# Module 6: Increasing Reading Comprehension Syllabus

**Public Consulting Group LLC**

**Course Description:** Increasing Reading Comprehension explores how to provide the type of instruction and practices needed for students to successfully become readers of complex grade-level text. Connections are made to what was learned in the previous online modules about oral language, phonological skills, phonics, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, and vocabulary—and how they all contribute to comprehension. The final module reviews the gradual release of responsibility model and the conceptual models/frameworks embedded throughout the previous modules, and reviews literacy and language practices to help Emergent Bilinguals achieve reading success. The module examines the importance of text selection and effective comprehension strategy instruction. It concludes with an exploration of informal comprehension assessment.

**Course Learning Outcomes:**

- Understand the factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and the use of skills and strategies for close reading of text. (KPS 4E.1, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.4)
- Become familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading. (KPS 4A.1, 4A.2, 4E.1, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.4)
- Understand the levels of comprehension, including the surface code, text base, and conceptual model. (KPS 1.1, 1.3, 1.6, 4F.1, 4F.5)
- Contrast the characteristics of major text genres, including narration, exposition, and argumentation. (KPS 4F.1, 4F.2, 4F.4)
- Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure. (KPS 4F.1, 4F.3, 4F.4)
- Identify the parts of speech and the grammatical role of a word in a sentence. (KPS 4F.1, 4F.3, 4F.4)
- Identify in any text the phrases, clauses, sentences, paragraphs, and academic language that could be a source of miscomprehension. (KPS 4F.1, 4F.3, 4F.4 )
- Identify cohesive devices in text, and inferential gaps in the surface language of text. (KPS 4F.1)
- Explain the major differences between narrative and expository discourse. (KPS 4F.2)
- Understand the similarities and differences between written composition and text comprehension and the usefulness of writing in building comprehension. (KPS 4G.1, 4G.4)
- Interpret measures of reading comprehension and written expression to make appropriate instructional recommendations.

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(KPS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)

**State Standards Covered in This Module of the Course:**

**Standard #1: Learner Development** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments** – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment** – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction** – The teacher plans instruction that supports every student in meeting rigorous

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**IDA KPS Standards Covered in This Module:**

| | Standard 1: Foundations of Literacy Acquisition | |
|---|---|---|
| 1.1 | Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. | |
| 1.2 | Understand that learning to read, for most people, requires explicit instruction. | |
| 1.3 | Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge. | |
| 1.4 | Identify and explain aspects of cognition and behavior that affect reading and writing development. | |
| 1.5 | Identify (and explain how) environmental, cultural, and social factors contribute to literacy development. | |
| 1.6 | Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. | |
| 1.7 | Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). | |
| | **Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia** | |
| 2.3 | Identify the distinguishing characteristics of dyslexia. | |
| 2.4 | Understand how reading disabilities vary in presentation and degree. | |
| 2.5 | Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction. | |
| | **Standard 3: Assessment** | |
| 3.1 | Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. | |
| 3.2 | Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed). | |
| 3.3 | Interpret basic statistics commonly utilized in formal and informal assessment. | |
| 3.4 | Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties. | |

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| | |
|---|---|
| 3.5 | Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques. |
| **Standard 4: Structured Literacy Instruction** | |
| Substandard A: Essential Principles and Practices of Structured Literacy Instruction | |
| 4A.1 | Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction. |
| 4A.3 | Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. |
| Substandard E: Vocabulary | |
| 4E.1 | Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. |
| Substandard F: Listening and Reading Comprehension | |
| 4F.1 | Know/apply in practice considerations for factors that contribute to deep comprehension. |
| 4F.2 | Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation. |
| 4F.3 | Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension. |
| 4F.4 | Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research. |
| 4F.5 | Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes. |
| Substandard G: Written Expression | |
| 4G.1 | Understand the major skill domains that contribute to written expression. |
| 4G.3 | Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation. |
| 4G.4 | Know/apply in practice considerations for the developmental phases of the writing process. |
| 4G.5 | Know/apply in practice considerations for the appropriate uses of assistive technology in written expression. |

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| Standard 5: Professional Dispositions and Practices | |
|---|---|
| 5.1 | Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders. |
| 5.2 | Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. |
| 5.3 | Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments. |
| 5.4 | Respect objectivity by reporting assessment and treatment results accurately, and truthfully. |
| 5.5 | Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. |
| 5.6 | Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA. |
| 5.7 | Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur. |
| 5.8 | Support just treatment of individuals with dyslexia and related learning difficulties. |
| 5.9 | Respect confidentiality of students or clients. |
| 5.10 | Respect the intellectual property of others. |

**Professional Dispositions and Practices Statement:** PCG strives to be an advocate for students who are struggling readers or who have dyslexia or other reading disorders. To the best of our knowledge, PCG assures the following content provided is the most accurate and unbiased representation available, based on current research and scientifically best practices in the field. This content has been developed by a team of subject matter experts who are vetted to have the experience, credentials, and training necessary to develop our content. PCG actively avoids yet acknowledges any conflicts of interest when they occur in the field or with clients and maintains our advocacy to the appropriate treatment and access to instruction for individuals with dyslexia and related learning difficulties. We are committed to providing course content that is aligned with the accreditation and credentialing process supported by the Center for Effective Reading Instruction and the International Dyslexia Association and do so with respect to student and client confidentiality and the intellectual property of others in the development of this course.

