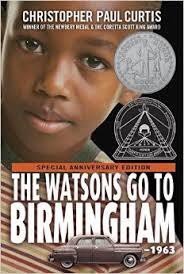
# IL 2211: Comprehension and Vocabulary

# Fall 2020

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**OVERVIEW**

## This course is designed to introduce theories about

## comprehension and vocabulary

**as well as instructional approaches that support**

**the development of those literacy processes**

**in motivating and engaging ways.**

### “Education consists in the formation of wide-awake, careful, thorough

### habits of thinking.” (John Dewey, 1933, *How We Think)*

### Course Texts to be purchased:

Beck, I. L., McKeown, M.G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary*

*Instruction* (2nd ed.). New York: Guilford Press.

Curtis, C. P. (1995). *The Watsons go to Birmingham—1963*. New York: Dell Laurel-Leaf.

Ryan, P. M. (2002). *When Marian sang*. New York: Scholastic.

**Required Course documents for you to access and print:**

*Common Core State Standards for English Language Arts and Literacy in History/Social*

*Studies, Science, and Technical Subjects.* Available from: <http://www.corestandards.org/>

### Course Readings: Some will be provided in class; others will be sent electronically.

Beck, I. L., & McKeown, M. G. (2001). Text talk: Capturing the benefits of read-aloud

experiences for young children. *Reading Teacher, 55*(1), 10-20.

Graesser, A. C., McNamara, D. S., & Louwerse, M. M. (2003). What do readers need to learn in

order to process coherence relations in narrative and expository text? In A. P. Sweet & C. E. Snow (Eds.), *Rethinking reading comprehension* (pp. 82-98). New York: Guilford.

Hammerberg, D.D. (2004). Comprehension instruction for socioculturally diverse classrooms: A

review of what we know. *Reading Teacher*, *57*(7), 648-658.

Hedin, L. R., & Conderman, G. (2010). Teaching students to comprehend informational text

through rereading. *Reading Teacher, 63*(7), 556-565.

Kieffer, M. J., & Lesaux, N. K. (2007). Breaking down words to build meaning: Morphology,

vocabulary, and reading comprehension in the urban classroom. *Reading Teacher, 61*(2), 134-144.

Kucan, L. (2007a). “I” poems: Invitations for students to deepen literary understanding.

*Reading Teacher, 60(6), 518-525.*

Kucan, L. (2007b). Insights from teachers who analyzed transcripts from their own

classroom discussions. *Reading Teacher, 61*(3), 228-236.

Kucan, L. (2012). What is most important to know about vocabulary? *Reading Teacher, 65*(6),

360-366.

Kucan, L., Lapp, D., Flood, J., & Fisher, D. (2007). Instructional resources in the classroom.

Deepening understanding through interactions with multiple texts and multiple media. In L. Gambrell, L. M. Morrow, & M. Pressley (Eds.), *Best practices in literacy instruction* (3rd ed.) (pp. 285-312). New York: Guilford.

Lane, H. B., & Allen, S.A. (2010). The vocabulary-rich classroom: Modeling sophisticated word

use to promote word consciousness and vocabulary growth. *Reading Teacher, 63*(5), 362-370.

Lenski, S. D. (1998). Intertextual connections: Making connections across texts.

*The Clearing House, 72*(2), 74-80.

Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. *Journal of*

*Adolescent and Adult Literacy, 43*(5), 448-461.

Mesmer, H. A., & Rose-McCully, M. M. (2017). A closer look at close reading: Three under-the-

radar skills needed to comprehend sentences. *Reading Teacher, 71*(4), 451-461.

Nation, K. (2005). Children’s reading comprehension difficulties. In M. L. Snowling & C. Hulme

(Eds.), *The science of reading: A handbook* (pp. 248-265). Malden, MA: Blackwell Publishing.

Pearson, P. D. & Liben, D. (2013). *The progression of reading comprehension*.  New York,

NY:  Achieve the Core.  Retrieved from <https://achievethecore.org/page/1195/the-progression-of-reading-comprehension>

Roser, N, & Hoffman, J. V. (1992). Language Charts: A record of story time talk. *Language Arts*

*(69),* 44-52.

