

GRADUATE SCHOOL
THE COLLEGE OF NEW ROCHELLE
New Rochelle, New York 10805

LIT 502 Teaching Reading Comprehension (3 credits)

Semester:	Fall, 2014	E-mail:	khathaway@cnr.edu
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1. Course Description

This course provides basic knowledge of theories of cognition and learning and how they support instruction in comprehension strategies. Students will demonstrate proficiency in developing a literacy curriculum, including instruction in vocabulary skills, building comprehension and constructing meaning. This course will include field experiences, 5 hours. No prerequisites.

2. Required Readings

- Allington, R. L. (2015). *What Really Matters for Middle School Readers: From Research to Practice*. Boston: Pearson Education, Inc. ISBN: 978-0-205-39319-0
- Elish-Piper, L, & L'Allier, S. K. (2013). *Literacy Strategies for Teacher Candidates*. Boston: Pearson Education, Inc. ISBN: 978-0-13-715589-7

3. Anticipated Learning Outcomes to Professional Standards

Course Outcome	Source of Outcome	Assignment	Grading Weight
Describe research-based strategies that enable students to comprehend narrative text	NYS Standards: 52.21(b) (2)(ii)(c)(1) (ii, iv, v, vi, viii)	On-line discussion of research-based strategies	20%
	INTASC Standards: 1.10-1.13, 1.22, 1.24, 1.32, 3.13-3.15, 1.36, 3.13, 3.14, 3.15, 4.12	Panel discussion on Common Core	10%
Describe Common Core standards and how they have changed practice	IRA Standards: 1.1-1.4, 2.1-2.3, 5.1		
Evaluate readability and comprehensibility of texts	NYS Standards: 52.21(b) (2)(ii)(c)(1)(ii, iv, v, vii)	Analyze text difficulty for two texts used on the same grade level	10%
	INTASC Standards: 1.10-1.13, 1.22, 1.24, 1.32, 1.33, 1.35, 4.33, 4.34	Create lesson plan using an enhanced Read-Aloud	15%
Write lesson plans			

addressing various aspects of reading comprehension skills	IRA Standards: 2.2, 2.3, 4.1-4.4	approach	15%
		Create a Close Reading lesson plan for poetry and/or speeches Create a unit plan for a novel	30%

4. Course Requirements and Assessment Methods

NOTE: This course is offered in a hybrid format, which means that students will fulfill part of their obligations on line. Rather than meet weekly for 2 ½ hours, class will be held for 2 hours weekly. In addition, students will work on line to avoid necessitating a make-up date for Columbus Day, Monday, October 13th.

- Students will work collaboratively to review an article in class on Day 2. They will also participate in an on-line discussion group to critique articles pertaining to reading comprehension instruction. Details of this assignment will be given in class. On-line topics will be posted every four weeks.
- Students will analyze the readability and level of two popular texts appropriate for 3rd – 12th graders. They will use multiple methods and compare their findings. Details of this assignment will be discussed in class. The assignment will be due on Monday, September 29st.
- Students will create a lesson plan for reading an illustrated children’s book aloud to a class, including a lesson on one or more aspects of author’s craft. Details of this assignment will be discussed in class. The assignment will be due on Monday, October 20th.
- Students will select two poems, two speeches, or one poem and one speech appropriate for 3rd – 12th graders and create a close reading lesson plan. Details of this assignment will be given in class. This assignment will be due on Monday, November 10th.
- Students will select a novel appropriate for 3rd – 12th graders and create a unit plan for its use. Plans will include an outline of instruction for chapters at the beginning, middle and end of the book. Details of this assignment will be given in class. This assignment will be due on Monday, December 1st.
- Students will participate in a panel discussion on the Common Core addressing its impact on curriculum choices and state testing. Roles and articles will be assigned to students ahead of time. The panel discussion will be held in class on Monday, December 15th.

5. Course Policies

It is expected that students will attend all classes. For any student missing than thirty minutes of a single class, attendance points will be considered absent for that session. No more than three absences will be permitted. From there on, one-half of a letter grade will be deducted for any subsequent absences.

All work submitted to the instructor must be the result of independent and creative efforts on the part of each student or groups of students in the case of collaborative work or research projects. Cases of academic dishonesty will result in failure for the course and will be adjudicated according to the rules and policies of the graduate school.