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**Course Schedule/Outlines:**

Lesson 1: Introduction

- *Introduction*
- *Objectives*
- *"Professional Dispositions and Practices"*
- *Pre-assessment*
- *Navigation of the learning management system*

Lesson 2: Introduction to Comprehension (KPS 1.3, 1.5, 1.6, 1.7, 4F.4, 4F.5)

This lesson provides an overview of comprehension and explores the major contributors to this domain, including background knowledge, vocabulary, verbal reasoning ability, sentence processing, knowledge of literary structures and conventions, and skills and strategies for close reading of text. This lesson illustrates the factors that contribute to creating skilled readers of complex, grade-level text along with the factors that contribute to why other students struggle with comprehension, including the causes of comprehension deficits in adolescents.

- *Comprehension and the Simple View of Reading along with Scarborough's Reading Rope*
- *Reader Types Predicted by the Simple View of Reading*
- *Language comprehension strands of Scarborough's Reading Rope*
- *What Builds Good Comprehension?*
- *Why Motivate Students to Become Readers?*
- *Considerations for Emergent Bilinguals*

Lesson 3: Text Structures and Text Features (KPS 2.5, 4A.3, 4E.1, 4F.1, 4F.2, 4F.4)

In this lesson, you will learn about the three different types of text structures and how they, along with text features, support comprehension. Next, you will look at four steps that teachers can follow as they select text to support comprehension development, with a checklist based on these steps that teachers can use as a resource when selecting texts for comprehension instruction. Finally, you will learn considerations for choosing text for Emergent Bilinguals.

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- *Using Text Structures to Support Comprehension*
- *Understanding the Difference Between Literary and Informational Text*
- *Expository Text Structures*
- *Argumentative Text Structure*
- *Narrative Text Structure*
- *Teaching Text Structure*
- *Teaching Text Features*

Lesson 4: Sentence Structure and Syntax (KPS 2.5, 4F.1, 4F.3, 4F.4, 4F.5, )

In this lesson, you will explore the role that syntax and sentence structure play in reading as well as writing. We will review the parts of speech as well as introduce phrases and clauses and how they help to develop sentences. Next, we look at those devices that hold sentences and paragraphs together, such as transitional words, phrases, and the use of pronouns and substitutions. Finally, we will consider strategies for unpacking sentences for Emergent Bilinguals.

- *Sentence Structure and Syntax*
- *Tackling Sentence Structure: From Parts of Speech to Parts of a Sentence*
- *Function of Cohesive Devices in Comprehension*
- *Considerations for Emergent Bilinguals: Unpacking Sentences*

Lesson 5: Introduction to Comprehension Strategies (KPS 1.2, 1.6, 1.7, 4A.1, 4F.1, 4F.3, 4F.4, 4F.5)

In this lesson, you will explore how to teach students to use comprehension strategies, how to guide students in high-quality discussions, and how to create an engaging learning environment. This lesson also provides information on understanding the levels of comprehension processing, including the surface code (the literal meanings of words), the text base (the meanings underlying the words), and the conceptual model (the main ideas and details, and their connections to each other and to the context).

- *Research on Reading Strategies*
- *"The Usefulness of Brief Instruction in Reading Comprehension Strategies"*
- *Five Comprehension Strategies Overview*
- *Activate and connect to prior knowledge*

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- *Considerations for Emergent Bilinguals: Building Background Knowledge*
- *Ask and answer questions*
- *Create Mental Images, or Visualize*
- *Monitor and Clarify*
- *Retell, or Summarize*
- *Bundling Strategies*
- *Gradual Release of Responsibility*
- *Inferencing and Comprehension*

Lesson 6: Beyond the Strategies: Method to Support Comprehension (KPS 1.4, 1.5, 1.6, 1.7, 2.4, 4A.3, 4D.2, 4F.1, 4F.2, 4F.4, 4F.5, 4G.1, 4G.4, 4G.3, 4G.5)

As we recall from the article "The Usefulness of Brief Instruction in Reading Comprehension Strategies" by Daniel Willingham, reading comprehension strategy instruction alone will not increase understanding. We discussed the importance of teaching text structures as well as sentence structure and syntax. In this lesson, we are going to focus on a number of methods to support reading comprehension, such as writing, close reading, masterful reading, genre study, and discourse. Two sections will also cover considerations for adolescent learners and Emergent Bilinguals. We will wrap up by returning to our conceptual models/frameworks now that we have completed all of the modules in this course.

- *Writing to Improve Reading Comprehension*
- *Strategic Use of Graphic Organizers in Reading and Writing*
- *Notes and Note-Taking*
- *Annotating Text*
- *Anchor Charts*
- *Discourse*
- *Genre Study*
- *Planning Your Questions*
- *Close Reading*
- *Text Complexity*
- *The Value of Masterful Reads or Read Aloud for Comprehension of Complex Text*
- *Considerations for Emergent Bilinguals: Supporting Engagement in Discussions*

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<u>Lesson 7: Assessing Comprehension</u> (KPS 1.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4F.5)

Now you will review the use of an informal comprehension inventory to assess students' understanding. In this lesson, you will gain insights into the complexities of comprehension assessment and what that means for you as a teacher. You will learn to interpret measures of reading comprehension. You will also learn how written expression supports reading comprehension and will be provided some assessment guidelines. Finally, you will integrate all the learning you have done throughout this study on the science of reading.

