthographic (print) processing</i> • <i>Semantic (meaning) processing</i> • <i>Syntactic (sentence level) processing</i> • <i>Discourse (connected text level) processing</i> 	<p>DUE: Reading Quiz #1</p> <p>Class Activities</p> <p>Lecture</p> <p>Model Comprehensive Literacy Lesson (phonemic awareness, systematic phonics for decoding and spelling, fluency, vocabulary, comprehension)</p> <p>Insert dividers into MSLE Lesson Guide</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Farrell and Sherman, <i>Multisensory Structured Language Education</i> (Birsh, Ch. 2) 2. Learn from the Experts Paper 3. Reading Quiz #2

Week #	Date	Topic – Content <i>IDA Knowledge and Practice Standards</i>	Class Activities & Assignments
3	2-Feb	<p>Phonological and Phonemic Awareness A Foundational Concepts (4) Know and identify phases in the typical developmental progression of phonological skills. B Knowledge of the Structure of Language Phonology (2) Identify, pronounce, classify, and compare the consonant and vowel phonemes of English. (5) Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling</p> <p>D Interpretation and Administration of Assessments for Planning Inst. (1) Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments</p>	<p>DUE: 1. Learn from the Experts paper 2. Reading Quiz #2</p> <p>Class Activities</p> <ul style="list-style-type: none"> • Model Progress Monitoring with DIBELS <i>Letter Naming Fluency (LNF) and Phoneme Segmentation Fluency (PSF)</i> • Assessing PA & Letter naming / writing fluency <p>Assignments:</p> <ol style="list-style-type: none"> 1. Uhry, <i>Teaching Phonemic Awareness</i> (Birsh, Ch. 5. to p. 132) 2. Cheesman MSLE Lesson Guide, Phonemic Awareness Chapter 3. Carreker & Birsh Activities 8 – 15) 4. Review speech sounds / articulation at : http://www.uiowa.edu/~acadtech/phonetics/# 5. Student Assessment #1: Administer DIBELS Letter Naming Fluency (LNF) and Phoneme Segmentation Fluency (PSF) tests to your tutorial student.
3	9-Feb	<p>Orthography: Alphabet and Handwriting Skills</p> <p>E-6 Structured Language Teaching: Letter ID and Handwriting Handwriting: (1) Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive. (2) Know techniques for teaching handwriting fluency.</p>	<p>DUE: 1. Reading Quiz #3</p> <p>Class Activities</p> <ul style="list-style-type: none"> • Identifying student instructional needs. • Writing measurable objectives. • Model Alphabet (letter identification and handwriting) lessons. <p>Assignments:</p> <ol style="list-style-type: none"> 1. Allen, Neuhaus, & Beckwith, <i>Alphabet Knowledge: Letter Recognition, Naming, and Sequencing</i> (Birsh, Ch. 6) 2. Wolf, <i>Teaching Handwriting</i> (Birsh, Ch. 7) 3. Carreker & Birsh, Activities 23, 26, 28 - 31 4. Cheesman MSLE Lesson Guide, Alphabet Chapter 5. Prepare Alphabet Lesson Practicum

