

## **Literacy Solutions *and more*, Inc.**

### **Research-Based Literacy Strategy For All Content Areas, Grades K-12 Comp 4**

#### **COURSE DESCRIPTION:**

Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. Teachers will learn how to scaffold student learning through the application of research-based reading instruction to include and integrate the six components of reading: oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary. Participants will learn the scaffolds behind each approach that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach to consistently streamline curriculum, curriculum resources, and assessment. Participants completing this course will embed field-tested implementation tools to into planning, preparation, and implementation.

#### **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

- Plan and practice with strategy and implementation across specific content areas.
- Acquire and use the skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
- Restate and articulate the importance and function of research-based receptive and expressive vocabulary instruction to include semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
- Embed the research behind vocabulary instruction, and its role in students' overall understanding of word meanings, repeated practice, and comprehension of print in planning documents.
- Scaffold research-based strategy as it builds student reading muscle through writing practice, teacher modeling, and guided practice using applied principles of research-based reading strategy, particularly for text readability, complexity, coherence, structure, and overall comprehension for native speakers of English as well as English language learners.
- Plan and prepare to teach using research-based strategy to move their students along a continuum of reading success as it builds reading muscle.
- Plan and practice with numerous formal and informal assessment approaches for comprehension, using data to make informed decisions with which to meet the individual needs of students.
- Use research-based literacy strategy in lessons for rigorous application and implementation.
- Use new strategies for rigor in reading and writing across all subject areas.
- Plan and practice with the scaffolding of research-based methods, strategies, and field-tested tools for classroom implementation to aid all learners across all content areas.

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### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Allington, R. (2015). *What Research Says About Text Complexity and Learning to Read*. International Literacy Association: <http://onlinelibrary.wiley.com/doi/10.1002/trtr.1280/epdf>
- Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). "She's my best reader; she just can't comprehend": Studying the relationship between fluency and comprehension. *The Reading Teacher*, 62(6), 512-521. Retrieved from <http://search.proquest.com/docview/203276963?accountid=458>
- Gill, S. R. (2008). The comprehension matrix: A tool for [designing comprehension](#) instruction. *The Reading Teacher*, 62(2), 106-113. Retrieved from <http://search.proquest.com/docview/203281871?accountid=458>
- Marzano, R. J. (2015). *Processing New Information: Classroom Techniques to Help Students Engage with Content*. Marzano Laboratories.
- Marzano, R. J. (2015). *Vocabulary Games for the Classroom*. Marzano Laboratories.
- National Commission on Writing in America's Schools and Colleges. (2003). *The Neglected "R" the Need for a Writing Revolution*. Washington, DC: College Entrance Examination Board.
- Vacca, R.T., & Vacca, J. L., (2013). *Content Area Reading: Literacy and Learning Across the Curriculum* (11<sup>th</sup> ed.). Boston, MA: Pearson Custom Publishing.
- Mills, K. A. (2009). Floating on a Sea of Talk: Reading Comprehension through Speaking and Listening. *Reading Teacher*, 63(4), 325-329.
- Reutzell, R. (2015). *The Habits of Close Reading: Renewing our focus on the essential skills of comprehension*. Curriculum Associates.
- Rothstein, E., Rothstein, E. and Lauber, G. (2007). *Write for Mathematics*. Thousand Oaks: CA. Corwin Press
- Strickland, D.S. (2012). *Planning Curriculum to Meet the Common Core State Standards. Reading Today: Informed Content for Literacy Professionals*, 29, 25-26.
- Unrau, N. (2008). *Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures*. Upper Saddle River, NJ: Pearson Education, Inc.

### **In order to receive a Passing grade, the participant must complete the following course requirements:**

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.