ERL 577: Fluency, Vocabulary, and Comprehension

School of Education and Leadership

3 Credits
Effective Date 1/1/2023
Grading Type: Decimal

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

The purpose of this course is to understand the many complex cognitive processes and factors that contribute to skilled comprehension of text. Candidates examine the Language Comprehension portion of Scarborough's Reading Rope (2001) which encompasses background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge and analyze the reciprocal nature of the strands within The Rope, how they contribute to skilled reading, and how differences in cognitive, linguistic, sociocultural, and behavioral learning may influence the development of proficient reading. Candidates also examine the decoding portion of Scarborough's Reading Rope (2001) and how these strands lead to fluent, grade level reading as well as develop instructional activities that support the development of reading fluency (rate, expression, and prosody).

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the Canada Bookstore, and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, learners:
- Demonstrate understanding of the language comprehension portion of Scarborough's Reading Rope (2001) and the many complex and interrelated factors that contribute to skilled reading

- o Know/apply in practice considerations for factors that contribute to deep comprehension (KPS 4F.1)
- Analyze the reciprocal nature of background knowledge, vocabulary, and the visual/cognitive process of inference
  - o Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research (KPS 4F.4)
- Develop instructional activities that support the development of background knowledge, vocabulary, and inference
  - o Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. (KPS 4E.1)
  - o Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction (KPS 4E.3)
  - o Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. (KPS 4E.4)
- Demonstrate understanding of how the word recognition strands of Scarborough's Reading Rope (2001) contribute to fluent reading
  - o Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read. (KPS 4D.1)
- Develop instructional activities that address the three components of fluency (accuracy, rate, prosody)
  - o Know/apply in practice considerations for varied techniques and methods for building reading fluency (KPS 4D.2)
  - o Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices. (KPS 4D.3)

International Dyslexia Association. (2018, March). Knowledge and Practice Standards for Teachers of Reading. Retrieved from https://dyslexiaida.org/knowledge-and-practices/

Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a ***collective goal*** of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for ***multiple truths*** to coexist, and where we begin to ***notice and name power dynamics*** in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others*.* We agree to ***share our truths bravely***, to ***acknowledge the humanity*** of each other and ourselves, and to ***look for learning*** in ourselves and others.

We agree to keep confidential all issues of a personal or professional nature that are discussed in class.

**adapted from Color Brave Spaces by Equity Matters (2021). www.equitymattersnw.com

Additional Information

The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (https://www.cityu.edu/catalog/).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Language Comprehension and Literacy Development Research Essay (50% of Final Grade)

In this assignment, candidates research the Language Comprehension portion of Scarborough's Reading Rope (2001), with a specific focus on background knowledge, vocabulary, and the verbal reasoning process of inference and determine how individual differences in cognitive, linguistic, sociocultural, and behavioral learning may affect a student's comprehension of a text. Candidates write a summary of evidence-based findings and analyze the reciprocal nature of these strands in the Reading Rope model and why they are crucial to the development of skilled reading. Finally, candidates discuss ways to support and develop these strands (background knowledge, vocabulary, inference) of the reading rope in the classroom using a classroom-based activity, with consideration of a variety of factors that contribute to wide differences in preexisting student background knowledge and student vocabulary.

Learning Outcomes Assessed:

- Demonstrate understanding of the language comprehension portion of Scarborough's Reading Rope (2001) and the many complex and interrelated factors that contribute to skilled reading
    - o Know/apply in practice considerations for factors that contribute to deep comprehension (KPS 4F.1)
- Analyze the reciprocal nature of background knowledge, vocabulary, and the visual/cognitive process of inference
    - o Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research (KPS 4F.4)
- Develop instructional activities that support the development of background knowledge, vocabulary, and inference
    - o Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. (KPS 4E.1)
    - o Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction (KPS 4E.3)
    - o Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. (KPS 4E.4)

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Language Comprehension Summary	30	Three or more components of "at-standard" performance are either missing or in need of revision	1-2 components of "at-standard" performance is either missing or in need of revision	Coherent and logical summary of language comprehension (background knowledge, vocabulary, and inference). Clear description of how individual differences affect comprehension of text.	At Standard, plus a detailed description of the multifaceted differences that affect background knowledge and vocabulary acquisition
Analysis	30	Three or more components of "at-standard" performance are either missing or in need of revision	1-2 components of "at-standard" performance is either missing or in need of revision	Coherent and logical analysis of the reciprocal nature of the strands (background knowledge, vocabulary, and inference) and their	At Standard, plus a timeline of skilled reading development according to the strands of Scarborough's Reading Rope.

