



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Building Comprehension with the Science of Reading
Course Number	OL 5269
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

If you are a new or experienced educator grappling with how to teach reading comprehension, this course was designed for you! Grounded in the research on the Science of Reading and Scarborough's Reading Rope, the course leads participants to a deeper understanding of comprehension and offers practical strategies to strengthen instruction. You'll explore evidence-based instructional practices to nurture skilled reading focused on vocabulary, syntax, text structures, background knowledge, and levels of understanding. Learn to design lessons aligned with the Blueprint for Reading Comprehension and adapted to the needs of diverse learners. Ideal for K-8 educators, this foundational comprehension course will give you the knowledge you need, so you can determine where to start and what to teach.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use prompts about reading comprehension, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design lessons that utilize research-based strategies for helping students construct meaning from complex texts.
3. Create an activity for students to collaborate on learning about text structures and their use for making meaning.
4. Develop a plan to implement vocabulary and syntax routines in your reading instruction.
5. Challenge the status quo related to background knowledge by designing an activity to assess, activate, build and connect to previous knowledge.

Required Text/Reading:

Hennessy, N. (2020). *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*. Brookes Publishing.

All readings and resources are linked within the online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Baumhardt, A. (2020, June 22). *A conversation with Emily Hanford on reading instruction in the U.S.* APM Reports. Retrieved April 1, 2022, from

<https://www.apmreports.org/episode/2019/10/23/hanfordandreading>

Blevins, W. (2021). *Choosing and using decodable texts: Practical tips and strategies for enhancing phonics instruction.* Scholastic, Inc.

Burkins, J. M., & Yates, K. (2021). *Shifting the Balance: 6 Ways to Bring the Science of Reading Into the Balanced Literacy Classroom.* Stenhouse Publishers.

Moats, L. C. (2020). *Speech to Print: Language Essentials for Teachers.* Paul H. Brookes Publishing Company.

National reading panel - teaching children to read: An ... (n.d.). Retrieved April 1, 2022, from

<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Such, C. (2021). *The Art and Science of Teaching Primary Reading* (C. Such, Ed.). Corwin.

The Science of Reading. The Reading League. (2022, March 31). Retrieved April 1, 2022, from

<https://www.thereadingleague.org/>

Wexler, N. (2020). *The knowledge gap: The hidden cause of America's broken education system--and how to fix it.* Avery, an imprint of Penguin Random House LLC.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

Module 1

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules. This means you will submit individual sections in sequential order for review by your course evaluator. We encourage you to proceed through the course at your own pace, completing segments when you have a few moments to spare. And as a reminder, there is no need to wait for feedback before beginning the next course module. You may use the criteria provided in each assignment rubric to ensure your work is meeting target expectations.

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about reading comprehension.
2. Summarize your previous knowledge or experience with strategies to support reading comprehension.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

Module 2

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education. Again, you will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Example: "I teach 4th grade, all subjects."

2. Application: Review and Respond

Part 1: Building Critical Knowledge on the Science of Reading (Chapter 1)

"Our students have the right to learn how to read proficiently, and we have the responsibility to be prepared to teach them."

- Hennessy, p. 4

If you've been listening to the conversation about reading recently, you've surely observed the disconnect between the body of research known as the Science of Reading (SoR) and current educational practice. Hennessy frames this divide by explaining that educators often rely on existing structures (the curriculum provided by a school/district), previous experience (what's been taught in the past), and even personal beliefs (what is enjoyable and/or believed to be effective). She goes on to say that creating the conditions for evidence-based literacy instruction depends on educators who know the research and can apply it to their practice.

To create the conditions needed we'll start by surfacing and building critical background knowledge on skilled reading. Begin by reading Chapter 1 which summarizes two theoretical models of reading, The Simple View and Scarborough's Reading Rope. As you read, consider how an understanding of language connects to literacy.