Snow, C. E. (2010). Reading comprehension: Reading for learning. In P. L. Peterson, E. Baker, &

B. McGaw (Eds.), *International Encyclopedia of Education,* (Vol. 5, pp. 413-418). Elsevier Ltd.

**Video clips to watch in preparation for September 10 class:**

<https://www.youtube.com/watch?v=iHUf2rRKQnY&list=PLB37796D4DF857C23&index=2>

<https://www.youtube.com/watch?v=YA7sXbtfhOs>

**Clearances**

You will receive an e-mail describing what you need to do in order to secure the necessary clearances for this course because you will be working with students for some of the required assignments.

## Major Course Assignments

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| **Assignment** | **Your points/**  **Total possible points** |
| ***The Watsons Go to Birmingham—1963*** | **10** |
| **Literature Unit** | **20** |
| **In-class teaching assignments** | **10** |
| **First Text-Based Discussion** | **30** |
| **Second Text-Based Discussion** | **30** |
| **Vocabulary Lesson Sequence** | **20** |
| **Analysis of Literacy Resources** | **10** |
| **Final Exam** | **30** |
| **Reading Guides and Checkpoints** | **40** |
| **TOTAL** | **200points** |

**READING GUIDES AND CHECKPOINTS**

### Because reading assigned articles and chapters before class is essential to engage in class discussions and activities, I have designed Reading Checkpoints for you to complete at the beginning of selected classes to check that you have done the required reading. These will be short questions or prompts that you will complete in class. For some readings, you will complete Reading Guides that you can refer to in responding to the Reading Checkpoints.

### IN-CLASS TEACHING ASSIGNMENTS

### You will be assigned to teach your colleagues in this class about an activity or a reading as an opportunity to share your understanding and interpretation.

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|  | **In order to be prepared for our first class session on August 26, you need to:**   * print and read course syllabus * read the first 7 chapters of *The Watsons Go to Birmingham—1963* * print *The Watsons* Literature Unit and complete pages 2, 5, 6, 12, and 13 * print, read, and be ready to discuss “I” poem article by Kucan (2007a)   **Bring course syllabus, *The Watsons*, *The Watsons* Literature Unit, and the “I” poem article to the first class session.** |

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| **Class meetings and topics** | **Class activities** | **Assignment for *next* class meeting** |
| **August 26**   * Course overview * *The Watsons* * Comprehension | * Welcome/introductions * Course overview   **READING CHECKPOINT**   * *The Watsons* discussion and activities * Discussion about “I” poems * Reading comprehension (Snow, 2010) *This reading will be distributed in class.* | *The Watsons*   * Read chapters 8-end * Read pages 14-34 in the Literature Unit and complete pages 18, 19, 20, 21, 24, 27, and 28. * View video clips listed on page 3. * Assignments: Fact and Fiction (pages 3-4) and Author’s Craft (pages 10-11) * Finish reading Snow using **Reading Guide** * Read and be ready to discuss “Birmingham Church Bombing” |
| ***September 2 Labor Day Holiday: No class*** | | |
| **September 9**   * *The Watsons* * Text sets * Comprehension | **READING CHECKPOINT**   * *The Watsons* discussion and activities * **Literature Unit Assignment** * Text analysis of literary texts * “Birmingham Church Bombing” discussion * Paired texts * Discussion of Snow: reading comprehension | Print, read, bring to class, and be prepared to discuss:   * Lenski (1998) * Roser & Hoffman (1992) * Kucan et al. (2007) |

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| **Class meetings and topics** | **Class activities** | **Assignment for next class meeting** |
| **September 16**   * Multiple Texts * Comprehension | **READING CHECKPOINT**   * Discussion of Lenski (1998), Roser & Hoffman (1992), and Kucan et al. (2007) * The Progression of Reading Comprehension: Pearson & Liben (2013) *This monograph will be distributed in class.* | * Finish reading Pearson & Liben (2013) using **Reading Guide** * Print, read, bring to class, and be prepared to discuss “Harnessing the Wind” * Prepare discussion plan (Version 1) for “Harnessing the Wind” and bring to class any resources that you plan to use to support students’ comprehension of important text ideas |
| **September 23**   * Discussion as a context for comprehension instruction * Text Analysis and Planning for Text-Based Discussion | **READING CHECKPOINT**   * Discussion of Pearson & Liben (2013) * Discussion as a context for comprehension instruction * Focus of discussion: skills/strategies or content? * Tools for text analysis and planning for discussion * **First Text-Based Discussion Assignment** | * Prepare discussion plan for “Harnessing the Wind” (Version 2) |