- *Overview of Assessing Comprehension*
- *The Assessment Cycle*
- *Universal Screeners for Reading Comprehension*
- *Diagnostic Assessments for Reading Comprehension*
- *Progress Monitoring for Reading Comprehension*
- *Formative Assessments*
- *Informal Comprehension Inventory*
- *Rubrics, Exit Tickets, and Portfolios*
- *Written Expression and Formative Assessments*
- *Outcome/Summative Assessments*
- *Connections to Conceptual Models/Frameworks*

<u>Lesson 7: Closing Activities</u>

- *Closing*
- *Science of Reading Jeopardy*
- *Key Assessment 6*

**Assignments:**

This module is self-paced and includes interactive features to ensure all participants are held accountable for the content. All assignments are embedded into the asynchronous learning content. Types of assignments include the following:

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- Watch/Read and Reflect: Participants will reflect on a video or reading and submit their reflection to their personal portfolio within the learning management system.
- Interactive videos: The learning management system has a series of interactive videos that include drag-and-drop features and real-time corrective feedback.
- Note-catchers: These are designed for participants to download and complete while reading an article or watching a video.
- Checks for Understanding: These are miniature quizzes embedded throughout to keep participants accountable for meeting the course objectives.
- OPTIONAL: Depending on the client, coaching features can be purchased. These can include in-person or virtual coaching sessions related to the reflections completed throughout the modules.

| Lesson | Assignments |
|:------:|-------------|
| 2 | Watch and Reflect: "Thinking About Comprehension" with Nancy Hennessy (KPS 4F.1, 4F.2, 4F.4, 4F.5) |
| 2 | Read and Reflect: *What Builds Good Comprehension?* (KPS 4F.1, 4F.2, 4F.4, 4F.5) |
| 2 | Read and Reflect: "PCG's ELL Instructional Framework: Ensuring Academic Success for English Language Learners" (KPS 1.5) |
| 5 | Read and Reflect: "The Usefulness of Brief Instruction in Reading Comprehension Strategies" by Daniel Willingham (KPS 4F.1, 4F.2, 4F.4, 4F.5) |
| 5 | Watch and Reflect: "Dr. Nell Duke Explaining What Good Readers Do" (KPS 1.1, 1.2. 1.3, 4F.1) |
| 6 | Read, Watch, and Reflect: "Writing to Read: Evidence for How Writing Can Improve Reading" by Steven Graham and Michael Hebert, and "Steve Graham: What Works in Teaching Writing" (KPS 4G.1, 4G.3, 4G.4, 4G.5) |
| 6 | Read and Reflect: "How to Teach Expository Text Structure to Facilitate Reading Comprehension" (KPS 4G.1, 4G.3, 4G.4, 4G.5) |

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| 6 | Watch and Reflect: "Talking About Text: Discussion-Based Approaches to Reading Instruction" (KPS 4F.1, 4F.2) |
|---|---|
| 6 | Watch and Reflect: "Questioning in a Socratic Seminar" (KPS 4F.1, 4F.2) |
| 6 | Read and Reflect: "Reading Comprehension Deficits in Adolescents: Addressing Underlying Language Abilities" (KPS 4F.1, 4F.2, 4F.4, 4F.5) |
| 7 | Check for Understanding: Read and Reflect: Assessment scenarios (KPS 3.1, 3.2, 3.3, 3.4, 3.5) |

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**Required Text/Readings**:

### Accountable Reading Summary

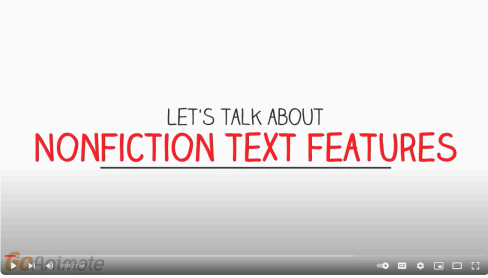| Lesson | Assigned Reading (APA Format) | Pages | KPS Alignment (e.g., KPS 5.10) | Methods of Monitoring Candidate Understanding |
|---|---|---|---|---|
| 2 | Rodriguez, G. (2016). *PCG's ELL instructional framework: Ensuring academic success for English Language Learners.* Public Consulting Group, Inc. http://www.publicconsultinggroup.com/media/1569/pcg_ell_instructional_framework.pdf | Entire article | 1.5, 4A.1, 4A.3 | Check for Understanding quiz |
| 3 | Robertson, K. (n.d.). *Increasing ELL student reading comprehension with nonfiction text*. Reading Rockets. https://www.readingrockets.org/topics/common-core-standards/articles/increasing-ell-student-reading-comprehension-nonfiction-text | Entire article | 1.5, 4F.1, 4F.2 | Check for Understanding quiz |
| 3 | Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). *How to teach expository text structure to facilitate reading comprehension*. Reading Rockets. https://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension | Entire article | 4F.1, 4F.2 | Check for Understanding quiz |