Now review the video playlist (3 videos) below for additional explanations of each theory:

After reviewing the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

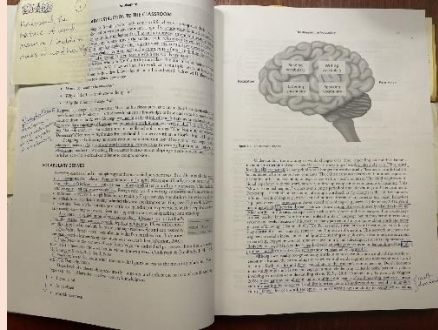
- A. Describe "proficient reading" and explain, in your own words, how it's acquired.
- B. Review the linguistic terms listed in Figure 1.3 and their explanations on the pages that follow. Explain your level of understanding of these terms. How well do you know them? To what extent have you applied instruction related to them?
- C. Read the following quotes, then explain why an understanding of language is important to literacy instruction.
 1. "Literacy is a secondary system, dependent on language as the primary system, so effective teachers know a good deal about language." p. 10
 2. "Young children need writing to help them learn about reading, they need reading to help them learn about writing; and they need oral language to help them learn about both." p.11
 3. "Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on." - Steven Pinker

Part 2: The Multidimensional Nature of Reading Comprehension (Chapter 2)

Ask any educator to define reading comprehension and responses will vary. Often it is equated with a product, like summarizing a text, finding the main idea, or making predictions. The author contends that reading comprehension may be one of the "most complex behaviors that we engage in on a regular basis" (p. 28). The reason? It's through a range of language and cognitive processes that we are able to extract and construct meaning from text. To learn more about these processes, watch as text author Nancy Hennessey explains what informed educators need to know about reading comprehension.

Now read Chapter 2 to delve further into the multidimensional processes that impact reading comprehension.

Note: As you read this text, we encourage you to mark it up like we did while designing this course! Annotating text, highlighting, underlining, or making notes in the margins as you read, is a great way to engage with the material and process complex ideas. Get your highlighters and sticky notes ready!



After reading, reflect on your new understanding of reading comprehension. Consider new insights, shifts in thinking, as well as ideas that challenge you. Now select 2 quotes, paragraphs, or pages from Chapter 1 or 2 that stood out to you and share your thoughts using one of the options below:

Option A: Write it Down

1. Copy a quote or summarize a section of your choosing, including page number.
2. Write your thoughts (insights, connections, questions, etc) in one paragraph or more.
3. Repeat with the second selection.

Option B: Say it Out Loud

1. Identify a quote or a section of your choosing, including the page number.
2. Use a medium of your choice—audio or video— to record a 1-3 minute reading (if a quote) or summary (if a paragraph or page).
3. Include your thoughts (insights, connections, questions, etc.) in your recording.
4. Be sure to record your 2 selections in one recording. You may submit as a shareable link (after uploading your recording to Google Drive) or upload the audio/video file directly to the Assignment Submission page for this module.

Module 3

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

2. Application: The Blueprint for Reading Comprehension Instruction (Chapter 3)

The basis of any good curriculum is a master plan or blueprint for instruction. The blueprint shown in the chapter is an evidence-based framework that provides a starting point. It serves to, “organize and scaffold the teacher’s preparation of varied texts for varied purposes and for different students” (p. 54). Chapter 3 introduces the framework and sets the stage for understanding the initial components of the blueprint which emphasize preparation before delivering instruction. Read Chapter 3 to learn more, then respond to the questions below.

After reviewing the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. After reflecting on past experiences with designing curriculum and delivering instruction, what shifts does the blueprint require you make?
- B. These slides from Hennessy’s PaTTAN Literacy Symposium presentation demonstrate how text selection can support the development of deep knowledge and academic language on a sample topic, like “Coming of Age.” Explain how purposeful text selection can build critical understandings and language development within and across disciplines.
- C. At the end of Chapter 3, Hennessy describes the link between knowledge and expression. Outline your understanding of the relationship between reading and writing (expression).

Module 4

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

2. Application: Implement

Helping Students Construct Meaning through Vocabulary (Chapter 4)

This quote from the text highlights the connection between vocabulary knowledge, comprehension and ultimately, expression:

Although some might argue that the primary goals of vocabulary instruction should be its influence on comprehension, a broader perspective includes the development of and access to an academic lexicon that allows students to not only listen and read with comprehension but also express understanding and thinking orally and in writing. (Hennessy, 2019, p. 568)

With this broader rationale in mind, the vocabulary-attuned educator has a myriad of strategies in their toolbox to support students' growth in vocabulary knowledge. Watch as one teacher uses Marzano’s 6 Step Process to get to a deeper level of understanding and offer multiple opportunities to read, write, listen, and speak the words.

Read Chapter 4 to learn about the continuum of direct and indirect strategies for building word knowledge. Then, choose one vocabulary routine from each section (A and B) below to develop for your classroom.

