



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

**Title of Course:** Reading Strategies for All Teachers

**Course Description:** The rigors of the Common Core and now the Next Generation Learning Standards have impacted all teachers regardless of subject area, and one of the most integral parts of this educational overhaul is the undeniable move forward and upward with improving reading abilities and comprehension skills across all areas. Teachers that want to improve and inspire students to be successful readers will benefit from this course. It has been designed to meet the needs of the teacher by examining the Common Core Learning Standards and Next Generation Learning Standards to ensure understanding of the changes that will directly impact instruction, access resources that highlight instructional strategies and ways to select appropriate texts to address the theories and ideas of critical consciousness and cultural responsiveness and how to teach students to use language of critique, allow time for the creation of activities that reflect the needs of a 21<sup>st</sup> Century learner, the qualities of highly effective reading instruction, choice activities that reflect participants' needs based on the diversity of their own student populations, and formative and summative assessments that are based upon key instructional strategies and tools that should be taught and modeled for students. The modification of reading activities that can be incorporated into many different content areas and grade levels, and the development and sharing of lesson plans that integrate reading strategies and those that are content specific will also be taught and implemented by participants. Those taking this course will also be able to reflect on ways to promote a classroom environment that establishes a culture for reading and increases students' reading "muscles" to ensure that students consistently improve their personal reading skills and continue to learn and grow.

With literacy instruction at the forefront of both the Common Core and the Next Generation Learning Standards, and a new emphasis on teaching the whole student by modeling and instructing students to recognize social and economic issues and how to evaluate them and positively respond, it is essential for educators to be equipped to design effective instruction around both literary and expository texts. Participants will be prepared to craft and implement materials that enhance understanding of content area learning by using resources and materials relevant to students and ones that introduce all forms of text and media to keep students interested and engaged. At the completion of this course, participants will have concrete reading strategies that can be modeled and implemented to support their diverse students as they encounter varying levels of complex texts as well as those that represent a wide range of backgrounds, perspectives, cultures, religions, and genders across the disciplines. The development of differentiated activities, lessons, and assessments allow participants to practice how to effectively design and utilize instruction that cultivates strong readers and writers, and the immediate feedback and suggestions from the course's discussion forum streamline ways to improve reading instruction for current and future students for those who are teaching and those who plan to teach in the future.

### Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves,

formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<p><b>Objectives</b></p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> <li>● recognize the qualities of a brave classroom based on personal experiences as a student and be prepared to create this learning space for their own current and future students,</li> <li>● understand the direct correlation between specific populations of students and their reading abilities re: students from poor socio-economic backgrounds, students of color, multilingual students, and students with disabilities,</li> <li>● explain the importance of literacy in all content areas and how it can be used to address critical consciousness and cultural responsiveness through the examination of the Common Core Learning Standards, the Next Generation Learning Standards, and the resource, “Using Critical Consciousness to Challenge Inequity” to consistently create and develop instructional materials in support of these standards and these theories and ideas,</li> <li>● analyze the changes made from the CCLS to the Next Generation Learning Standards to show the necessity for quality reading and literacy instruction that focuses on stronger readers and writers who are prepared to read, write, and speak about various perspectives (culture, language, class, gender, race, sexual orientation, and disabilities),</li> <li>● evaluate personal best practices using the application of critical and cultural and cultural responsiveness educator’s checklists to determine areas that are currently being addressed and those areas that are not being addressed</li> <li>● identify the qualities of a 21st Century reader to support students to become life-long readers and writers,</li> <li>● design an activity that highlights skills to support a 21<sup>st</sup> Century learner that can use language of critique and foster critical thinking skills such as problem solving, inquiry, analysis, prediction, making connections to real-life, identification of bias, or observation as a way to prepare students for college and career,</li> <li>● develop a list of “Magnificent Seven” reading comprehension skills as a resource for pre-assessment of personal understanding of the most effective instructional strategies and tools for future modifications and/or implementation, virtually assess students’ reading skills to determine next instructional steps.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● Personal introductions</li> <li>● Review of the Common Core Learning Standards, Next Generation Learning Standards crosswalks and the Literacy Standards</li> <li>● Critical Consciousness and Critical Responsiveness Educator Checklists</li> <li>● 21st Century reader: A Focus on Technology and Media and Critical Consciousness and Critical Responsiveness</li> <li>● Magnificent Seven Strategies to increase reading comprehension</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Participants will be given the necessary foundation to be able to move forward and effectively plan, instruct, assess, and promote a critically conscious mindset with diverse texts that represent their own students and reflect the demands of the rigor and complexity of the CCLS for ELA, with an emphasis on the Literacy Standards and the Next Generation Learning Standards. Participants</p>

