

Schedule – course overview ONLINE

1. Syllabus

- 1) Website
- 2) Contact information
- 3) Course description
- 4) Materials
- 5) Assessment criteria
- 6) Semester schedule
- 7) Letter from teacher

2. Needs analysis

- ⦿ Groups

3. Vocabulary Size Test

- ⦿ Go to Vocabularysize.com and take the test. After, report your score to the class/groups.
- ⦿ (A downloadable pdf version can be found [here](#), as well as an answer key).

Homework 1 – Due by Week 2

Bring the **week.2-3.ar.pdf** file (website/weekly) to class.

GSE Advanced Reading - Week 2 – 11MAR2021

Schedule – Unit 1-R1 RW, surveys [ONLINE](#)

[week.2-3.ar.pdf]

1. Q Skills for Success: Reading and Writing

- Unit 1-R1: What makes someone admirable? [2-10; 22-24]

2. Surveys [checking background experience]

- Reading Questionnaire (website/week 2)
- 10 Things to do before reading (website/week 2)

Homework 1 – Due Week 3

Bring the **week.2-3.ar.pdf** file to class. We'll do a second reading from this unit, and the literature circles section, 'Rapunzel', too. Please read the Rapunzel story before the Week 3 class (it will save us valuable time).

Schedule – Unit 1-R2 RW, LC intro ONLINE

[week.2-3.ar.pdf]

1. Q Skills for Success: Reading and Writing
 - ☉ Unit 1-R2: Everyday heroes [11-18; 27-30]

Homework 1 – Due Week 4

Download the **week.4.ar.pdf** file (website) and bring it to class.

Homework 2 – Due Week 4

Read 'Rapunzel' from the 'week.2-3.ar.pdf' file before class in preparation for a practice literature circles session.

Homework 3 – Due Week 4

Complete the Unit 2 reading, pages 17-18 before class (finish up Reading 2).

Schedule – Unit 1-L1 LS ONLINE

[week.4.ar.pdf]

1. Q Skills for Success: Listening and Speaking

- Unit 1-L1: What makes a good leader? [2-10]

2. Literature Circles – introduction (with ‘Rapunzel’)

- LC: definition (what it is)
- LC: use (how it works)
- LC: roles (what to do)
- LC: practice (“Rapunzel”)
- LC: book 1 (for Week 4)
- LC: [role explanation and examples \(high school context\)](#)
- LC: [role explanation and examples \(middle school context\)](#)
- Group names! (To aid in file collection, please name your group.)

Schedule – lecture Ch 1, Cornell notes – ONLINE

1. Introduction to Reading faster* (*digital upload)
2. PPT lecture:
 - ⦿ Chapter 1: What is reading? (*Practical English Language Teaching* by N. J. Anderson)
3. Cornell Notes:
 - ⦿ Definition/type
 - ⦿ Example templates
 - ⦿ Application [practical activity] (see Homework 1)

Homework 1 – Due Week 6

In *PELT Reading*, read Chapter 1 (What Is Reading?)(website) and highlight the answers in your text. For the Reflection questions, write brief answers in the margins, on a post-it note, or on a separate piece of paper. Be prepared to share your answers with your classmates. [10 points]

Questions

1. What are the two definitions of reading given (p. 2-3)
2. What is the goal of reading? Fluent reading? (p. 3) Strategic reading? (p. 3)
3. What are three reasons to establish a reading culture? (pp. 4-5)
4. What are three approaches to reading? (pp. 5-8)
5. Goodman (p. 6) believes that teachers make learning to read difficult “by breaking down whole language into bite-sized little pieces.” Do you agree? (*in-class opinion)
6. What are the four key features of a top-down reading model? (p. 7)
7. What are two basic approaches to teaching reading? Some examples of each? (p. 8)
8. What do teachers need to provide for their students? (p. 9)
9. What combination can lead to more effective reading instruction? (p. 9)
10. What are some (six) traits of reading strategies? (p. 10)

Schedule – discussion, skills 1, LC review – ONLINE

1. Chapter 1 discussion [group/class] + answers

[week 6.skills 1.zip]