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| **Class meetings and topics** | **Class activities** | **Assignment for next class**  **meeting** |
| **September 30**   * Discussion as a context for comprehension instruction * Text Analysis and Planning for Text-Based Discussion | * Rehearsing for discussion of “Harnessing the Wind” * Children’s Reading Comprehension Difficulties: Nation (2004) *This chapter will be distributed in class.* | * Print, read, bring to class, complete **Reading Guide**, and be prepared to discuss:   --Graesser, McNamara, & Louwerse (2003)  -- Mesmer & Rose-McCully (2017) |
| **October 7**  Text Features | **READING CHECKPOINT**   * Discussion of Graesser, McNamara, & Louwerse (2003) and Mesmer & Rose-McCully (2017) * Teaching text features * **Literature Unit Assignment due** | Print, read, bring to class,  complete **Reading Guide**,  and be prepared to discuss:  Hedin & Conderman  (2010) |
| **No class will be held on Monday, October 14.**  **Class will be held on Tuesday, October 15.** | | |
| **October 15**  Text Analysis | **READING CHECKPOINT**   * Discussion of Hedin & Conderman (2010) * Text analysis activities | * Print, read, bring to class, and be prepared to discuss Beck & McKeown (2001) * Read *When Marian Sang* and bring to class |
| **October 21**  Read Alouds | **READING CHECKPOINT**   * Discussion of Beck & McKeown (2001) * Planning for discussion of *When Marian Sang* | * Print, read, bring to class, and be prepared to discuss Kucan (2007b) |

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| **Class meetings and topics** | **Class activities** | **Assignment for next class meeting** |
| **October 28**  Discourse Moves During Discussion | * Discussion of first text-based discussion * Discussion of Kucan (2007b) * Planning to discuss “Black Death” * **First Text-Based Discussion Assignment due** * **Second Text-Based Discussion Assignment** | * Prepare discussion plan (Version 1) for “Black Death” * Print, read, and be prepared to discuss:   --Lane & Allen (2010) |
| **November 4**  Discussion Planning  Vocabulary | **READING CHECKPOINT**   * Rehearsal of “Black Death” discussion plan * Discussion of Lane & Allen (2010) * Discussion of Kucan (2012), article will be distributed in class | * Prepare discussion plan for Black Death (Version 2) * Read and be prepared to discuss Beck, McKeown, & Kucan Chapters 1-3 |
| **November 11**  Vocabulary | **READING CHECKPOINT**   * Discussion of Beck, McKeown, & Kucan Chapters 1-3 * **Vocabulary Lesson Sequence Assignment** | * Read and be prepared to discuss Beck, McKeown, & Kucan Chapters 4-6 * Print, read, and be prepared to discuss   Kieffer & Lesaux (2007) |

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| **Class meetings and topics** | **Class activities** | **Assignment for next class meeting** |
| **November 18**  Vocabulary | **READING CHECKPOINT**   * Discussion of Beck, McKeown, & Kucan Chapters 4-6 * Discussion of Kieffer & Lesaux (2007) * Workshop: developing vocabulary lessons * **Final Exam** | Print, read, complete  Reading Guide, and be  prepared to discuss:   * Hammerberg (2004) * Luke (2000) |
| **November 25**  Representations of Literacy | **READING CHECKPOINT**   * Discussion of Hammerberg (2004) and Luke (2000) * Discussion of second informational text discussion   **Second Informational Text Discussion Assignment due** | * Bring to class the resources that you use to teach literacy |
| **December 2**  Literacy Resources | * Analysis of resources that you use to teach literacy * **Vocabulary Lesson Sequence Assignment due** |  |
| **December 9** | **Final Exam due** |  |

### GRADING

The assignments for this course are designed to give you opportunities to reflect on your learning and to structure your weekly participation in the course. Assignments are also opportunities for you to receive feedback on your progress and performance.