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| Lesson | Assigned Reading (APA Format) | Pages | KPS Alignment (e.g., KPS 5.10) | Methods of Monitoring Candidate Understanding |
|---|---|---|---|---|
| 3 | Wijekumar, K., & Beerwinkle, A. L. (n.d.). *Implementing the text structure strategy in your classroom*. Reading Rockets. https://www.readingrockets.org/topics/comprehension/articles/implementing-text-structure-strategy-your-classroom | Entire article | 4F.1, 4F.2 | Check for Understanding quiz |
| 3 | Kelley, M. J., & Clausen-Grace, N. (2010). Guiding students through expository text feature walks. *The Reading Teacher, 64*(3), 191–195. https://www.readingrockets.org/topics/comprehension/articles/guiding-students-through-expository-text-text-feature-walks#:~:text=Text%20features%20include%20all%20the,and%20captions%2C%20and%20labeled%20diagrams.&text=The%20content%20of%20a%20text%20is%20what%20we%20want%20students%20to%20learn | 191–195 | 4F.1, 4F.2 | Check for Understanding quiz |
| 5 | Willingham, D. (2006/07). The usefulness of brief instruction in reading comprehension strategies. *American Educator, 30*(4), 39–50. https://www.aft.org/sites/default/files/periodicals/CogSci.pdf | 39–50 | 4F.1, 4F.2, 4F.3, 4F.4 | Check for Understanding quiz |
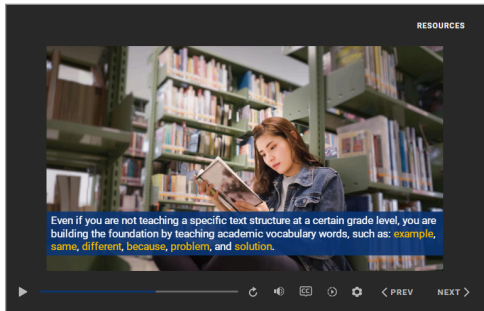
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| Lesson | Assigned Reading (APA Format) | Pages | KPS Alignment (e.g., KPS 5.10) | Methods of Monitoring Candidate Understanding |
|---|---|---|---|---|
| 6 | Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation time to act report.* Alliance for Excellent Education. https://media.carnegie.org/filer_public/9d/e2/9de20604-a055-42da-bc00-77da949b29d7/ccny_report_2010_writing.pdf | 1–26 | 4G.1, 4G.3, 4G.4, 4G.5 | Check for understanding quiz |
| 6 | Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). *How to teach expository text structure to facilitate reading comprehension.* Reading Rockets. https://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension | Entire article | 4G.1, 4G.3, 4G.4, 4G.5 | Reflection |
| 6 | Liben, M., & Liben, D. (2013). *Complete guide to creating text-dependent questions.* Achieve the Core. https://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions | Entire article | 4F.1, 4F.2 | Drag-and-drop interactive video |

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| Lesson | Assigned Reading (APA Format) | Pages | KPS Alignment (e.g., KPS 5.10) | Methods of Monitoring Candidate Understanding |
|---|---|---|---|---|
| 6 | Center for Teaching. (n.d.) *What are the benefits of reading aloud? An instructional format for college-age learners.* https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/What_are_the_Benefits_of_Reading_Aloud_ed.pdf | Entire article | 4f.1, 4F.2 | Check for Understanding quiz |
| 6 | Nippold, M. A. (2017). Reading comprehension deficits in adolescents: Addressing underlying language abilities. *Language, Speech, and Hearing Services in Schools, 48*(2), 125–131. | 125–131 | 4F.1, 4F.2, 4F.4, 4F.5 | Reflection |
| 7 | Busch, T. W., & Lembke, E. S. (2005). *Teaching tutorial 5: Progress monitoring in reading using the CBM Maze procedure.* TeachingLD.org. https://www.teachingld.org/wp-content/uploads/2019/09/mazetutorial.pdf | Entire article | 3.1. 3.2, 3.3, 3.4, 3.5 | Reflection and guided practice |
| 7 | Mijušković, M. (2014). Assessing students' reading comprehension through rubrics. *Mediterranean Journal of Social Sciences 5*(3), 252–256 | 252–256 | 3.1. 3.2, 3.3, 3.4, 3.5 | Check for Understanding quiz |

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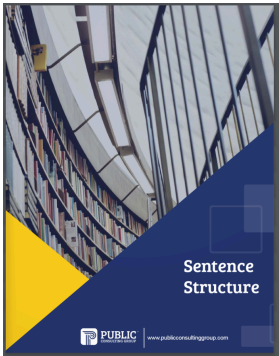
**Required Multimedia (videos, infographics, etc.):**