2. Main Ideas files:

- Concept > thinking > skill (source: *Main Ideas & Summarizing*, Scholastic)
 - Application: select pages (source: *Main Ideas & Summarizing*, Scholastic)
- Main Ideas folder [practical application]
 - 1) video (source: [YouTube – Bad Passwords level 3](#))
 - 2) article (source: [News in Levels - Bad Passwords](#))

3. Summarizing files:

- Concept > thinking > skill (source: *Main Ideas & Summarizing*, Scholastic)
 - Application: select pages (source: *Main Ideas & Summarizing*, Scholastic)
- Cornell notes [practical application]
 - 1) video (source: [YouTube - Former S. Jude Patient Going to Space](#))
 - 2) article (source: www.Dogonews.com)
 - 3) article (source: eric.ed.gov)
- Summarizing skills
 - summary by deletion (source: *Main Ideas & Summarizing*, Scholastic)

3. Literature circles (review)

- review (roles)
- graded reader files (website)

Homework 1 – Due Week 7

With your LC group, choose any book from, level 2-6, from the **lc.graded readers** zip folders (website). Read the entire book, averaging about 10 minutes a day. During or after reading, complete the LC task sheet assigned: Discussion Director > Artful Adventurer > Literary Luminary > Connector > Comprehension & Vocabulary Master. 😊 [25 points]

Homework 2 – Due Week 7

Your first reading journal (**RJ#1**) entry is due Week 5. Please follow the instructions below:

- 1) Read the syllabus/Reading and Video Journals for more information on this assignment.
- 2) Review the student 'reading journal examples.pdf' (website).
- 3) Read an academic article – no newspaper articles, blogs, videos, etc.). There are article links in the syllabus (p.2) or do a simple Google Scholar search for an article.
- 4) Write no less than 1.5 pages, up to 2 pages (maximum). Again, see the student examples.
- 5) Format your paper as: Times New Roman, 12 point, 2.0 spacing.
- 6) Label your file as: 'student#_RJ1.AR' (Example: '201812345_RJ1.AR')

- 7) Submit: 1) the journal and research article (pdf) to me at proftodd108@gmail.com
8) Insert: "student#_RJ1" into the email subject bar for the emailed documents. [25pts]

Homework 3 – Due Week 7

Read 'chapter_3_reading_for_intermediate_level_learners.pdf' (website) and answer the following questions by highlighting the answers in your book. Please be prepared to share your answers with your classmates in discussion groups for Week 6.

Questions

1. What is a common teacher challenge when teaching reading to intermediate level learners? (p. 58)
2. What is the "intermediate level slump" and why is it dangerous for students? (p. 59)
3. What three techniques to keep students reading are suggested by the author? (p. 60)
4. What is one goal for effective reading instruction? (p. 69)

Task and materials

5. What are four task categories for helping intermediate readers? (p. 71)
6. What are some challenges to building reading fluency? (p. 76)

Schedule – discussion, skills 2, LC 1 – ONLINE

1. Chapter 3 discussion [group/class] + answers

[week 7.skills 2.zip]

2. Context Clues files:

- Concept > thinking > skill (source: *Context Clues & Figurative Language*, Scholastic)
 - Application: select pages (source: *Main Ideas & Summarizing*, Scholastic)
- Select files [practical application]
 - 1) Rapunzel (source: **week.2-3.ar.pdf** file)

3. Figurative Language files:

- Concept > thinking > skill (source: *Context Clues & Figurative Language*, Scholastic)
 - Application: select pages (source: *Main Ideas & Summarizing*, Scholastic)
- Select files [practical application]
 - 1) Mark Twain (My Watch)

[lc graded readers]

4. Literature circles 1: student-share

- Roles

Homework 1 – Due Week 8

Bring the **week.8.skills.zip** file to class.

Homework 2 – Due Week 8

Read the entire **literature.circles.book.2.pdf** (website), averaging about 10-15'/day (minimum). During or after reading, please complete the LC task sheet assigned, and bring it to class. [25 points]

Schedule – skills 3, LC 2 – ONLINE

1. LC Task #1: student-share (5')

[week.8.skills 3.zip]

2. Inferences file:

- Concept > thinking > skill (source: *Inferencing & Drawing Conclusions*, Scholastic)
 - Application: pages (source: *Inferencing & Drawing Conclusions*, Scholastic)
 - Select files [practical application]
 - 1) TBD

3. Drawing Conclusions file:

- Concept > thinking > skill (source: *Inferencing & Drawing Conclusions*, Scholastic)
 - Application: select pages (source: *Inferencing & Drawing Conclusions*, Scholastic)
 - Select files [practical application]
 - 1) TBD

Homework 1 – Due Week 9

Bring the **week.9.arm.zip** file to class.