To receive full credit, papers must be of graduate school caliber, typewritten and submitted on time. If a paper is submitted on time and receives a grade below a B, it may be redone once. The grade of the second version of the paper will be averaged with the grade of the original version. Only one paper per semester may be redone. All resubmitted work is due on the last day of class.

6. Grading

Grading will be determined by procedures in the Graduate School catalog. More specific explanations accompany each assignment. Weightings of assignments are as follows:

- Assignment #1: Article Critiques 20%
- Assignment #2: Analyzing Text Difficulty 10%
- Assignment #3: Enhancing a Read-Aloud Experience 15%
- Assignment #4: Creating a Close Reading Lesson Plan Using Poetry 15%
- Assignment #5: Creating an Unit Plan for a Novel 30%
- Assignment #6: In-Class Panel Discussion of the Common Core 10%

7. Assignments

PARTICIPATING IN AN ON-LINE STUDY GROUP

(20% of grade)

Rationale: This activity will provide you the opportunity to collaborate and communicate—two important teacher abilities—as you share information on current research about reading comprehension.

What You Must Do:

1. Form your study group. Groups may consist of 2-3 students.
2. On September 15th, each group will read and respond to an article in class. They will learn to use one of the response formats listed below.
 - State-Reflect- Question Each student will take on one of these roles.
 - STATE: This person will give a brief summary of the article.
 - REFLECT: This person will reflect on two or three interesting points, vignettes, or examples.
 - QUESTION: This person will ask two or three questions of the other group members about how the information can help them become more effective teachers.
 - Pros-Cons-Summary Each student will take on one of these roles.
 - PROS: This person will provide a description of two or three favorable aspects of the article.
 - CONS: This person will highlight any parts of the article that were unclear, unhelpful or questionable.
 - SUMMARY: This person will summarize the points raised by the first two responders and then offer his/her own opinion.
 - Quote-Instruct-Extend Each student will take on one of these roles.
 - QUOTE: This person will select two or three favorable quotes from the article and explain his/her rationale for choosing them.
 - INSTRUCT: This person will choose a relevant teaching example and explain it fully.

EXTEND: This person will build on the ideas put forth by one or both of the previous responders and extend them to use in a different subject, setting, or grade.

3. Outside of class, groups will participate in an on-line discussion about three articles each month. They may choose whichever format of discussion they prefer – or create their own. Students should take turns so that they each get to demonstrate proficiency in a variety of roles.

Below is the schedule of on-line articles:

TOPICS	Initial Postings by:	Peer Responses by:	Discussed in Class on:
1. CLOSE READING	< ----- Mon, 9/15 in Class ----- >		
Boyles, N. (2012/2013). Closing in on close reading. <i>Educational Leadership</i> , 70(4), 36-41.			
2. VOCABULARY INSTRUCTION	Thurs, 10/2	Sun, 10/5	Mon, 10/6
Kindle, K. J. (2009). Vocabulary development during read-alouds: Primary practice. <i>The Reading Teacher</i> , 63(3), 202-211.			
Blachowicz, C. L. Z., & Fisher, P. (2004). Vocabulary lessons. <i>Educational Leadership</i> , 61(6), 66-69.			
Berne, J. I., & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. <i>The Reading Teacher</i> , 62(4), 314-323.			
3. FLUENCY PRACTICE	Thurs, 10/30	Sun, 11/2	Mon, 11/3
Faver, S. (2008). Repeated reading of poetry can enhance reading fluency. <i>The Reading Teacher</i> , 62(4), 350-352.			
Reutzel, D. R., Jones, C. D., Fawson, P. C., & Smith, J. A. (2008). Scaffolded silent reading: A complement to guided repeated oral reading that works! <i>The Reading Teacher</i> , 62(3), 194-207.			
Worthy, J., & Broaddus, K.(2001/2002). Fluency beyond the primary grades: From group performance to silent, independent reading. <i>The Reading Teacher</i> , 55(4), 334-343.			
4. COMPREHENSION INSTRUCTION	Thurs, 11/20	Sun, 11/23	Mon, 11/24

Scharlach, T. D. (2008). START comprehending: Students and Teachers Actively Reading Text. *The Reading Teacher*, 62(1), 20-31.

Vaughn, S., & Edmonds, M. (2008). Reading comprehension for older readers. *Intervention in School and Clinic*, 41(3), 131-137.

Gill, S. R. (2008). The comprehension matrix: A tool for designing comprehension instruction. *The Reading Teacher*, 62(2), 106-113.

