



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Close Reading

Course Description:

All teachers are working to implement the Common Core Learning Standards and share in the responsibility of literacy instruction; however, many are presented with the additional challenge of correctly teaching the skills of close reading. The CCLS emphasize closely reading a text through the process of reading, re-reading, and analyzing with the purpose of accurately understanding it at a deeper level. Students are expected to examine texts, evaluate author's craft and purpose, text structure, and recognize patterns and significant details to ultimately reach a more in depth comprehension of a whole text. This course will provide the foundation of what close reading is, how to teach it, and the opportunity to develop activities that foster the application of this skill. Participants will complete this course with the essential framework for close reading that will help create life-long independent critical thinkers and readers.

Overall Course Objective and Expectation(s):

- Explain the importance of literacy in all content areas in connection to the CCLS
- Explain close reading
- Discuss how close reading should be used and how to apply it in all content areas
- Examine sample activities on how students should read for textual evidence, understand it and use it
- Demonstrate an understanding of the impact of word choice on a text
- Assess instructional practice in terms of teaching students about text structure
- Critique the methods used to teach point of view and argument
- Prove the effectiveness of using both informational and literary texts
- Analyze the benefits of teaching students using real-life application of these skills
- Identify the qualities of a complex and rigorous text
- Select texts that are appropriately complex and rigorous based on CCLS and content area curriculum
- Evaluate the effectiveness of implementing the three structures as a way to teach students how to closely read a text
- Design one lesson where students will closely read an appropriate text for textual evidence and one lesson for word choice
- Develop a close reading lesson for each reading skill: structure, point of view and argument, and reading across texts
- Assess the quality of each lesson

- Summarize the impact of this course on planning, instruction, and assessment

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1~ The foundation

Topic(s): What is close reading?

- Literacy among the content areas
- CCLS
- Close reading
- Three main structures: lens, patterns, develop a new understanding of the text
- Text Evidence
- Word Choice

Objectives:

Participants will understand the role of literacy in every classroom and how the Common Core Learning Standards are a shift in the way educators approach literacy. Through class discussion and examining resources, participants will be able to identify how to develop instruction that reflects closely reading a text to focus on textual evidence and word choice.

Impact on Classroom Instruction:

This week will provide the foundation for this course by examining and understanding close reading. Participants will also begin to read concrete examples of how to closely read by focusing on lenses, patterns, and forming a new understanding with a specific focus on textual evidence and word choice. Participants will be able to use this information to effectively plan close reading activities for their own students.

Learner Outcomes:

- Explain the importance of literacy in all content areas in connection to the CCLS
 - Explain close reading
 - Discuss how close reading should be used and how to apply it in all content areas
 - Examine sample activities on how students should read for textual evidence, understand it and use it
 - Demonstrate an understanding of the impact of word choice on a text
- the impact on student understanding of a text through the examination of word choice



Week II~ Adding to the foundation

Topic(s): What is close reading?

- Structure
- Point of view
- Argument
- Reading Across Texts

Objectives:

Participants will continue to examine close reading and identify how to develop instruction that reflects closely reading a text to focus on structure, point of view, argument, and reading across texts. Through the evaluation process, participants will be able to determine whether or not it is an effective approach to utilize real-life situations to teach the application of close reading skills.

Impact on Classroom Instruction:

This week will continue to study of close reading by examining additional examples that focus on structure, point of view, argument, and reading across texts. Participants will be able to use this information when developing future lessons and assessments.

Learner Outcomes:

- Assess instructional practice in terms of teaching students about text structure
- Critique the methods used to teach point of view and argument
- Prove the effectiveness of using both informational and literary texts
- Analyze the benefits of teaching students using real-life application of these skills



Week III~ Application

Topic(s): Using the foundation

- Text complexity and rigor
- Text selection
- Three structures
 - Lens
 - Pattern
 - New understanding
- Activities/Lessons
 - Text Evidence
 - Word Choice

Objectives:

Participants will complete this week with the ability to choose appropriate texts for their students that adhere to the CCLS, text complexity and rigor. They will be able to create activities and lesson plans that revolve around such texts that require students to closely read for textual evidence and word choice.

Impact on Classroom Instruction:

This week participants will be able to apply what they have read and discussed during weeks one and two. The activities and lessons that they create will incorporate reading a text closely to focus specifically on text evidence and word choice. Participants will also assess their own planning to determine if it will provide effective instruction.

Learner Outcomes:

- Identify the qualities of a complex and rigorous text
- Select texts that are appropriately complex and rigorous based on CCLS and content area curriculum
- Evaluate the effectiveness of implementing the three structures as a way to teach students how to closely read a text
- Design one lesson where students will closely read an appropriate text for textual evidence and one lesson for word choice



Week IV~ Application and reflection

Topic(s): Making it work

- Activities/Lessons
 - Structure
 - Point of View/Argument
 - Reading Across Texts
- Reflection

Objectives:

Participants will be able to create activities and lesson plans that revolve around texts that require students to closely read for structure, point of view and argument, and reading across texts.

Through the practice of developing lessons and activities that incorporate close reading, participants will be able to apply these same skills in future lessons and assessments. As a result of this course, they will return to the classroom better educators who can successfully instruct their students on how to closely read a text.

Impact on Classroom Instruction:

This week participants will continue to apply what they have learned by developing lessons that focus on structure, point of view and argument, and reading across texts. Through this process, participants will also be able to reflect and evaluate their current instructional practice for close reading and determine what is most effective. At the end of the course, participants will specifically identify how this course can be directly applied to their own methodologies.

Learner Outcomes:

- Develop a close reading lesson for each reading skill: structure, point of view and argument, and reading across texts
- Assess the quality of each lesson
- Summarize the impact of this course on planning, instruction, and assessment