Homework 2 – Due Week 8

Read the entire **literature.circles.book.2.pdf** (website), averaging about 10-15'/day (minimum). During or after reading, please complete the LC task sheet assigned, and bring it to class. [25 points]

Homework 3 – Due Week 9

Please complete the [Literature Circle Task #1](#). This is a post-reading activity (a writing task). See the syllabus and student examples (website/Administrative) for more information. 😊 [25 points]

The file looks like this, and it is located at the bottom of the webpage:



literature_circle_task_homework_examples.zip
Download File

[week.7.arm.zip]

1. Lesson planning 1 (language focus)

- ⊕ PDP sample lesson 1 ('Extraordinary Coincidences' *from* Introduction to Teaching English by Charles Hatfield & Jill Hatfield, OUP)
- ⊕ Activity Route Map (explanation)

GSE Advanced Reading - Week 8 – 22APR2021 – ONLINE

Schedule – ARM 2 & LC 4 – ONLINE

0. Review PPT: PDP framework (for intensive activities)

[week.8.arm.zip]

1. Lesson planning 2 (comprehensive focus)

- ⊕ PDP sample lesson 2 ('[The Real-Life Iron Man Suit from the Daily Mail](#)' (2013))
- ⊕ Activity Route Map (explanation)

[literature.circles.book.4.pdf]

2. Literature Circles book 4: student-share (groups)

- ⊕ Submit all LC worksheets to the instructor (group folder/name)

Homework 1 – Due Week 9

As noted, the second-half of the semester LC readings feature longer books, so these will be read over a two-week period, hence the 'LC 5A' and 'LC 5B', etc., labeling in the syllabus.

Please read the first-half of **literature.circles.book.5A.pdf** (website), averaging about 10-15 minutes a day (minimum). During or after reading, please complete the literature circle task sheet (Discussion Director > Artful Adventurer > Literary Luminary > Connector > Comprehension and Vocabulary Master) and bring it to class. 😊 [25 points]

Homework 2 – Due Week 9

Complete [Literature Circle Task #2](#). This is a post-reading activity (a writing task). See the syllabus and student examples (website/Administrative) for more information. 😊



[literature_circle_task_homework_examples.zip](#)
Download File

Homework 3 – Due Week 9

Submit all LC worksheets for books 1-4 to the instructor. To do this, please:

- 1) Label each file that you completed as: “*book#.student number.role.ar*”. For example: “*book1.202151234.litlum.ar*”.
- 2) Send all files (in a zip file) to your group captain.
- 3) The group captain will then send me all files.

This naming and collecting process will greatly aid me in sorting files upon receipt. After all files are received, I’ll note the points (25 points per LC session). If the entire class approves, we can share all of our LC files at the end of the term (allowing us to have good, complete examples). 😊

GSE Advanced Reading - Week 9 – 29APR2021 – ONLINE

Schedule – ARM workshop, LC 5A – ONLINE

1. ARM workshop [practical application for lesson planning/ARM homework
 - ☉ Articles (online newspapers, journals, etc.)
3. Literature Circles book 5A: student-share (groups)

Homework 1 – Due Week 9

Bring the ‘week_9.zip’ file (website) to class.

Homework 1 – Due Week 9

GSE Advanced Reading - Week 1006MAY2021 – ONLINE

Schedule – – ONLINE

[week_9_arm.zip]

1. Student-share: LC Project #1

2. Lesson planning 1 (language focus)

- ⊙ PDP sample lesson 1 (“Extraordinary Coincidences”)
- ⊙ PDP sample lesson 2 (“[The Real-Life Iron Man Suit from the Daily Mail](#)” (2013))
- ⊙ Activity Route Map (explanation)

3. Literature Circles 5A: student-share (groups)

Homework 1 – Due Week 10

Bring the ‘week_10_arm.zip’ to our online class.