Week #	Date	Topic – Content <i>IDA Knowledge and Practice Standards</i>	Class Activities & Assignments
5	16-Feb	<p>Phonemic Awareness Activities D Interpretation and Administration of Assessments for Planning Inst. (1) Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments (4) Know the range of skills typically assessed by diagnostic surveys of phonological skills, E-1 Structured Language Teaching: Phonology 1) Identify the general and specific goals of phonological skill instruction. 2) Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation). 3) Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds. 4) Understand the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal. 5) Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary. 6) Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.</p>	<p>DUE: 1. Reading Quiz #4 2. Practicum #1: Alphabet 3. Bring to class: Results of DIBELS LNF, PSF</p> <p>Class Activities Identify and pronounce speech sounds. Model PA activities</p> <p>Assignments: Note: The Quiz on these readings will be included in Quiz #5. 1. Review speech sounds / articulation at : http://www.uiowa.edu/~acadtech/phonetics/# 2. Uhry, Teaching Phonemic Awareness (p. 132 – end) 3. Carreker & Birsh, Activities 16 – 19 4. Prepare Phonemic Awareness Practicum</p>
6	23-Feb	<p>Phonics and Word Decoding A Foundational Concepts (4) Know and identify phases in the typical developmental progression of printed word recognition, spelling. (7) Know reasonable goals and expectations for learners at various stages of reading and writing development. B Knowledge of the Structure of Language – Orthography (3) Define grapheme as a functional correspondence unit or representation of a phoneme E-1 Structured Language Teaching: Phonology 5) Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary. E-2. Structured Language Teaching: Phonics and Word Recognition 1) Know or recognize how to order phonics concepts from easier to more difficult. E-6 Structured Language Teaching: Spelling Spelling: (3) Recognize and explain the influences of phonological and orthographic knowledge on spelling.</p>	<p>DUE: 1. Student Assessment #1 and Permission Letters 2. Practicum #2: Phonemic Awareness</p> <p>Class Activities Analyze Spelling Inventory. Analyze results of DIBELS LNF, PSF & letter writing fluency.</p> <p>Assignments: 1. Carreker, <i>Teaching Reading</i> (Birsh, Ch. 8 to page 223) 2. Carreker and Birsh Activity 36 3. Cheesman MSLE Lesson Guide, Review and New Learning Chapters 4. Prepare Practicum #3 5. Practice skills for mid-term.</p>

Week #	Date	Topic – Content <i>IDA Knowledge and Practice Standards</i>	Class Activities & Assignments
7	1-Mar	<p>Reading Strategies: Decodable and High Frequency Words E-1 Structured Language Teaching: Phonology 5) Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.</p> <p>B Knowledge of the Structure of Language – Orthography (3) Define grapheme as a functional correspondence unit or representation of a phoneme (5) Know the difference between “high frequency” and “irregular” words. (6) Identify closed syllables.</p> <p>D. Interpretation and Administration of Assessments for Planning (3) Understand the principles of progress-monitoring and the use of graphs to indicate progress.</p> <p>E-2. Structured Language Teaching: Phonics and Word Recognition (1) Know or recognize how to order phonics concepts from easier to more difficult. (2) Understand principles of explicit and direct teaching: model, lead, give guided practice, and review. (3) State the rationale for multisensory and multimodal techniques.</p>	<p>DUE: 1. Reading Quiz #5 2. Practicum #3: New Learning. Direct instruction of grapheme-phoneme correspondence. 5.01.2 (J, M)</p> <p>Class Activities Reliable decoding strategies, word sorts Chaining words (Carreker Activity 35).</p> <p>Assignments: 1. Carreker, <i>Teaching Reading</i> (Birsh, Ch. 8 p 241-243) 2. Carreker and Birsh Activity 35, 3. Cheesman MSLE Lesson Guide, Reading Chapter (excluding fluency section) 4. Look at feedback for Assessment #1. Make changes as directed. 5. Add 2 Alphabet and 2 PA instructional activities to your Assessment-Based Lesson Template 6. Prepare Practicum #4 7. Practice skills for mid-term.</p>
8	8-Mar	<p>Spelling Strategies: Decodable and High Frequency Words E-1 Structured Language Teaching: Phonology 5) Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.</p> <p>B Knowledge of the Structure of Language – Orthography (3) Define grapheme as a functional correspondence unit or representation of a phoneme (5) Know the difference between “high frequency” and “irregular” words.</p> <p>E-2. Structured Language Teaching: Phonics and Word Recognition (1) Know or recognize how to order phonics concepts from easier to more difficult. (2) Understand principles of explicit and direct teaching: model, lead, give guided practice, and review. (3) State the rationale for multisensory and multimodal techniques.</p> <p>E-6 Structured Language Teaching: Spelling Spelling: (3) Recognize and explain the influences of phonological and orthographic knowledge on spelling.</p>	<p>DUE: 1. Student Assessment #2 2. Practicum #4: Reading</p> <p>Class Activities Model phoneme-grapheme mapping</p> <p>Assignments: 1. Cheesman MSLE Lesson Guide, Spelling Chapter 2. Prepare Practicum #5</p>