	<p>will begin to see that fostering a 21st Century reader, who is effectively prepared to meet the demands of college and a career, requires the integration of content literacy practices into each individual lesson plan and throughout a unit of study.</p> <p>Future Application:  Through the analysis of both the previous and new standards and resources that highlight ways to integrate critical conscious and cultural responsiveness, individuals are able to ensure that current and future instruction reflects the skills to support students to become stronger readers and writers and as a result, they are better prepared to begin designing the most effective reading instruction. At the start of the course, the educator checklist and the development of a “Master Seven” reading comprehension list of strategies act as pre-assessments for participants to reflect on their own teaching practice in regards to their own incorporation of materials and activities that effectively support cultural awareness and reading comprehension. Towards the end of the course, they will have the opportunity to reflect on this initial evaluation and list of strategies and identify any modifications to their personal instructional practices as well as remove or add any strategies as a result of what they have learned. These assignments encourage participants to think about their own learning and promote professional growth. If they determine that there are gaps in their planning and implementation of instruction to encourage cultural consciousness and responsiveness and/or there are specific reading strategies that will ultimately support their students more effectively, they can incorporate this awareness and new understanding into current and future instruction.</p> <p>This week is especially important in addressing Danielson’s Domains 1A and 1E because it highlights the need for literacy across all content areas and the skills, knowledge, and cultural awareness that all 21<sup>st</sup> Century learners need to possess to become stronger readers and writers. Through the examination of the Common Core Learning Standards and the Next Generation Learning Standards, participants are able to recognize the subtle, but necessary changes that have been made to the most recent standards, ensuring that they are up to date with most current pedagogical methodologies. The development of an activity that promotes critical thinking, problem solving, inquiry, and formulating opinions is a chance for participants to incorporate what they have learned by analyzing the changes in the standards to ensure that their own instruction not only addresses curriculum requirements, but consistently results in student growth and learning, a key component when designing highly effective planning and preparation of coherent instruction.</p>
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**Session II**