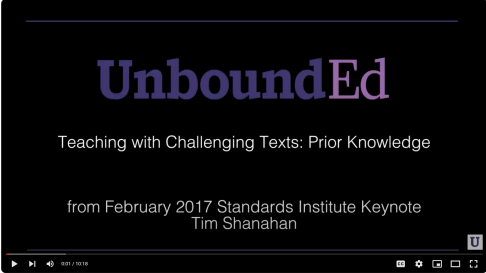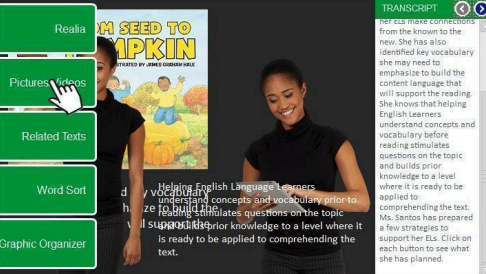| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| **2** | "Thinking About Comprehension" with Nancy Hennessy<br><br>Center for Dyslexia MTSU (2019, December 9). *Thinking about comprehension* (with Nancy Hennessy) [Video]. YouTube. https://youtu.be/HAa04-q3M5M | Video | 4F.1, 4F.2, 4F.4, 4F.5 | Check for Understanding quiz and Reflection<br><br> |
| **3** | Text Structures<br><br>National Center on Intensive Intervention. (2017). *Graphic organizers for text structures*. American Institutes for Research. https://intensiveintervention.org/sites/default/files/GraphicOrganizersPart4-508.pdf<br><br>National Center on Intensive Intervention. (2017). *Identifying expository text* | Interactive video | 4F.2 | Click-and-drag interactive<br><br> |
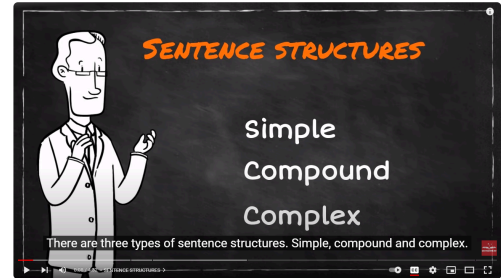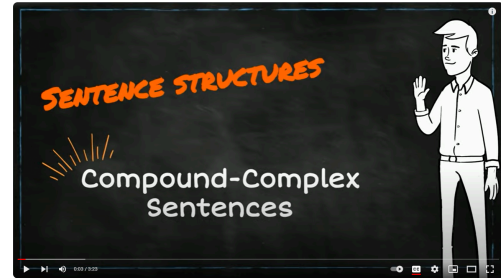
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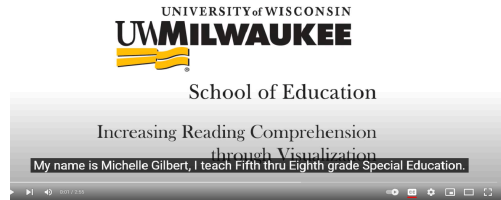| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| | *structure*. American Institutes for Research. https://intensiveintervention.org/sites/default/files/Expository-Text-Structure-508.pdf<br><br>National Center on Intensive Intervention. (2017). *Identifying narrative and expository text structures*. American Institutes for Research. https://intensiveintervention.org/sites/default/files/Narrative-Expository-Text-508.pdf | | | |
| 3 | "Nonfiction Text Structures" with the Bespectacled Librarian<br><br>The Bespectacled Librarian (2015, December 6). *Nonfiction text features* [Video]. YouTube. https://www.youtube.com/watch?v=3mAI9QMJJTo | Video | 4F.1, 4F.2 | Check for Understanding quiz<br><br>LET'S TALK ABOUT NONFICTION TEXT FEATURES |
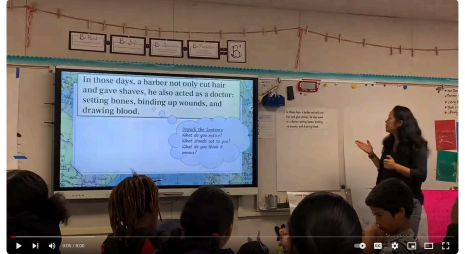
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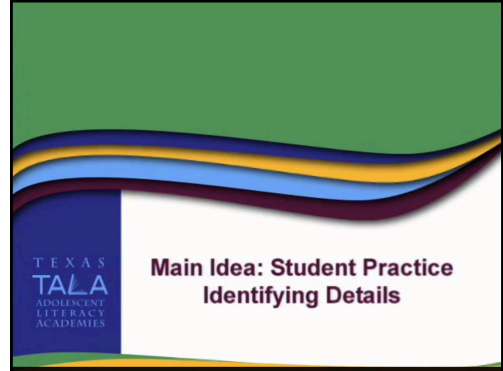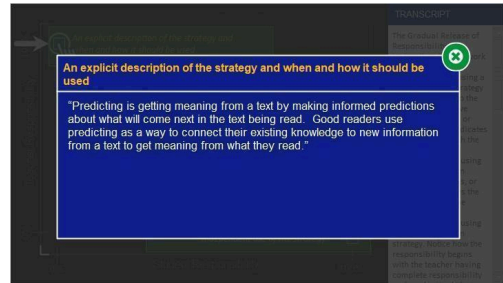| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| **4** | Public Consulting Group. (n.d.). *Parts of speech: A quick review*. https://designrr.page/?id=278086&token=635924738&type=FP&h=7066 <br><br> Van Cleave, W. (2014). *Writing matters: Developing sentence skills in students of all ages* (2nd ed.). W.V.C ED. | Digital flip book | 4F.1, 4F.4 | Check for Understanding quiz <br><br>  |
| **4** | Public Consulting Group. (n.d.). *Sentence structure*. https://designrr.page/?id=278087&token=4276688148&type=FP&h=4558 <br><br> Van Cleave, W. (2014). *Writing matters: Developing sentence skills in students of all ages* (2nd ed.). W.V.C ED. | Digital flip book | 4F.1, 4F.4 | Check for Understanding quiz <br><br>  |

# Module 6: Increasing Reading Comprehension Syllabus

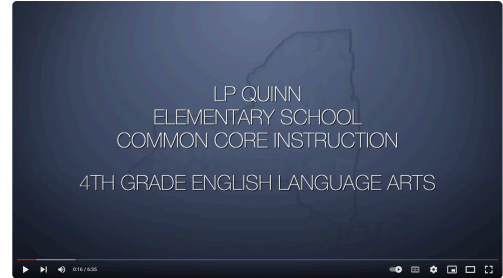| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| 4 | "Simple, Compound, Complex Sentences" by EasyTeaching<br><br>EasyTeaching. (2018, November 16). *Simple, compound, complex sentences | Learning English* [Video]. YouTube. https://youtu.be/smgyeUomfyA | Video | 4F.1, 4F.4 | Check for Understanding quiz<br><br> |
| 4 | "Compound-Complex Sentences" by EasyTeaching<br><br>EasyTeaching. (2020, February 5). *Compound-complex sentences | Learning English | Easy Teaching* [Video]. YouTube. https://youtu.be/eN2NMvUrtP0 | Video | 4F.1, 4F.4 | Check for Understanding quiz<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

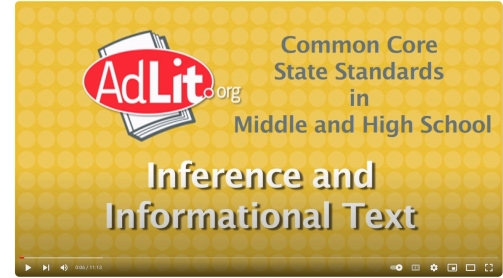| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| **4** | "Classroom Examples of Teaching Complex Text: Butterfly"<br><br>Council of Great City Schools. (2012). *Classroom example of teaching complex text: Butterfly* [Video]. Vimeo. https://vimeo.com/47315992 | Video | 4F.1 | Check for Understanding quiz<br><br> |
| **4** | "Sentence Unpacking for Meaning - Grade 5"<br><br>Anna Ampania. (2019, November 3). *Sentence unpacking for meaning - Grade 5* [Video]. YouTube. https://youtu.be/3Ni-0-1lAjA | Video | 4F.1 | Check for Understanding quiz<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