Week #	Date	Topic – Content <i>IDA Knowledge and Practice Standards</i>	Class Activities & Assignments
9	15-Mar	<p>Reading Fluency A Foundational Concepts (4) Know and identify phases in the typical developmental progression of reading fluency. (5) Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition and text reading fluency. (7) Know reasonable goals and expectations for learners at various stages of reading development. D. Interpretation and Administration of Assessments for Planning (3) Understand the principles of progress-monitoring and the use of graphs to indicate progress. E-3 Structured Language Teaching: Fluent, Automatic Reading (1) Understand the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read. (2) Understand reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction. (3) Define and identify examples of text at a student's frustration, instructional, and independent reading level. (4) Know sources of activities for building fluency in component reading skills. (5) Know which instructional activities and approaches are most likely to improve fluency outcomes. (6) Understand techniques to enhance student motivation to read.</p>	<p>DUE: 1. Reading Quiz #6 2. Practicum #5: Spelling</p> <p>Class Activities "MID-TERM" EXAM Practice fluency & prosody assessment and instructional strategies. 5.01.3 (W)</p> <p>Assignments: This content will be included in Quiz #6 1. Carreker, <i>Teaching Reading</i> (Birsh, Ch. 8 p 244 - end) 2. Cheesman MSLE Lesson Guide, Reading Chapter - fluency section. 3. Garnett, <i>Fluency in Learning to Read</i> (p. 293 – 302) (Birsh, Ch 10) 3. Birsh. & Schedler, <i>Planning Multisensory Structured Language Lessons</i> (Birsh, Ch. 15) 4. Carreker & Birsh, Activity 34 and 56 4. Prepare Practicum #6</p>
10	22-Mar	<p>Model MSLE Lesson</p> <p>Model a complete MSLE Lesson; answer questions</p> <p>E-2 Structured Language Teaching: Phonics and Word Recognition</p> <p>(4) Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing. (5) Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.</p>	<p>DUE: 1. Multi-Day Lesson Plan 2. Practicum #6: Reading Fluency 5.01.3 (W)</p> <p>Assignments:</p> <p>Give Tutorial Lessons #1 and #2 (in MSLE Lesson Guide) to your student. Collect assessment data for Fluency and Dictated Sentences.</p>

Week #	Date	Topic – Content <i>IDA Knowledge and Practice Standards</i>	Class Activities & Assignments
11	5-Apr	<p>Vocabulary A Foundational Concepts (3) Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).</p> <p>B Knowledge of the Structure of Language: Semantics (8) Understand and identify examples of meaningful word relationships or semantic organization.</p> <p>E-4. Structured Language Teaching: Vocabulary (1) Understand the role of vocabulary development and vocabulary knowledge in comprehension. (2) Understand the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. (3) Know varied techniques for vocabulary instruction before, during, and after reading. (4) Understand that word knowledge is multifaceted. (5) Understand the sources of wide differences in students' vocabularies.</p>	<p>Assignments: Hennessy, <i>Word learning and Vocabulary Instruction</i>, pp. 321 – 354. (Birsh, Ch. 11 up to pg. 354)</p> <p>Give Tutorial Lessons to your student. Review Lecture and take Quiz #7</p>
12	12-Apr	<p>Comprehension Instruction</p> <p>A Foundational Concepts (5) Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, and reading comprehension</p> <p>E-5. Structured Language Teaching: Text Comprehension (1) Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading. (2) Contrast the characteristics of major text genres, including narration, exposition, and argumentation. (6) Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. Practicum #7: Vocabulary 2. Signed Practica Record & copies of lessons 3. Reading Quiz #7 <p>Assignments: Give Tutorial Lessons to your student. Collect performance data for analysis.</p>
13	19-Apr	<p>Lesson presentations / Review for Final Exam Evaluate skills of instruction. Model techniques and coach others in the use of instructional methods and accommodations.</p> <p>E-2 Structured Language Teaching: (4) Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing. (5) Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.</p>	<p>Class Activities Video Lessons (Group 1)</p> <p>Assignments: Give Tutorial Lessons to your student. Collect performance data for analysis.</p>