Homework 2 – Due Week 10

Please read the second-half of the ‘literature_circles_book_5.pdf’ (website/e-class), averaging about 10-15 minutes a day (minimum) for this extensive reading assignment. During or after reading, please complete your literature circle task sheet (Discussion Director > Artful Adventurer > Literary Luminary > Connector > Comprehension and Vocabulary Master). that was assigned to you in your group. The MS Word sheets are on my website, located under the “Literature Circles work documents” section. Bring the files to class for group discussion. [25 points]

Homework 3 – Due Week 10

Complete Literature Circle Project #2 (syllabus). See student examples (website).

- 1.
2. Literature Circles 5A: student-share (groups)

Homework 1 – Due Week 11

Please read the first-half of the ‘literature_circles_book_6A.pdf’ (website/e-class), averaging about 10-15 minutes a day (minimum) for this extensive reading assignment. During or after reading, please complete your literature circle task sheet (Discussion Director > Artful Adventurer > Literary Luminary > Connector > Comprehension and Vocabulary Master). that was assigned to you in your group. The MS Word sheets are on my website, located under the “Literature Circles work documents” section. Bring the files to class for group discussion. [25 points]

Homework 2 – Due Week 13 [by midnight WED]

In Week 9 and 10, we did two different activity route maps (ARMs) - one with a language focus and one with a comprehensive focus. For this homework assignment, you may choose either type, preferably for a context ranging from low-intermediate to advanced level. An ARM with a comprehensive task is usually easier to set up.

For this ARM, first choose an article (newspaper article or suitable text) and create (*not copy from any source) one reading activity, 30-75 minutes long. It can include any of the other three skills (speaking, writing, listening), but reading has to be the primary focus.

To do this, use the “activity form” blank template (from the week_10 zip file (website/e-class) and use Arial 9-point font to type in your detailed information and instructions (from you as a teacher to your students). You are limited to two pages (plus one or two attachments as necessary only), so also be simple, clear, and concise. Follow the examples we did in class and see other examples on my website (‘reading activity examples.pdf’). Also, look in newspapers or magazines, and/or check these books (website) for inspiration:

- ⊙ “Extensive Reading Activities for Teaching Language” by Julian Bamford and Richard Day
- ⊙ “Simple Reading Activities: by Jill Hadfield and Charles Hadfield (OUP)
- ⊙ “New Ways in Teaching Reading” by Ronald V. White, Editor (New Ways in TESOL Series)

★**Tip:** Choose your reading text (e.g. newspaper article or short story) first. Then, sequence your second stage (easy to difficult, general to specific, concrete to abstract – main idea > details > deeper level of detail > comprehensive understanding or language focus).

After that, go to the first stage and think of one or two quick tasks that will help your learners prepare to encounter the text in the second stage (e.g. brainstorming, mind-mapping, warm-up questions, visuals – pictures, predicting, vocabulary or lexis exercise or game, etc.).

Next, go to the third stage to close, get feedback, and do a speaking or writing post-activity.

Finally, fill in the top five boxes (from “Title” to “Materials”).

When you finish this activity route map, please submit it two ways:

- 1) Give me a printout in class, along with the reading article.
- 2) Email a MS Word and PDF version to proftodd108@gmail.com. Insert

- 3) Label the file as: "student#_arm_reading.docx" ("202035555_arm_reading.docx")
- 4) Insert the file name into the subject bar when emailing the file. 😊

GSE Advanced Reading - Week 11 –11NOV2020
--

Schedule – materials lecture / newspaper ARM task / LC 6A

[week_11_activity.pdf]

1. Materials (PPT lecture) with reading (.pdf file to download)
 - ⊙ Tomlinson's 16 features of good materials
 - ⊙ Reading text for homework
2. Newspaper / ARM activity (whole-class)
2. Literature Circles 6A: student-share (groups)

[week_8_lexis.pdf]

3. Activity [practical application] - Vocabulary focus using “Rapunzel” or “Rumpelstilzken”.

Graphic organizers

- ⊙ Alphaboxes
- ⊙ Story Pyramid
- ⊙ Guess and Check
- ⊙ Word map
- ⊙ Word web
- ⊙ Root Word Relay

Homework 1 – Due Week 12

Read the ‘materials.pdf’ file and **highlight** the key features of each ‘material’ section. In class, we’ll check this highlighting and apply this knowledge to a materials evaluation activity.