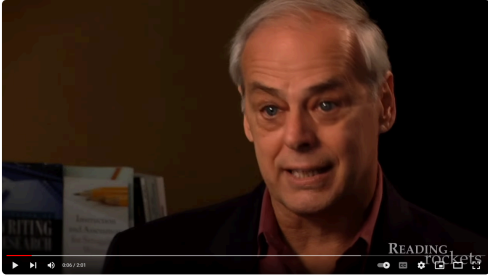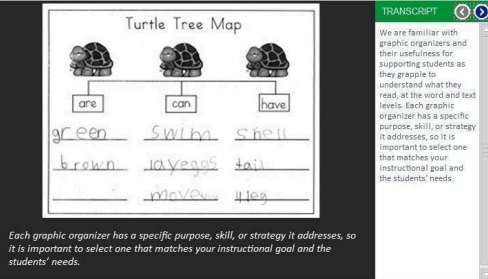| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| 5 | "What Good Readers Do" with Dr. Nell Duke<br><br>TurnaroundSupport. (2013, January 14). *Dr. Nell Duke explaining what good readers do* [Video]. YouTube. https://youtu.be/CgSRH0EYvhU | Video | 1.1, 4F.1 | Checks for Understanding quiz  |
| 5 | Five Comprehension Strategies Overview<br><br>PCG Education. (2016, April). *Thinkquiry toolkit 1: Reading and vocabulary development strategies for college and career readiness* (2nd ed.). Jossy-Bass. | Interactive video | 4F.4 | Checks for Understanding quiz  |

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# Module 6: Increasing Reading Comprehension Syllabus

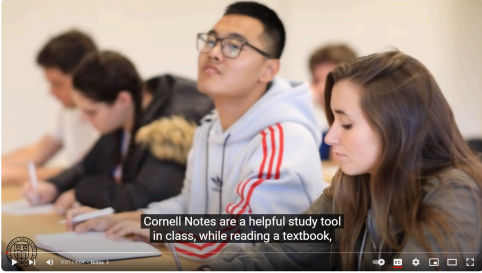| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| 5 | Teaching with Challenging Text: Prior Knowledge<br><br>UnboundEdu. (2017, December 11). *Tim Shanahan - Prior Knowledge and Literacy* [Video]. YouTube. https://youtu.be/YVmuG5I0cx4 | Video | 4F.4 | Check for Understanding quiz<br><br> |
| 5 | Considerations for Emergent Bilinguals: Building Background Knowledge<br><br>Rodriguez, G. (2016). *PCG's ELL instructional framework: Ensuring academic success for English Language Learners.* Public Consulting Group, Inc. http://www.publicconsultinggroup.com/media/1569/pcg_ell_instructional_framework.pdf | Interactive video | 1.5, 4A.3, 4F.4 | Click-and-drag interactive<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

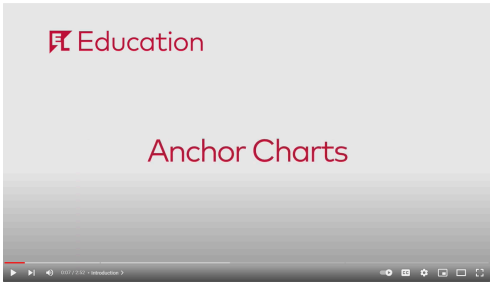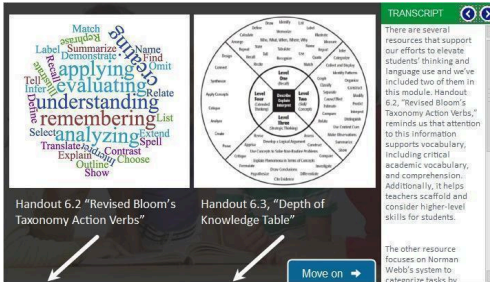| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|:---:|---|---|---|---|
| 5 | "Increasing Reading Comprehension Through Visualization"<br><br>Leah Pounds. (2012, October 22). *Increasing reading comprehension through visualization* [Video]. YouTube. https://youtu.be/Uqdr4w7B5Xs | Video | 4F.5 | Check for Understanding quiz<br><br> |
| 5 | "Story Bits: Retelling Stories to Build Strategies in Real Reading and Real Writing"<br><br>The Balanced Literacy Diet. (2011, November 28). *Story bits: Retelling stories to build strategies in real reading and real writing* [Video]. YouTube. https://youtu.be/eS5My-FFtMk | Video | 4F.5 | Check for Understanding quiz<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

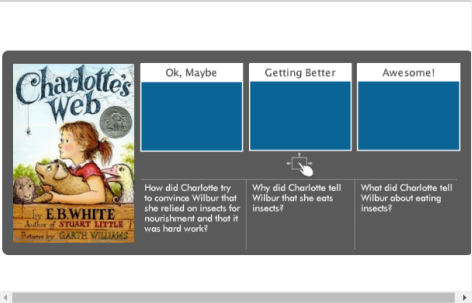| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|--------|----------------------------------|------|-------------------------------|--------------------------------------------------|
| 5 | "Main Idea: Student Practices Identifying Details"<br><br>Texas Adolescent Literacy Academies. (2010) *TALA videos: Main idea: Student practices identifying details* [Embedded video]. Vaughn Gross Center for Reading and Language Arts at University of Texas at Austin. https://meadowscenter.org/resource/tala-videos-main-idea-comprehension/ | Video | 4F.5 | Check for Understanding quiz<br><br> |
| 5 | Gradual Release of Responsibility<br><br>Archer, A. L. & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. The Guilford Press. | Interactive video | 4A.1 | Click-and-drag interactive<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