In order to receive credit for participating in their study group, students must adhere carefully to the schedule. Late postings and responses will not be graded. Participation in the study group will be evaluated using the following rubric:

	Unacceptable 0	Marginal 1	Proficient 2	Exemplary 3
Initial Posting on Close Reading - In Class on Monday, September 15th				
Discussion Role	Student does not participate in on-line discussion or does not follow his/her role correctly			Student participates in on-line discussion and follows his/her role correctly
Use of Evidence	Student does not use evidence from article to formulate his/her response			Student uses evidence from article to formulate his/her response
Posting on Vocabulary Instruction (September 30th – October 5th)				
Discussion Role	Student does not participate in on-line discussion or does not follow his/her role correctly			Student participates in on-line discussion and follows his/her role correctly
Use of Evidence	Student does not use evidence from article to formulate his/her response			Student uses evidence from article to formulate his/her response
Posting on Fluency Practice (October 28th – November 2nd)				
Discussion Role	Student does not participate in on-line discussion or does not follow his/her role correctly			Student participates in on-line discussion and follows his/her role correctly
Use of Evidence	Student does not use evidence from article to formulate his/her response			Student uses evidence from article to formulate his/her response
Posting on Comprehension Instruction (November 18th – November 23rd)				

Discussion Role	Student does not participate in on-line discussion or does not follow his/her role correctly			Student participates in on-line discussion and follows his/her role correctly
Use of Evidence	Student does not use evidence from article to formulate his/her response			Student uses evidence from article to formulate his/her response
Overall On-line Communication				
Professional Writing	Writing often contains errors in grammar or usage	Writing may contain an occasional major error in grammar or usage	Writing may contain an occasional minor error in grammar or usage	Writing contains no errors in grammar or usage
Posting Etiquette	Responses do not reflect respect and collegiality	Responses reflect minimal respect and collegiality	Responses reflect both respect and collegiality	Responses reflect a high degree of respect and collegiality

A = 27-30 Points B+ = 23-24 Points B- = 18-19 Points C = 14-15 Points F = 0-12 Points
A- = 25-26 Points B = 20-22 Points C+ = 16-17 Points C- = 13 Points

ANALYZING TEXT COMPLEXITY (10% of grade)

Rationale: This activity will provide you the opportunity to evaluate text difficulty and make decisions based on your findings.

What You Must Do:

- Select two texts of differing complexity that might be used on a single grade level. The texts may be fiction or nonfiction and take any format. Make copies of 3-4 representative pages from each text.
- Read and study the texts carefully, and consider what you know about the average skill level of students in your chosen grade.
- Complete the worksheet on the following page to document the features that affect text complexity in each book.
- Write a 1-2 page summary in which you compare your two texts' complexity and suggest how they might best be used at that grade level. You should support your comments about text complexity with examples from each book.

*** ***This assignment is due on Monday, September 29th.***
*** ***While the handout may be filled in by hand or typed, the summary must be typed.***
*** ***Remember to attach representative samples from each text.***

Analyzing Text Complexity

Title of First Book _____

Author _____

Grade Level _____

		Level of Difficulty		
		Easy	Medium	Hard
Factors Affecting Text Complexity	Need for Prior Knowledge			
	Use of Abstract Concepts			
	Use of Vocabulary/Idioms			
	Sentence Structure			
	Use (or Lack) of Dialogue			
	Interest Level			

Title of Second Book _____

Author _____

Grade Level _____

		Level of Difficulty		
		Easy	Medium	Hard
Factors Affecting Text Complexity	Need for Prior Knowledge			
	Use of Abstract Concepts			
	Use of Vocabulary/Idioms			
	Sentence Structure			
	Use (or Lack) of Dialogue			
	Interest Level			

ANALYZING TEXT COMPLEXITY

Name _____

Books Chosen _____

	Unacceptable 0	Marginal 1	Proficient 2	Exemplary 3
Text Analysis				
Need for Prior Knowledge	Need for prior knowledge is omitted	Need for prior knowledge is addressed partially	Need for prior knowledge is addressed adequately	Need for prior knowledge is addressed completely
Use of Abstract Concepts	Use of abstract concepts is omitted	Use of abstract concepts is addressed partially	Use of abstract concepts is addressed adequately	Use of abstract concepts is addressed completely
Use of Vocabulary/Idioms	Use of vocabulary is omitted	Use of vocabulary is addressed partially	Use of vocabulary is addressed adequately	Use of vocabulary is addressed completely
Sentence Structure	Sentence structure is omitted	Sentence structure is addressed partially	Sentence structure is addressed adequately	Sentence structure is addressed completely
Use (or Lack of) Dialogue	Use of dialogue is omitted	Use of dialogue is addressed partially	Use of dialogue is addressed adequately	Use of dialogue is addressed completely
Interest Level	Interest level is omitted	Interest level is addressed partially	Interest level is addressed adequately	Interest level is addressed completely