<p><b>Objectives</b></p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> <li>• create an activity that reflects the qualities of highly effective differentiated and diverse reading and literacy instruction,</li> <li>• understand and explain various reading difficulties such as decoding, fluency, processing, and comprehension to support individual students who need to improve in these areas,</li> <li>• examine and review multiple resources on how to use specific strategies and tools to support all students with reading, including struggling learners, advanced learners, students with autism, students with ADHD, students with learning disabilities, ENL students, and elementary, middle school, and high school students to carefully design instruction that reflects students’ genders, religions, and cultures while maintaining an interactive student-centered learning environment,</li> <li>• choose to design a reading activity that supports struggling learners or challenges advanced learners for the purpose of improving best practices based on student dynamic,</li> <li>• select appropriate texts, materials, and resources that appeal to students to increase interaction and engagement,</li> </ul>
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	<ul style="list-style-type: none"> <li>• design an activity using a text that addresses one of the following topics: tolerance, oppression, social injustices, or culture,</li> <li>• develop a lesson plan that incorporates at least one content specific reading strategy as a result of reading numerous resources that address all content areas that can be implemented into current or future literacy instruction,</li> <li>• identify specific strategies and suggestions to design and implement high quality and effective reading instruction virtually.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Guidelines, suggestions, and models of strong reading and literacy instruction for all students, but specifically students of color, students of poor socio-economic backgrounds, students with disabilities, and multilingual students</li> <li>• Reading difficulties: Identifying such and strategies to combat such</li> <li>• Ways to cultivate a stronger reader</li> <li>• Understanding a culturally responsive classroom</li> <li>• Text selection</li> <li>• Strategies to teach students about diversity, race, bias, culture, and social justices/injustices to increase comfort level with said topics</li> <li>• Practice creation of an activity that demonstrates quality text select and modeling key vocabulary and language of critique to promote cultural responsiveness for participants and their students</li> <li>• Content area literacy- suggestions and resources with development of own lesson/units</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>This week shows the need for participants to reflect on that connection between literacy instruction to teach content and how content can act as a vehicle to enhance the ways that students utilize literacy skills. Quality reading and literacy instruction must center around appropriate and meaningful text selections. With critical consciousness and cultural responsiveness becoming a focus for all educators, participants will learn how to select texts and practice using such texts by designing activities and a lesson plan. The creation of activities that include reading, writing, and/or speaking tasks and address the needs of specific students and grade levels, provide participants an opportunity to improve personal instruction through self-reflection and feedback.</p> <p>Future Application:  This week provides opportunities for participants to identify qualities of strong reading instruction, which act as both a guide and a checklist for their own development of reading instruction for current implementation or in the future. Since each participant will have individual needs in regards to their interactions with student populations, the second assignment this week allows participants to choose the task that will benefit their needs the most. The development of an activity for a struggling student or an advanced student requires participants to evaluate the on-grade level skill and modify it with appropriate support or enhance it with appropriate challenge. The last two assignments for this week allow participants to apply what they have learned about text selection and how to use texts to continue to address content needs and use the text as an extension to include tasks for students to think about and reflect on different cultural perspectives. Participants will have access to materials that support them in developing high quality differentiated reading instruction that prompts students to challenge oppression and social injustices, use a language of critique, and reflect on their own lives in relation to the materials presented and read during the activity and lesson. The extensive list of resources for this week guarantees that all participants will have access to information, insights, ideas, strategies and tools, and examples to address all of their students' needs, any content area, and grade level. It is necessary for these types of materials to be readily available to support participants as they continue to apply what they have learned through the development of their own instructional materials, but also for future reference when they would like to return to them again in the future.</p>

	<p>The evaluation of the qualities of strong reading instruction is a necessity in order for participants to emulate these qualities in their own best practices, which is a key foundation of Domain One of Danielson’s Framework when demonstrating knowledge of content and pedagogy as well as designing coherent instruction. When participants develop their own instructional materials this week, they will not only benefit from accessing the myriad of resources, but they will also be given feedback from both the instructor and their peers, and evaluate how students respond if they can utilize these materials with their own students. This evaluation process ensures that the most effective instruction can be developed as a result of their new knowledge from this course and will support them in the endeavor to consistently improve their best practices and have current knowledge of content-related pedagogy.</p>
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**Session III**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>● examine various resources to understand ten of the most common instructional strategies that support students when they read</li> <li>● create and share an activity that incorporates one of the ten ideas</li> <li>● develop and share three formative assessments that can be used within a lesson or a unit to evaluate student learning by selecting a new idea from the list of ten</li> <li>● develop and share two summative choice assessments that can be used to assess student understanding at the end of the unit to provide differentiated forms of evaluation</li> <li>● design and share a lesson plan that incorporates a different idea from the list of ten to apply the strategies highlighted this week</li> <li>● utilize all of these instructional materials to enhance and improve their own reading instruction</li> <li>● utilize websites and technology to enhance reading instruction</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● Ten most common instructional strategies that support students when they read</li> <li>● Develop an activity that utilizes one of the strategies</li> <li>● Formative reading assessments</li> <li>● Summative choice reading assessments to meet the needs of all learners</li> <li>● Lesson plan to reflect course understanding</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>This week highlights the importance of specific strategies, tools, and skills that can be incorporated into instruction to improve students’ abilities to read and understand text across grade levels, content areas, and to integrate the theories and ideas of critical consciousness and cultural responsiveness.</p> <p>Future Application:</p> <p>As a result of this week, participants will have the experience of choosing the topics that they believe are most useful for their own best practices as well as their students and then use what they have learned to design more instructional materials. Through the process of selecting the topics to be used in the creation of this week’s academic assignments, participants are able to appreciate the importance of providing students with their own choices in their learning experiences and hopefully, participants will make a conscious effort to increase the amount of choice that they offer their own students. When students are actively involved in their own learning process, they tend to be more interested and motivated. All of the ten ideas have a valuable role in designing reading instruction, but again, participants are able to focus on the specific areas that will enhance their own instructional approaches. Each individual assignment builds on the previous one so that the final assignment is an entire lesson plan. Participants will be able to use all of these materials after reviewing questions, comments, and feedback to support current students and/or future ones.</p> <p>The development of an activity, both formative and summative assessments, and a lesson plan clearly aligns with designing coherent instruction and demonstrating knowledge of content and</p>