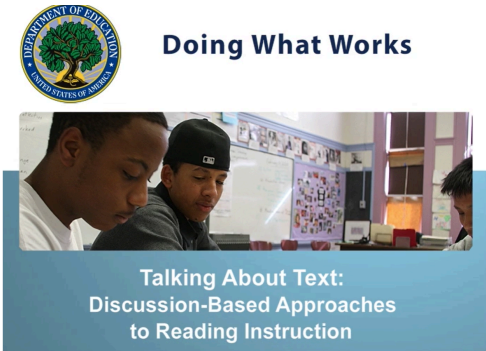| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| **5** | "Grade 4 ELA: Making Inferences Using Details and the Main Idea"<br><br>EngageNY. (2014, September 29). *Grade 4 ELA: Making inferences using details and main idea RI.4.1* [Video]. YouTube. https://www.youtube.com/watch?v=LuLEqWnhbx0&t=249s | Video | 4F.5 | Check for Understanding quiz |
| **5** | "Grade 6 ELA: Inference and Informational Text"<br><br>AdLit. (2014, April 7). *Inference and informational text* [Video]. YouTube. https://www.youtube.com/watch?v=jIjAuz7Vy18 | Video | | Check for Understanding quiz |

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# Module 6: Increasing Reading Comprehension Syllabus

| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|--------|-----------------------------------|------|-------------------------------|-------------------------------------------------|
| **6** | "What Works in Teaching Writing" with Steve Graham<br><br>Reading Rockets. (2013, July 10). *Steve Graham: What works in teaching writing* [Video]. YouTube. https://youtu.be/kIabt03JQY4 | Video | 4G.1, 4G.3, 4G.4, 4G.5 | Check for Understanding quiz<br><br> |
| **6** | Strategic Use of Graphic Organizers<br><br>National Center on Intensive Intervention. (2017). *Graphic organizers for text structures*. American Institutes for Research. https://intensiveintervention.org/sites/default/files/GraphicOrganizersPart4-508.pdf | Interactive video | 4G.1, 4G.3, 4G.4, 4G.5 | Drag-and-drop features<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

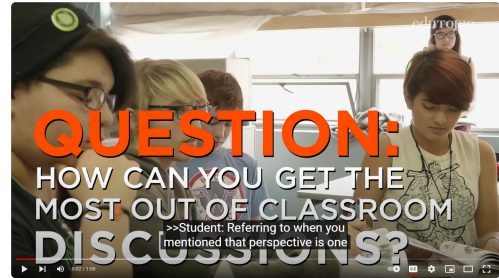| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|--------|----------------------------------|------|--------------------------------|-------------------------------------------------|
| **6** | "How to Use Cornell Notes"<br><br>Learning Strategies Center Cornell. (2019, December 10). *How to use Cornell Notes* [Video]. YouTube. https://youtu.be/nX-xshA_0m8 | Video | 4G.1, 4G.3, 4G.4, 4G.5 | Check for Understanding quiz<br><br> |
| **6** | "Mark it Up! Scaffolding Text Discussion"<br><br>WestEd iStudies. (n.d.). *Mark it up! Scaffolding text discussion* [Video]. Vimeo. https://vimeo.com/165178597 | Video | 4G.1, 4G.3, 4G.4, 4G.5 | Check for Understanding quiz<br><br>Mark It Up! Scaffolding Text Discussion |

# Module 6: Increasing Reading Comprehension Syllabus

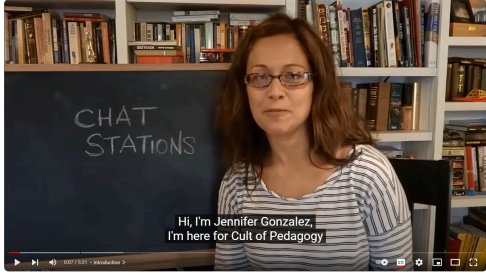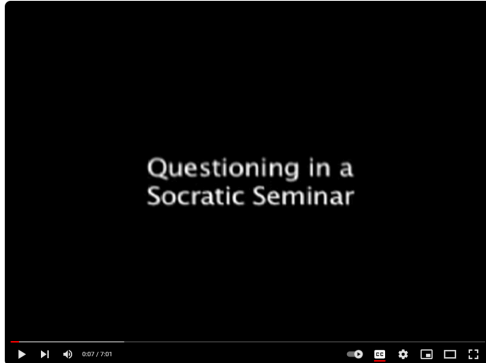| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| 6 | "Anchor Charts: Management in the Active Classroom"<br><br>EL Education. (2018, January 22). *Anchor charts: Management in the active classroom*. YouTube. https://youtu.be/pMvDvqIgDn8 | Video | 4G.1, 4G.3, 4G.4, 4G.5 | Check for Understanding quiz<br><br> |
| 6 | Using Questions: Planning Your Questions<br><br>Liben, M., & Liben, D. (2013). *Complete guide to creating text-dependent questions*. Achieve the Core. https://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions | Interactive video | 4F.1, 4F.2 | Drag-and-drop features<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| 6 | Question Your Question<br><br>Liben, M., & Liben, D. (2013). *Complete guide to creating text-dependent questions*. Achieve the Core. https://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions | Interactive video | 4F.1, 4F.2 | Drag-and-drop features<br><br> |
| 6 | "How to Use Text Dependent Questions in Close Reading" with Timothy Shanahan<br><br>McGraw Hill PreK-12. (2014, June 23). *How to use text dependent questions in close reading* [Video]. YouTube. https://youtu.be/tp0NvUDRY0M | Video | 4F.1, 4F.2 | Check for Understanding quiz and drag-and-drop interactive video<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| 6 | "Talking About Text: Discussion-Based Approaches to Reading Instruction"<br><br>U.S. Department of Education. (n.d.). *Talking about text: Discussion-based approaches to reading instruction* [Video]. Doing What Works. https://dwwlibrary.wested.org/resources/951 | Video | 4F.1. 4F.2 | Reflection<br><br> |
| 6 | "Jigsaw - LEARN Strategy"<br><br>K20 Center. (2016, October 20). *Jigsaw - LEARN strategy* [Video]. YouTube. https://youtu.be/Dvi0ZvOhZs0 | Video | 4F.1, 4F.2 | Check for Understanding quiz<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|:---:|---|---|---|---|
| 6 | "Encouraging Academic Conversations with Talk Moves"<br><br>Edutopia. (2018, November 16). *Encouraging academic conversations with talk moves* [Video]. YouTube. https://youtu.be/kSl4imt0dXg | Video | 4F.1, 4F.2 | Check for Understanding quiz<br><br> |
| 6 | "60-Second Strategy: Fishbowl Discussion"<br>Edutopia. (2018, July 6). *60-second strategy: Fishbowl discussion* [Video]. YouTube. https://youtu.be/JVCFGLVZA3w | Video | 4F.1, 4F.2 | Check for Understanding quiz<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