				contribution to the development of skilled reading.	
Classroom Application	30	Three or more components of "at-standard" performance are either missing or in need of revision	1-2 components of "at-standard" performance is either missing or in need of revision	Three classroom activity examples that clearly demonstrate how to support and develop background knowledge, vocabulary, and inference. Consideration of a variety of factors that contribute to a student's preexisting knowledge.	At Standard, plus classroom examples consider student assets and funds of knowledge.
Research, Organization, and Conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less research-based literacy resources used and cited in APA format	Some writing errors interfere with clarity and/or professionalism and/or represent in-appropriate modeling for students; three research-based literacy resources used and cited in APA format	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; four research-based literacy resources used and cited in APA format	At standard, plus serves as an outstanding model for students; six or more scholarly resources used and cited in APA format

Fluency: Research and Application Assignment (30% of Final Grade)

In this assignment, candidates examine reading fluency. In a 3-5 page research essay, candidates define the three components of fluency (accuracy, rate, prosody) and discuss the importance of fluency assessment and progress monitoring in order to inform instruction and intervention. Candidates also analyze how the decoding portion of Scarborough's Reading Rope (particularly decoding and sight word recognition)

influences fluent, grade level reading, as well as the variables that affect overall fluency, and therefore comprehension. Candidates also develop three instructional activities, one for each component of fluency. *An instructional activity template will be provided for this assignment.*

Learning Outcomes assessed:

- Demonstrate understanding of how the word recognition strands of Scarborough's Reading Rope (2001) contribute to fluent reading
    - Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read. (KPS 4D.1)
- Develop instructional activities that address the three components of fluency (accuracy, rate, prosody)
    - Know/apply in practice considerations for varied techniques and methods for building reading fluency (KPS 4D.2)
    - Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices. (KPS 4D.3)

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Fluency: Definition and Summary	20	Three or more components of "at-standard" performance are either missing or in need of revision	1-2 components of "at-standard" performance is either missing or in need of revision	Concise, evidence-based summary of fluency. Summary includes a well-developed definition, including the three components of fluency (accuracy, rate, prosody), and a discussion of the importance of fluency assessment and progress monitoring.	At standard, plus includes an explicit, logical connection to Scarborough's Reading Rope.
Analysis	30	Three or more components of "at-standard" performance are	1-2 components of "at-standard" performance is either missing	Evidence-based analysis of the variables that affect	At Standard, plus synthesizes a variety of

		either missing or in need of revision	or in need of revision	fluency, particularly in terms of Scarborough's Rope and foundational literacy skills, that affect the development of overall skilled reading	evidence-based sources
Application: Classroom-Based Activities (3)	20	Three or more components of "at-standard" performance are either missing or in need of revision	1-2 components of "at-standard" performance is either missing or in need of revision	Well-developed activities (3) addressing the three components of fluency, aligned a literacy CCSS; utilizes required template;	At Standard, plus classroom examples consider student assets and funds of knowledge.
Research, organization, and conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent in-appropriate modeling for students; three resources used and cited.	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; five evidence-based resources used and cited	At standard, plus serves as an outstanding model for students; six or more evidence-based resources used and cited

Participation, Engagement, and Essential Dispositions (20% of Final Grade)

Candidates should participate and engage in all classwork, including required assignments, accountable reading, discussion board modules, activities, quizzes, checks for understanding,

and any other instructor-determined assignment. Candidates should work to meet City University Essential Dispositions and [KPS Standard 5: Professional Dispositions and Practices](#) criteria not only in the field, but also in their coursework, whether online or in person.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Participation and Engagement	50	Does not adequately engage in assignments, accountable readings, and discussion board modules. Frequently chooses not to collaborate with others.	Engages in assignments, accountable readings, and discussion board modules with superficial thought or preparation. Collaborates with others in a way that advances understanding for just the candidate.	Engages in assignments, accountable readings, and discussion board modules with substantive thought or preparation. Collaborates with others in a way that advances understanding for both the candidate and others.	Engages assignments, accountable readings, and discussion board modules with substantive thought or preparation and expands on the topic. Collaborates with a variety of others in a way that contributes effectively.
Essential Dispositions	50	Occasionally or consistently struggles to meet criteria for several essential dispositions.	Occasionally struggles to meet criteria for two essential dispositions, or consistently struggles to meet criteria in one essential disposition.	Meets criteria for essential dispositions (equity literacy, build relationships and collaborative practice, engage in self-reflection for personal and professional growth, uphold professional and ethical standards) and KPS Standard 5: Professional Dispositions and Practices (5.1-5.10)	At Standard, plus, exhibits especially strong skills in at least one essential disposition.

Course Policies

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/ .

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.