Section A: Intentional Instruction (*Choose one*)

The Simple Routine | Design a simple vocabulary routine using the example on p.68. Consider selecting a word from a past or future lesson so you can begin building your repertoire of activities. Include at least 6 “teacher” prompts in your script. Then, in one paragraph or more, explain how you will embed this strategy in your vocabulary instruction going forward.

The Complex Routine | Create an example of a semantic map using a word from an upcoming lesson. Emulate the models shown in figures 4.7 and 4.8, or use an alternative version such as Frayer or Four Square. You may create your map in the document you submit for this module or paste an image of your map created on a different platform. Then, in one paragraph or more, explain how you will embed this strategy in your vocabulary instruction going forward.

Section B: Incidental-on-Purpose Instruction (*Choose one*)

Point of Contact Teaching and/or Shared Reading | Using a text of your choice, select 5 or more words that could be taught using a quick substitution, synonym, picture cue, or question. Provide the text title and author, and each word along with its prompt (or substitution). Then, in one paragraph or more, explain your rationale for choosing these words for point-of-contact teaching, and describe how you’ll embed this practice in your instruction going forward.

Teacher-Student Talk | When teachers elevate their conversations, rather than sticking with simple, everyday language, students’ literacy skills improve. Review the examples of elevated conversation in the text and design a routine that you could implement in your classroom. You might create a bulletin board for capturing “ten dollar words,” a list of prompts to elevate word-focused classroom conversations, or even a storyline that encourages students to become “word seekers” throughout the day. Share a description of your routine, and a visual representation (drawing, sketch, digital image), if appropriate. In addition, in one paragraph or more, describe how you’ll embed this practice in your instruction going forward.

Morphology | Using a text of your choice, select 3 or more words that could be taught using a morphological approach (root word, prefix, suffix). Provide the text title and author, and each word along with a visual representation of morphological parts (i.e., morphology matrix or word building template). For more support with this strategy we recommend the following resources:

- Article- “Using Morphology To Teach Vocabulary,” by Joan Sedita
- Video- “Van Cleave - Morphology Matters: Using Bases & Affixes to Develop Vocabulary in Students of All Ages,” from PaTTAN
- Routines- “Morphology Matters,” by William Van Cleave

Whichever options you choose, consider incorporating opportunities for movements/gestures, visuals/videos and writing to solidify word meaning!

Module 5

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

2. Application: Innovate

Constructing Meaning at the Sentence Level (Chapter 5)

Much of the conversation around comprehension is often focused on individual word meaning and overall meaning of an entire text, but the sentence-attuned educator understands it is the sentence structures and patterns that help students make sense of what they are reading. Readers must understand the function of words in sentences, make meaning of each sentence, and determine how those sentences cohere or, in combination, make sense.

Watch as Margie Gillis, literacy expert, explains how the 8 grammatical building blocks– nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections– function within sentences to convey meaning.

08. The Syntax Attuned Educator | 2022 Literacy Symposium

While we've only shown the grammar structures section of this webinar, we encourage you to watch the entirety of the video for deeper learning and specific strategies for building syntactic knowledge.

Now read Chapter 5, for Hennessey's take on sentence structures and their impact on meaning. Take note of the intentional and incidental-on-purpose strategies suggested to support sentence-level comprehension. Now, (similar to the previous module) choose one syntax routine from each section (A and B) below to develop for your classroom.

Section A: Intentional Instruction (*Choose one*)

Grammar-Based Deconstruction Activities | In order to comprehend texts, students must first understand how words function within sentences. Starting with parts of speech and their meaning is a great first step. Using the examples on pp. 102-106, design a lesson (including title, objectives, materials and activity steps) that utilizes questioning to help students identify parts of speech embedded in a snippet of text. Examples include: sorting words by parts of speech or phrases and clauses, whole class conversation with question prompts, etc. Additionally, in one paragraph or more, explain how you plan to embed opportunities for grammar-based activities in your instruction going forward.

Sentence-Based Activities (combining, expanding, unscrambling) | Once students have a grasp of basic sentence formulation and structure, activities that involve sentence combining, expanding, and unscrambling can improve reading comprehension and written expression. This includes introducing and manipulating cohesive ties and connectives. Review the examples of sentence-based activities on pp. 107-110 and design a lesson (including title, objectives, materials and activity steps) that you could implement in your classroom. Additionally, in one paragraph or more, explain how you plan to embed opportunities for sentence manipulation in your instruction going forward. The resources below offer additional background and strategies to consider as you design the lesson.