	<p>pedagogy in Domain One. As a result of creating these materials, participants have the opportunity to use them with current students and analyze their effectiveness to determine whether or not to revise the materials to improve instruction. For individuals who are not currently teaching, they will have developed additional materials that they can use as samples in a portfolio or with future students. Participants will have a very clear understanding of their own knowledge of this week's concepts, which are integral to implementing quality reading instruction, and since they will continue to have access to them, they can continue to incorporate all of the strategies to improve student comprehension.</p>
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#### Session IV

<p><b>Objectives</b></p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> <li>● analyze suggestions on how to increase students' reading stamina or "muscles"</li> <li>● develop an activity that will help students improve their reading stamina to prepare them for future experiences where they must read multiple genres of texts that vary in length with focus and purpose during a designated amount of time</li> <li>● identify ways that you can establish a culture for reading in your classroom environment</li> <li>● create a lesson plan that highlights the topics learned throughout the course</li> <li>● choose a lesson posted by a peer and assess its success and provide appropriate feedback</li> <li>● evaluate the course and identify ways that will impact personal planning, instruction, and assessment currently and in the future as a means to promote student growth and learning as well as personal, professional growth</li> <li>● explain ways to get books in students' hands who are learning from home</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● Reading stamina and ways to increase such</li> <li>● Building a strong culture for reading</li> <li>● Cultivating a love for reading in the digital age (increasing interest, motivating to read)</li> <li>● Modeling lesson plans and creation of own from elementary through high school</li> <li>● Reflection</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>that they can focus and read text, and the classroom environment around them. In addition, this week encourages participants to reflect on what they have learned and create a culminating lesson plan and to identify specific areas of their own instructional practices that will be impacted as a result of what they have learned during this course.</p> <p>Future Application:  The development of an activity that can be used to increase students' reading stamina will remind participants to consider this idea for future lesson planning. It is extremely important that students develop the ability to not only read and understand text, but to be able to remain focused and continue to read and comprehend multiple texts and often in one sitting. Due to some of the limitations of specific class times, participants may not think about reading stamina until it has a negative impact on a student's success, especially on assessments. While most educators make decisions about the classroom learning environment, they might not think about it in terms of supporting a culture for reading, particularly for older students. Participants will be able to share ideas and suggestions on how all classrooms, regardless of content area or grade level, can show students that literacy is important and make changes to their own classrooms. The reflection of the course connects to the development of the final lesson plan because both of these steps allow participants to reflect on their own learning and determine how their new understanding about reading strategies can be used to improve their instructional practices to ensure that they grow as professionals and their students consistently grow and learn as well.</p>

	<p>Danielson’s Framework Domain 1a and 1 e continue to be addressed through the development of more instructional materials and resources. This week a stamina building activity, a lesson plan, and the course reflection, will demonstrate the most effective ways to support reading instruction and promote the skills for students to be life-long readers. Participants are expected to design and share high quality reading instruction that addresses all the key points of a lesson and shows the importance of what they have learned during this course and the ways that students will benefit. In order for these materials to be useful and effective, they have to show the participant’s knowledge of reading strategies in coherent instruction.</p>
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