

EDU 5651/6651-030: Tier I Instruction for Improved Fluency and Comprehension

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Logistics:

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- implementation in classroom; minimum 4 hours weekly
- university transcript specifies credit/no credit
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

Course Description and Expectations

This credit/no credit continuing education course is designed to build theoretical and practical knowledge related to reading fluency and comprehension—especially as they relate to struggling readers. Educators will learn to execute effective, research-based reading instruction with challenging Tier I text in a whole class setting. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective instruction through a year-long, mentored experience.

The course is open to any educator, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and English-Language-Learner (ELL) personnel.

Through application, observations, and participation, educators will be expected to extend their knowledge of the following topics: fluency, gradual release of responsibility, text difficulty, textual scaffolding, word reading development, oral language development, building/activating background knowledge, planning, text types, comprehension strategies, text-based comprehension questions, and motivation.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing instruction for students in whole class and small group formats.

Course Schedule

Clinical Sessions: Topics and Readings

Session 1

Overview & Expectations: empirical research base, theoretical framework, issues in Tier I text instruction, overview of Fluency-Oriented Reading Instruction (FORI) and Questioning the Author (QtA) models, overview of practicum expectations, overview of university credit options.

Clinic: instructor models FORI and QtA routines with participants

Session 2

Planning for Comprehension Instruction & Scaffolding Routines: major understanding vs. theme, building and activating background knowledge in a brief preview, frontloading orthographically challenging words, using plot as a guide for fiction major understandings, read-to, echo reading, choral reading, partner reading.

Clinic: instructor models FORI and QtA routines with a whole class

Reading: Stahl S.A. & Heubach, K.M., (2005). Fluency-oriented reading instruction. *Journal of Literacy Research*, 37, 25-60.

Session 3

Oral Language Development & Repeated Reading: scaffolding full sentence replies, targeting and embedding academic language, different types of repeated reading as scaffolding, using main idea and important details as a guide for non-fiction major understandings.

Clinic: each participant has the opportunity to model FORI and QtA with a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Reading: Kuhn, M.R., Schwanenflugel, P.J., Morris, R.D., Morrow, L.M., & Woo, D., et al. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38, 357-387.

Session 4

Comprehension Queries: using major understandings and text type to develop general queries, specific queries, and follow-up queries.

Clinic: each participant has the opportunity to model FORI and QtA with a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Reading: Schwanenflugel, P.J., Hamilton, A.M., Kuhn, M.R., Wisenbaker, J., & Stahl, S.A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. *Journal of Educational Psychology*, 119-129.

Session 5

Comprehension Queries: using major understandings and text type to develop general queries, specific queries, and follow-up queries.

Clinic: each participant has the opportunity to model FORI and QtA with a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Reading: Schwanenflugel, P.J., Meisinger, E., Wisenbaker, J.M., Kuhn, M.R., Strauss, G.P., & Morris, R.D. (2006). Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly*, 41, 496-522.

Session 6

Implications for Small Group Instruction: text types, text difficulty, instructional routines, instructional leveling.

Clinic: each participant has the opportunity to model FORI and QtA with a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Reading: McKeown, M.G., Beck, I.L., & Blake, R.G. (2009). Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches, *Reading Research Quarterly*, 44, 218-253.

Session 7

Implications for Small Group Instruction: text types, text difficulty, instructional routines, instructional leveling.

Clinic: each participant has the opportunity to model FORI and QtA with a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Reading: Beck, I.L., McKeown, M.G., Sandora, C., Kucan, L., & Worthy, J. (1996). Questioning the Author: A yearlong classroom implementation to engage students with text. *Elementary School Journal*, 96, 385-414.

Session 8

Comprehension Research: Schema Theory, Comprehension Strategies, Common Core.

Clinic: each participant has the opportunity to model FORI and QtA with a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion

of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Reading: McKeown, M.G., & Beck, I.L. (2004). Transforming knowledge into professional development resources: Six teachers implement a model of teaching for understanding text. *Elementary School Journal*, 104, 391-408.

Session 9

Assessing Comprehension: psychometric issues, implications for instructional leveling, implications for instruction.

Clinic: each participant has the opportunity to model FORI and QtA with a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Course Credit Criteria

To earn university credit, participants must satisfactorily meet each of the following criteria:

- completion of at least 8 of 9 possible half-day clinical trainings, conducted by a Licensed Tier I Text Trainer,
- complete at least 4 of 6 possible observations conducted by a Licensed Tier I Text Trainer or a certified Tier I Text Educator working in a support capacity under a Licensed Tier I Text Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of at least 4 of 6 possible peer observations, and,
- completion of at least 20 weeks of Tier I Text instruction, as demonstrated by weekly lesson plans.