- Syntax Skill Video Series (13 videos), from Literacy How
- "Order Matters" Activity, from Literacy How

- 3 Different Ways to Combine Sentences, from Breaking English
- “Juicy Sentence” Strategy, by Dr. Lily Wong Fillmore
- “Sentence Expanding” Strategy, from Iowa Reading Research Center
- Syntax Posters from Pennington Publishing

Section B: Incidental-on-Purpose Instruction (*Choose one*)

Fluency Connection- Prosody | Fluent readers read with expression and appropriate prosody, which helps to construct meaning, identify important information in the text, and recognize tone. Think of ways you might engage your students in prosody practice (a tongue twister!) and describe a routine you plan to implement. Then, in one paragraph or more, explain how you will embed opportunities for fluency/prosody practice in your instruction going forward. The resources below offer specific examples to aid in the development of your prosody routine:

- “Why Prosody Matters: The Importance of Reading Aloud with Expression,” by Logan De Ley
- “Prosody: How To Help Children Read With Fluency And Expression,” from Wise Words of Literacy
- “Phrases and Short Sentences for Repeated Reading Practice,” by Tim Rasinski
- “Fry Instant Phrases,” by Tim Rasinski

Oral Language- Teacher/Student Talk | Sentence frames, or pre-constructed sentence patterns, can be used to help students understand and respond to complex text. The frames support elaboration and expansion of thinking. This Scaffolds List from Achieve the Core provides examples by category- analysis, explanation, cause and effect. After reviewing the list, identify or create a set of 5 or more sentence frames you will use to support comprehension in your classroom. The frames might be specific to a particular text or more general. In addition to your list of sentence frames, describe, in one paragraph or more, your plan to embed these frames in a lesson or classroom routine.

Module 6

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

2. Application: Collaborate

Teaching Text Structure (Chapter 6)

While vocabulary and syntax comprise the **microstructure** of the text, structural features and text patterns make up the **macrostructure** which signal to the reader the relationships between ideas in the text. Read Chapter 6 to learn how explicit instruction with direct explanations, modeling, practice with focused feedback, and opportunities for application can move the needle on comprehension.

The amazing creatives at Flocabulary provide a fun and catchy way to teach informational text structures. Take a look!

The 5 Types of Text Structure

For this application, identify a lesson or unit where you can explicitly teach text structures and create or modify a graphic organizer to support student learning. Your focus may be narrative or informational and the format of your graphic organizer may be an anchor chart, paper/pencil version, or use a digital platform like Google Jamboard or Slides. Your activity may be used for pairs or small group work. For more text structure inspiration, explore these free resources below:

- Expository Text Structure Organizers from Florida Center for Reading Research
- Graphic Organizers from Lexia Learning
- Graphic Organizers and Signal Word Lists from RMC Research
- Digital Graphic Organizer Templates from Ditch That Textbook

Please submit your graphic organizer as an image or photo, a separate document (links are fine, but please ensure share settings are set so your evaluator may view), or embedded within the document you'll submit for this module.

In addition to your graphic organizer, respond to the prompts that follow in one paragraph or more each:

- A. Explain how you intend to use the selected/modified graphic organizer to explicitly teach text structure.
- B. How might you facilitate collaboration as students work to learn about various text structures?

Module 7

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

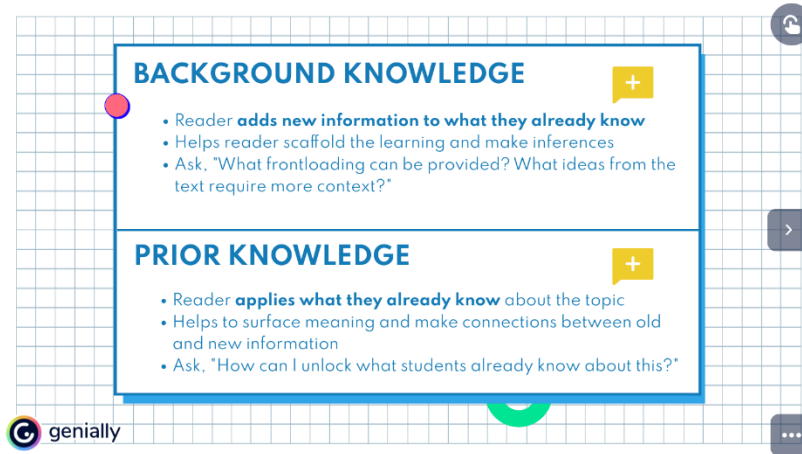
2. Application: Challenging the Status Quo