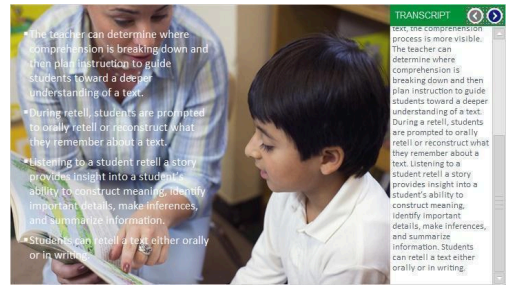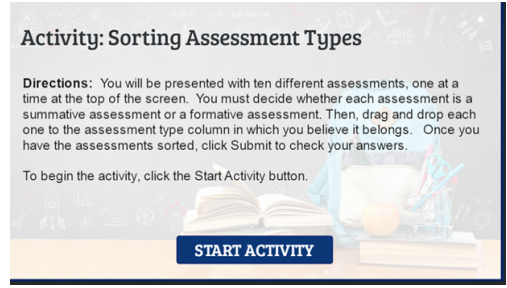| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|--------|----------------------------------|------|-------------------------------|------------------------------------------------|
| 6 | "Chat Stations for Class Discussion"<br><br>Cult of Pedagogy. (2013, October 24). *Chat stations for class discussion* [Video]. YouTube. https://youtu.be/eFUL4yP0vqo | Video | 4F.1, 4F.2 | Check for Understanding quiz<br><br>Chat Stations for Class Discussion |
| 6 | "Questioning in a Socratic Seminar"<br><br>Reading Rockets. (2013, October 16). *Questioning in a Socratic seminar* [Video]. YouTube. https://youtu.be/pVjL6xWzWiQ | Video | 4F.1, 4F.2 | Check for Understanding quiz<br><br>Questioning in a Socratic Seminar |

# Module 6: Increasing Reading Comprehension Syllabus

| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| **6** | Choosing High-Quality Complex Text<br><br>Neuhaus Education Center. (n.d.). *Literary text complexity.* https://neuhaus.org/wp-content/uploads/Text_Complexity.pdf | Interactive video | 4F.1, 4F.2 | Drag-and-drop features<br><br> |
| **6** | "Grade 8 ELA: Close Reading a Speech by Fredrick Douglass"<br><br>EngageNY. (2015). *Grade 8 ELA: Close reading a speech by Frederick Douglass* [Video]. Vimeo. https://vimeo.com/114056114 | Video | 4F.1, 4F.2 | Check for Understanding quiz<br><br> |

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# Module 6: Increasing Reading Comprehension Syllabus

| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|---|---|---|---|---|
| 6 | "Writing Language Objectives" with Dr. Cynthia Lundgren<br><br>Colorin Colorado. (2012, December 4). *Writing language objectives* [Video]. https://youtu.be/del47uaZMJs | Video | 1.5, 4A.3, 4F.4 | Check for Understanding quiz<br><br> |
| 6 | "ESOL Teacher Sheila Majdi: Using Sentence Frames with ELLs"<br><br>Colorin Colorado. (2016, October 3). *ESOL teacher Sheila Majdi: Using sentence frames with ELLs* [Video]. YouTube. https://youtu.be/f3rXwstobh8 | Video | 1.5, 4A.3, 4F.4 | Check for Understanding quiz<br><br> |

# Module 6: Increasing Reading Comprehension Syllabus

| Lesson | Assigned Multimedia (APA Format) | Type | KPS Alignment (e.g., KPS 5.10) | How Instructor Monitors Candidate Understanding |
|--------|----------------------------------|------|--------------------------------|------------------------------------------------|
| 7 | Informal Comprehension Inventory Introduction | Interactive video | 3.1, 3.2, 3.3, 3.4, 3.5 | Drag-and-drop features  |
| 7 | Sorting Assessment Types | Interactive video | 3.1, 3.2, 3.3, 3.4, 3.5 | Drag-and-drop features  |