Summary				
Organization	Summary shows a lack of organization	Summary shows at least partial organization	Summary is fairly well organized	Summary is well organized
Sentence Variety	Sentence structure shows no variation	Sentence structure shows some variation	Sentence structure is varied but does not add to the cohesion of the summary	Sentence structure is varied appropriately and adds to the cohesion of the summary
Use of Vocabulary	Appropriate professional vocabulary is lacking	Professional vocabulary may be used, but not appropriately	Appropriate professional vocabulary is often used	Appropriate professional vocabulary is used throughout
Writing Mechanics	Summary has three or more major errors in spelling or grammar	Summary has one or two major errors in spelling or grammar	Summary has a few minor errors in spelling or grammar	Summary has no more than one or two minor errors in spelling or grammar

A = 27-30 Points B+ = 23-24 Points B- = 18-19 Points C = 14-15 Points F = 0-12 Points
A- = 25-26 Points B = 20-22 Points C+ = 16-17 Points C- = 13 Points

ENHANCING A READ-ALOUD EXPERIENCE (15% of grade)

Rationale: This activity will provide you the opportunity to enrich a staple activity common to most elementary classrooms.

What You Must Do:

1. Choose a narrative text appropriate for a read- aloud in a 3rd – 12th grade class. You may select an entire book or 1-2 chapters. Generally, you should envision that you’ll read aloud for about 20-25 minutes.
2. Read your text carefully. Ask yourself the following questions:
 - What information do the students need ahead of time in order to fully understand and enjoy the story?
 - Where are 2-3 logical places to stop and ask questions? Would my students benefit from oral questioning, or should they be given a stop-and-think activity in which they respond in writing?
 - How can I extend the information presented in the story? Are there key questions that should be discussed? Are they the type that students can answer using evidence from the text? Can I connect the story to another book by this author, or another book on the same subject? What type of activity would best capture their imagination?
3. Create any materials or handouts that you would need for your lesson. Use post-its to mark where you plan on stopping as you read.

4. Write a simple three-part lesson plan, with a Pre-, During, and Post-Listening section. It is anticipated that this lesson would last for two or three reading periods (30-45 minutes). You will need to include any questions you ask, and indicate when you'd ask them. Write one to three objectives for each segment of the lesson, and be sure to indicate exactly how you'd measure them.

*** ***This assignment is due on Monday, October 20th.***

*** ***You will need to hand in your book, lesson plan, and any materials you create.***

ENHANCING A READ-ALOUD EXPERIENCE

Name _____

Book Chosen for Read-Aloud _____

	Unacceptable 0	Marginal 1	Proficient 2	Exemplary 3
Division of Text	Text is not divided into segments	Two or more stopping points are poorly chosen	Division is generally logical and follows story structure	Division is logical and follows story structure
Lesson Plan				
Pre-Reading				
Objective(s)	No objective is given	One or more objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Prior Knowledge	Need for prior knowledge is omitted	Need for prior knowledge is addressed partially	Need for prior knowledge is addressed adequately	Need for prior knowledge is addressed completely
During Reading				

Objective(s)	No objective is given	One or two objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Questioning	No questions are included	One or two questions need complete revision	Questions are generally appropriate and occur at logical times	Questions are highly appropriate and occur at logical times
Post-Reading				
Objective(s)	No objective is given	One or two objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Activities	Activities require little or synthesis or reflection of text	Activities require minimal synthesis or reflection of text	Activities require synthesis and/or reflection of text and one language function	Activities require synthesis and/or reflection of text and two language functions
Materials Created	Materials are inappropriate or omitted	Materials are only minimally appropriate but are well formatted	Materials are appropriate but need better formatting	Materials are appropriate and well formatted

A = 23-24 Points B+ = 20-21 Points B- = 17-18 Points C = 13-14 Points F = 0-10 Points
A- = 21-22 Points B = 18-19 Points C+ = 15-16 Points C- = 11-12 Points

CREATING A CLOSE READING LESSON USING POETRY AND SPEECHES (15% of grade)

Rationale: This activity will provide you with experience in creating a lesson using a key strategy in reading comprehension – close reading.