Using Knowledge to Construct Meaning (Chapter 7)

Congratulations! You've made it to Chapter 7 of this text. Think of all the strategies and skills working in concert to help you make meaning of the words and ideas contained within this text. Consider the level of understanding you brought with you, how you connected your personal and professional experiences and knowledge, and how you discerned what was explicitly and not so explicitly stated by the author. You continued to build your networks of knowledge related to comprehension chapter by chapter.

As Hennessy shares at the outset of this chapter, "Prior knowledge about the topic at hand is like mental velcro. The relevant knowledge gives the words of the text places to stick and make sense, thereby supporting comprehension and propelling the reading process forward" (Adams, 2015).

Research tells us that a focus on knowledge is a main contributor to learning. Review the graphic below to challenge the status quo and learn the difference between building background knowledge and activating prior knowledge. Yes, there's a difference!



Now read Chapter 7 to learn Hennessy’s instructional routine for activating, assessing, building, and connecting background knowledge– the “ABCs”!

Once you are familiar with the ABC routine, design a set of activities that follow the ABC structure for a selected text.

1. Determine the text where you will focus your activities. It’s helpful to choose one that requires significant background information for comprehension. (*** Note: You will be asked to choose a text in Module 9 to teach inference. You may select a text for this application that can serve dual purposes – building background knowledge and inferring meaning– or you may use two separate texts.*)
2. Consider the questions on p.155 to help you identify what readers may bring to the text, the content and demands of the text, and how the text connects to critical topics and understandings.
3. With your responses in mind, use Figure 7.1 to identify the tools you’ll implement for each of the steps– Activate and Assess, Build and Connect.
4. Then, design a set of background knowledge activities/lessons to prepare students to read the selected text. Your lesson(s) should include the 3 components of the instructional routine (ABC) and any graphic organizers that will be used for each. The ABC routine may be condensed into one class period or be spread out over several sessions. Use the template provided or recreate the components in your own document.

Module 8

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

2. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you’d like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 9

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

2. Application: Using Inference to Construct Meaning (Chapter 8)

Throughout Chapter 8 we learn that inference plays a huge role in our level of comprehension at the sentence, paragraph, and text levels. Readers must find meaningful connections between parts of the text (words and sentences), and identify relationships between the text and background knowledge to fill in what's not explicitly stated. To do all of this successfully, the reader accesses and applies two types of inferences, local and global. Read Chapter 8 to learn more about these connections.

Now, review the evidence-based instructional practices that support deeper understanding of text, taking note of those that build local and global connections (pp. 179-186). Once familiar with the strategies, you will design an activity that supports student inference (global or local) for a selected text.

1. Determine the text where you will focus your activities. Please choose a text that requires some level of inference. (*** Note: You may use the same text from your Module 7 assignment for this application, or any other text previously used in the course so far!*)
2. Consider the questions on p.180 (local coherence) and p.184 (global coherence) to help you informally assess students' ability and prepare for instruction.
3. With your responses to the questions in mind, identify the strategy you'll use to teach inference. You may choose one strategy that focuses on either local or global coherence. No need to identify strategies for both.
4. Now design an activity using the strategy you selected that supports comprehension of the selected text. You may use any of the examples presented in the text or modify them to suit your needs. Your routine may fit into one class period or be spread out over several sessions. Be sure to include the following for your activity:
 - Text title and author
 - Inference Type and Strategy Name (ex: Local Coherence- Connectives)
 - Activity description including lesson steps (What will the teacher say/do? What will students say/do?)
5. In addition to the activity plan, respond in one paragraph or more to each of the following prompts:

- A. Think about inference instruction in your own classroom and others around your building. How has inference been taught in the past and how does instruction align (or not!) with what you've learned in the chapter?
- B. Describe how you plan on incorporating inference instruction with the other comprehension skills you've learned about up to this point in the book.

Module 10

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education.

2. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.