Homework 2 – Due Week 12

Please read the second-half of the ‘literature_circles_book_6.pdf’ (website/e-class), averaging about 10-15 minutes a day (minimum) for this extensive reading assignment. During or after reading, please complete your literature circle task sheet (Discussion Director > Artful Adventurer > Literary Luminary > Connector > Comprehension and Vocabulary Master). that was assigned to you in your group. The MS Word sheets are on my website, located under the “Literature Circles work documents” section. Bring the files to class for group discussion. [25 points]

Homework 3 – Due Week 7

Your second reading journal (**RJ#2**) entry is due next week. Please select an academic article to read and respond to by following the instructions listed in the syllabus (pp. 2-3) or do a simple Google Scholar search for an area of interest ***related to reading*** that you may have.

Remember, this is a three-part paper (summary, reaction, reflection) about 1/2 of a page for each part. Your paper should be 1.5 pages to 2 pages (maximum) long. Please see the ‘reading journal examples.pdf’ (website). No need to insert a reference to support your opinion.

*See the syllabus, or the Week 3 ‘Homework Due – Week 4’ section (above) , for more details on how to complete it. 😊

Homework 3 – Due Week 13

Complete your activity route map (ARM), with either a language focus or with a comprehensive focus for a LOW INT context up to ADVANCED level. Choose an article (newspaper article or suitable text) and create (***not** copy from any source) one reading activity, 30-75 minutes long. It can include any of the other three skills (speaking, writing, listening), but reading has to be the primary focus.

To do this, use the “activity form” blank template (from the week_10 zip file (website/e-class) and use Arial 9-point font to type in your detailed information and instructions (from you as a

teacher to your students). You are limited to two pages (plus one or two attachments as necessary only), so also be simple, clear, and concise. Follow the examples we did in class and see other examples on my website ('reading activity examples.pdf'). Also, look in newspapers or magazines, and/or check these books (website) for inspiration:

- ⊙ "Extensive Reading Activities for Teaching Language" by Julian Bamford and Richard Day
- ⊙ "Simple Reading Activities: by Jill Hadfield and Charles Hadfield (OUP)
- ⊙ "New Ways in Teaching Reading" by Ronald V. White, Editor (New Ways in TESOL Series)

Schedule – materials, LC6B

1. Tomlinson’s 16 features of good materials: group/class checking of answers
 - ⦿ PPT overview & handout (focus on 5 features) < read for homework
2. Course books evaluation & SARS workshop:
 - ⦿ “Fast Food” (from *New Strategic Reading* by Worldcom ELT) Worldcom Publishing, Inc.
 - ⦿ “Looking for Work” (from *Active Skills for Reading 4* by Neil J. Anderson) Thomson & Heinle
 - ⦿ “The Battle of Hastings and Modern English” (from *Reading Jump Plus*) Compass Publishing
 - ⦿ “Personality” (from *Reading to Writing 4*)

Task: How would you SARS these four textbook units? (worksheet)
3. Literature Circles 6B: student-share (groups)

Homework 1 – Due Week 13

Bring the ‘[week_13-14_pdf](#)’ file (website) to class for extensive reading activities.

Homework 2 – Due Week 14

Jigsaw reading:

[STEP 1]

In groups of three, decide who is A, B and C. Each group member has one section to read:

Student A read pages 57-74;

Student B, read pages 81-91 (begin at “Reading Experience”);

Student C, read pages 110-122 (begin at “Light Reading”).

[STEP 2]

Download, print and read your section of “the Cure” (see: ‘[week_14_the_Cure.pdf](#)’ on our website and in e-class), a chapter from the book entitled “The Power of Reading” by Stephen D. Krashen.

[STEP 3]

Each student should:

- 1) Describe the main ideas to their group members. (Summarize the main ideas of the section)
- 2) Prepare 6-8 discussion questions for your peers that will be handed in at the end of class.
- 3) **Describe 2-3 ideas from the reading that made the biggest impact on you**, i.e.; what is important, surprising, could or could not work in Korea, etc. Give a reason why each idea was significant to you, and offer a personal example when and where relevant. Be specific.
- 4) See the student examples on my website/e-class.

NOTE: This is a *critical reading task*, not simply a summary task. You need to look at the reading material carefully while at the same time ask questions about it and relate it to your teaching context/situation and/or Korea. Each person should plan to speak for approximately ten minutes.