What You Must Do:

1. Choose two related poems, speeches, or a combination of a poem and speech appropriate for 3rd – 12th grade. Since this is a close reading plan, the texts should be slightly above your intended grade level.
2. Read your texts carefully. Ask yourself the following questions:
 - What information do the students need ahead of time in order to fully understand what the authors are trying to say? This is especially important if you choose to use a speech for your lesson, so that your students can grasp the historical context.
 - How will students be expected to become acquainted with the text? If they are older and more capable readers, you may well ask them to complete an initial reading silently. For younger or less capable readers, you may choose to read aloud.
 - Which aspects of the text should be focus of the second read? You may choose to highlight specific information, vocabulary, and/or aspects of the author’s craft.

- How are these texts related? How are they similar and how do they differ? These are questions that should be addressed after each text has been read twice. You should create a post-reading activity that requires students to compare or contrast the texts and use evidence from the texts to support their responses.
3. Create any materials or handouts that you would need for your lesson.
 4. This lesson plan is more complex than most because it contains two texts. You should follow the format suggested below unless you get approval from the instructor for an alternate plan. Each section should consist of a short paragraph or bulleted list of activities as well as one or two objectives. Any questions that you intend to address should also be included in your plan.
 - Pre-Reading Plan for 1st Text
 - During Reading Plan for 1st Text
 - Pre-Reading for Plan 2nd Text
 - During Reading Plan for 2nd Text
 - Post-Reading Plan Using Both Texts

*** ***This assignment is due on Monday, November 10th.***

*** ***You will need to hand in copies of your texts, lesson plan, and any materials you create.***

CREATING A CLOSE READING LESSON USING POETRY AND SPEECHES

Name _____

Texts _____

	Unacceptable 0	Marginal 1	Proficient 2	Exemplary 3
Pre-Reading of 1st Text				
Objective(s)	No objective is given	One or more objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Prior Knowledge	Need for prior knowledge is omitted	Need for prior knowledge is addressed partially	Need for prior knowledge is addressed adequately	Need for prior knowledge is addressed completely
During Reading of 1st Text				

Objective(s)	No objective is given	One or two objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Teacher Directions & Questioning	No teacher directions or questions are included	One or two directions or questions need complete revision	Directions and questions are generally appropriate for this text	Directions and questions are highly appropriate for this text
Pre-Reading of 2nd Text				
Objective(s)	No objective is given	One or more objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Prior Knowledge	Need for prior knowledge is omitted	Need for prior knowledge is addressed partially	Need for prior knowledge is addressed adequately	Need for prior knowledge is addressed completely
During Reading of 2nd Text				
Objective(s)	No objective is given	One or two objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Teacher Directions & Questioning	No teacher directions or questions are included	One or two directions or questions need complete revision	Directions and questions are generally appropriate for this text	Directions and questions are highly appropriate for this text
Post-Reading				
Objective(s)	No objective is given	One or two objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written
Activities	Activities require little or synthesis or use of evidence from text	Activities require some synthesis and use of evidence from text	Activities require a moderate degree of synthesis and use of evidence from text	Activities require a high degree of synthesis and use of evidence from text

A = 27-30 Points B+ = 23-24 Points B- = 19-21 Points C = 15-16 Points F = 0-12 Points
A- = 25-26 Points B = 21-22 Points C+ = 17-18 Points C- = 13-14 Points

CREATING A UNIT PLAN FOR A NOVEL (30% of grade)

Rationale: This activity will provide you the opportunity to showcase your knowledge of integrating literacy activities that promote comprehension of a more lengthy text.

What You Must Do:

1. Choose a full-length novel appropriate for 3rd – 12th grade. Depending on your students' abilities, you may anticipate reading it to them, using shared reading, assigning it to be read silently, or using a combination of approaches.
2. Familiarize yourself completely with this novel. You should read it carefully at least twice and ask yourself the following questions:
 - How should this novel be introduced? What information do the students need ahead of time in order to fully understand and enjoy the story?
 - How do I handle the reading of the first chapter? What must students glean from the outset in order to follow the story?