Detailed course assignment sheets and grading rubrics will be available for each assignment.

Grades will be assigned based on the following ranges:

### 94-100% = A 90-93 = A- 87-89% = B+ 83-86%= B

**80-82% = B- 74-79% = C 69-73% = D**

**Late assignment policy**: The pace of the class requires that you do not fall behind in assignments; thus, late assignments will not be accepted unless arrangements have been made with the course instructor **in advance of the due date.** If an extension is needed for assignments, this must be arranged before the due date and will be granted for only the most extenuating of circumstances. **If you are granted an extension with an agreed-upon new due date and the assignment is not turned in by that date, there will be no credit given for the assignment.**

**Revising assignments:** If your work on an assignment is graded below 80% you may revise and resubmit it one time. Resubmissions must be submitted **within 2 weeks** of receiving the graded assignment. The revision must be submitted stapled to the original submission. The highest grade you can receive on a resubmitted assignment is an 80%. This will replace your original grade. **Assignments due the last two weeks of the course cannot be revised.**

**ATTENDANCE AND PARTICIPATION**

Because of the way this course is structured and the nature of the assignments, you

cannot do well if you are not actively engaged in course activities. Your active engagement and participation in course meetings and your timely completion of course assignments are crucial for the success of this course as well as your own learning.

Being on time and prepared for every class session is expected. You cannot make up a missed class by doing alternative work.

Unexcused absences are not permitted. However, members of the reading faculty recognize that in some circumstances you must miss class because of illness or a family or other emergency. If you must miss class, it is expected that you will communicate with the course instructor about your absence. If you miss two classes (even if they are excused because of illness or family emergency), your grade will be reduced by one level. So, for example, if you miss two classes, the highest grade that you can earn would be within the B range. If you miss three classes, the highest grade you can earn would be within the C range.

In extreme circumstances that necessitate missing more than two classes, candidates may petition the reading faculty for emergency leave. Emergency leave is for unexpected and unavoidable critical situations and is reviewed on a case-by-case basis. To be granted emergency leave, a candidate will meet with the course instructor to negotiate a plan for demonstrating their learning of the course material. Please note that in some cases, given the nature of the course, this will not be possible and candidates will be advised to withdraw from the course.

### WEATHER

While the provost rarely closes the University due to inclement weather, please use good judgment when deciding whether or not to drive to campus during inclement weather. If you cannot attend a class session because of weather conditions, you can contact me for information about the class you missed and I will work out a way for you to “participate.”

### ACADEMIC INTEGRITY

Academic integrity is a key component of professionalism. It is expected that all candidates uphold the principles of academic integrity in their work during this course as specified on the University of Pittsburgh Office of the Provost. These guidelines are available for download at: <http://www.provost.pitt.edu/info/ai1.html>. Candidates who do not follow these guidelines may be subject to disciplinary action.

### GRIEVANCE POLICY

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>

### CONFIDENTIALITY

During this course and throughout your teaching career, you will have access to information about students that demands discretion. You may not share information about students in any setting beyond the confines of our work together. Within our group, you may discuss students in only the most professional ways. This means that students and their work are spoken about only for instructional purposes, without veering into gossip or “venting” frustrations. Your access to students is predicated on a disposition of care, respect, and a generous interpretation of their actions.

Confidentiality also means that you may not refer to students in ways that would identify them outside of the course setting including digital forums such as Facebook, Twitter or personal web spaces, such as blogs. Additionally, you may not share images of them or their work for any purpose outside of this course. This includes videotaped or audiotaped records, anecdotal notes, written work, assessments, and photographs. Any infractions will be considered professional misconduct and will jeopardize your standing in Pitt’s graduate programs. If you have any questions about confidentiality matters, it is your responsibility to seek answers from the course instructor.

**SPECIAL LEARNING NEEDS**

*If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890* [(412) 383-7355 for TTY], *as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.*