****You will hand in your paper about the above three points to me at the end of class. Please be sure that they are typed, with your name, student number, and class title and time on it.****

[week_4-8.pdf]

2. Intensive Activities 3 [practical application]

Comprehension:

- ⊙ Team Comprehension Questions [Intermediate +] (source: *Q: Skills for Success*, Book 3, Unit 3 – “What does it take to be successful?”)
- ⊙ A CALL-Integrated Reading Comprehension Activity (source: TED Talks – Matt Cutts: Try Something New for 30 Days)
- ⊙ Spot the Difference (sources: Korea Times, Korea Herald)

[week_4-8_reading.pdf]

2. Intensive Activities 2 [practical application] (All activities from *New Ways in Teaching Reading*, 2013)

Main Ideas:

- ⊙ What’s in the News? [Intermediate +] (sources: Korea Times, Korea Herald)
- ⊙ Match the Headline [Intermediate +] (source: selected magazines)
- ⊙ Getting the Idea [Intermediate +] (source: *New Ways in Teaching Reading*)

Schedule – extensive activities 1, LC6B

[week_13-14.pdf]

1. Extensive reading activities 1

- What exactly is extensive reading? (PPT overview)
- Reading questionnaire (any level)
- Judging a book by its cover (any level) (*novel)
- Tell Us About It (Beginning+)

Book reports:

- Writing a book report (any level)
- Instant book report (any level, but especially lower levels)
- The 4/3/2 technique (any level)

All activities are from *New Ways in Teaching Reading*, 2014, Richard R. Day (editor)

3. Literature Circles 6A: student-share (groups)

Homework 1 – Due Week 14

Your LC Project #3 is due Week 14!

Homework 2 – Due Week 14 (changed to Week 15)

We have done two reading journals based on academic articles. Our third and final journal is a video journal on an academic conference presentation. A **video journal** is a response to a video that you have watched. The video that you will watch is posted on the [ERF playlists](#) link. In groups, here is what each group will do:

1) Watch the video that matches your group number

2) Take notes* (*optional) on the video using Cornell Notes. See these links for more information:

- [How to Take Cornell Notes Properly](#) or [How to take Cornell Notes](#) or [Note-taking](#)
- Cornell Notes (pdf on website – download, print, and use when viewing)

3) Write up a journal (similar to our reading journal format) response. [25 points]

****NOTE**** - Most videos are 20 minutes; if yours is longer, just watch the first 20 minutes or so.

☺

Group 1: [Part 1 – Developing Fluency in Reading – Paul Nation](#)

Group 2: [Mike Misner: Reading Rate: Graded Readers v Reading Rate Tests](#)

Group 3: [Dr. Day: From Intensive to Extensive Reading](#)

Group 4: [Rob Waring: Why Extensive Reading Doubles Your Vocabulary](#)

Group 5: [Part 1. Extensive Reading Online – Philip Kerr](#)

Group 6: [Stephen Krashen – Trends in Sustained Silent Reading – KOTESL 2011](#)

GSE Advanced Reading – Week 14 – 02DEC2020

Schedule – extensive activities 2

1. ~~Video journal: student share~~
2. ~~Discussion: The Cure jigsaw presentation (group)~~

[week_13-14.pdf]

2. Extensive reading activities 2: (we'll do as many as possible)

Summarizing:

- Orally Summarizing (High Beginning+)
- Getting the Point (Intermediate+)
- One-sentence Summaries (Low-intermediate > Advanced)

Increasing Reading Rate* [*if time]

- Timed Repeated Readings (Any)
- Paced Reading (Any)
- Pump It Up (Intermediate+)
- Repeated Reading (Intermediate+)

GSE Advanced Reading - Week 15 – 24JUN2020

Schedule – ER activities / review

1. Discussion: The Cure jigsaw presentation (group)
2. Reading jigsaw activities: TBD (teacher will bring files)
 - ⊙ *Symbols* (advanced PDP activities (*Wired* magazine)
 - ⊙ Murder in the Library (from *Reading Games*, Oxford)

Homework 1- Due Week 16

1) Complete the google forms survey that will be emailed to you by the end of Week 15. After completing it, just 'submit' it! **The final deadline for this is the end of Week 18DEC2020.** ☺