- How should the novel be divided? Can I read or assign one or two chapters per class? What are the key parts of this story? Where does the action take a pivotal turn?
 - How should I help guide my students in understanding the story? When do I use oral questions and discussions, and when would a stop-and-think activity be more effective? How do I get my students to re-read in order to verify information?
 - What type of culminating activity should I create? Is there a logical extension activity or a key question that should be discussed? How do I get my students to respond both in writing and in speaking? What type of activity would best capture their imagination?
3. Create a brief introduction in which you describe your students and tell how accessible this novel is for them, given their reading ability. Next, provide a brief overview of the book, summarizing the plot and showing how you plan to allocate your instructional time in teaching this novel to your class. You should aim for approximately 5-10 lessons, although you may include more. For each lesson, simply indicate the chapter(s) and the major activities you're planning on using. Be sure to include an introductory lesson before the first chapter and a closing lesson after the final chapter. If your book is lengthy, you may wish to skip portions with your class and summarize for them. However, you should be very careful not to overuse this technique.
 4. You will be responsible for providing details and materials for 5 lessons: your introduction to the book; the first segment of text (usually a chapter or two); an important chapter or two occurring in the middle or late part of the text; the final chapter; and a post-reading follow-up activity.
 5. Create any materials or handouts that you would need for your lessons.

*** ***This assignment is due on Monday, December 8th.***

*** ***You will need to hand in your book, overview, lesson plans, and any materials you create.***

CREATING A UNIT PLAN FOR A NOVEL

Name _____

Novel and Author _____

	Unacceptable 0	Marginal 1	Proficient 2	Exemplary 3
OVERVIEW				
Introduction & Book Summary	Introduction and summary are unclear or are omitted	Introduction and summary are fairly clear and contain some detail	Introduction and summary are generally clear and contain good detail	Introduction and summary are clearly stated with good detail
Division of Text	Text is not divided into segments	Two or more stopping points are poorly chosen	Division is generally logical and follows story structure	Division is logical and follows story structure
LESSON PLANS				

Introduction to Novel	Need for prior knowledge is omitted	Need for prior knowledge is addressed partially	Need for prior knowledge is addressed adequately	Need for prior knowledge is addressed completely
Lesson using Initial Chapter(s)	Initial story elements are not well established	Initial story elements are fairly established but with little student interaction	Initial story elements are fairly well established using interactive strategies	Initial story elements are well established using interactive strategies
Lesson using Chapters from Middle of Book	More advanced story elements are not well established	More advanced story elements are fairly well established but with little student interaction	More advanced story elements are fairly well established using interactive strategies	More advanced story elements are well established using interactive strategies
Lesson using Final Chapter(s)	Plot and character development are not well established	Plot and character development are fairly well addressed but with little student interaction	Plot and character development are fairly well addressed using interactive strategies	Plot and character development are well addressed using interactive strategies
Follow-Up Lesson	Author's craft is not addressed	Author's craft is addressed fairly well but with little student interaction	Author's craft is addressed fairly effectively and creatively using interactive strategies	Author's craft is addressed effectively and creatively using interactive strategies
	Unacceptable 0	Marginal 3	Proficient 6	Exemplary 9
Objective(s)	No objective is given	One or two objectives need complete revision	Objective(s) is/are generally logical and well-written	Objective(s) is/are logical and well-written

A = 27-30 Points B+ = 23-24 Points B- = 18-19 Points C = 14-15 Points F = 0-12 Points
A- = 25-26 Points B = 20-22 Points C+ = 16-17 Points C- = 13 Points

IN-CLASS PANEL DISCUSSION OF THE COMMON CORE
(10% of grade)

Rationale: This activity focuses on oral presentation skills, in particular the use of effective argument.

What You Must Do:

- On our last class, Monday, December 15th, students will form a panel to present positions for and against the Common Core. Students will draw straws to determine which side they will take. Among questions for everyone to consider are:
 - How is the Common Core different from curriculum that preceded it?
 - What does it require of teachers and students?
 - How does it change the way we measure learning?

If you are defending the Common Core, you should also think about specific ways that it has improved education in the United States.

If you are arguing against the Common Core, you should address ways that it has been detrimental to students and/or teachers.

- Meet with your panel members that are taking the same position. As a group, you'll need to find and read at least two articles that support your position. You'll also need to read one article

that takes the opposite side and develop a rebuttal for the author's position. ***Each team will need to post the articles they plan to use at least one week prior to the in-class panel.***

3. Plan your presentation to fit the following format:
 - a) The team supporting the Common Core will go first. They should provide an overview and give two specific examples for which they can cite evidence or quotes. The team may divide the work load any way they choose.
 - b) The team opposing the Common Core will go next. They should also provide an overview and give two specific examples for which they can cite evidence or quotes. The team may divide the work load any way they choose.
 - c) The supporting team will then respond by summarizing their opponents' position, addressing two the points raised by them.
 - d) The opposing team will counter by doing the same: summarizing and addressing two key points.
 - e) There will be a short recess in which each team will prepare their closing 3-minute statements. The order of these statements will be determined by a coin toss.
 - f) Each side will give their closing statements. Each person will be allowed to speak for one minute.
 - g) We will take a short break and then reconvene as a class to debrief from the panel experience. Three questions will be posed:
 - Have you learned anything new?
 - Which side argued more effectively, and why?
 - Have you changed your mind vis-à-vis the Common Core?

IN-CLASS PANEL DISCUSSION OF THE COMMON CORE

Name _____

Side Assigned: Defending the Common Core Opposing the Common Core

	Unacceptable 0	Marginal 1	Proficient 2	Exemplary 3
Initial Presentation (each student does one of the following):				

Overview	Overview is unintelligible, or panel's position is omitted	Overview rambles or is poorly organized, although panel's position is indicated	Overview is somewhat informative and succinct, clearly indicating the panel's position	Overview is informative and succinct, clearly indicating the panel's position
First Example	Example does not support position, or is omitted	Example offers minimal support for panel's position	Example supports panel's position moderately well	Example supports panel's position well
Second Example	Example does not support position, or is omitted	Example offers minimal support for panel's position	Example supports panel's position moderately well	Example supports panel's position well
Response (each student does one of the following):				
Summary	Summary shows a lack of organization or is omitted	Summary shows at least partial organization	Summary is fairly well organized and concise	Summary is well organized and concise
Response to First Point	Response is unclear or is omitted	Response is generally clear but does not cite evidence from text	Response is generally clear and cites evidence from text	Response is clear and cites evidence from text convincingly
Response to Second Point	Response is unclear or is omitted	Response is generally clear but does not cite evidence from text	Response is generally clear and cites evidence from text	Response is clear and cites evidence from text convincingly
Writing Mechanics	Summary has three or more major errors in spelling or grammar	Summary has one or two major errors in spelling or grammar	Summary has a few minor errors in spelling or grammar	Summary has no more than one or two minor errors in spelling or grammar
Closing Statement				
Content	Content is off topic	Content is neither clearly nor concisely stated	Content is stated fairly clearly but not concisely	Content is clearly and concisely stated
Tone	Tone is not respectful			Tone is respectful
Grammar	Three or more grammatical errors occur	Two grammatical errors occur	One grammatical error occurs	All sentences are grammatically correct
Use of Academic Language	Academic language is not used	Academic language is used incorrectly	Academic language is used, but not always correctly	Academic language is used correctly

A = 17-18 Points B+ = 13-14 Points B- = 11 Points C = 9 Points F = 0-7 Points
A- = 15-16 Points B = 12 Points C+ = 10 Points C- = 8 Points

8. Course Schedule

Session	Date	Class Topic	Assignments Due
1	9/8	Course Overview; An Introduction to Close Reading; How Does It Feel to Read Difficult Text?	
2	9/15	Text Structure and Complex Text; In-Class Collaborative Article Critique	
3	9/22	Decoding and Fluency's Impact on Comprehension	

4	9/29	Prior Knowledge and its Impact on Comprehension	Readability Assignment
5	10/6	Vocabulary Development	1st On-Line Discussion
	10/13	Columbus Day - No Class	
6	10/20	Using Close Reading to Understand Poetry and Speeches	Read-Aloud Assignment
7	10/27	Using Close Reading to Clarify Narrative Text	
8	11/3	Close Reading of Informational Text	2nd On-Line Discussion
9	11/10	Constructing Meaning Through Responding	Poetry Lesson Plan
10	11/17	Using Writer's Workshop to Extend Comprehension	
11	11/24	Reading Comprehension in Middle and High School	3rd On-Line Discussion
12	12/1	Differentiating Comprehension Instruction	
13	12/8	Viewing the Common Core and State Standards through the Eyes of a Reading Specialist	Novel Unit Plan
14	12/15	In-Class Panel Discussion	

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