

SPED 4100 COURSE SYLLABUS

Advanced Instructional Methods for Individuals with Mild Disabilities

Shanna Hagan-Burke, Ph.D.

Assistant Professor
Department of Special Education
557 Aderhold Hall (office)*
sburke@coe.uga.edu or (706) 583-8090

Maria F. Wynne, M.Ed.

Doctoral Student
Departments of Special Education
579 Aderhold Hall (office)*
mfwynne@uga.edu or (706) 353-9535

*Students are strongly encouraged to utilize e-mail to ask questions, solicit feedback, or schedule an appointment with the instructors. Face-to-face meetings with the instructors are welcome, but please establish the appointment time in advance via email, phone, or after class (rather than drop-in requests).

Course Description

This course focuses on the practical application of instructional methods for students with or at-risk for high incidence disabilities. Students enrolled in this course will be expected to (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) select and implement appropriate modifications that support learners with special needs in content-area classes, (c) develop appropriate instructional lessons based on assessment information and models of effective instruction, and (d) correctly apply instructional techniques and identify curricular materials associated with positive outcomes for students with disabilities.

Required Text

Schloss, P.J., Smith, M.A., Schloss, C.N. (2001). *Instructional methods for secondary students with learning and behavior problems*. (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Other Required Readings (copies will be provided or made available by the instructors)

Carnine, D. (2000). Why education experts resist effective practices (and what it would take to make education more like medicine). Thomas B. Fordham Foundation, 3-18.

Carnine, D., Silbert, J., & Kameenui, E. J., (1997). Direct instruction in content area reading. In *Direct instruction reading* (3rd ed.). (pp. 282-329). Columbus, OH: Merrill.

Kame'enui, E.J., Carnine, D.W., Dixon, R.C, Simmons, D.C., and Coyne, M.D. (2002). Effective strategies for teaching mathematics. In *Effective teaching strategies that accommodate diverse learners* (2nd ed.). (pp. 121-148). Upper Saddle River, NJ: Pearson Education, Inc.

Fuchs, L. S., & Fuchs, D. (2001). Principles for the prevention and intervention of mathematics difficulties. *Learning Disabilities Research and Practice*, 16, (2), 85-95.

Sugai, G., Lewis-Palmer, T., & Hagan, S. (1998). Using functional assessments to develop behavior support plans. *Preventing School Failure*, 43(1), 6-13.

Note: Additional required readings may be assigned by the instructors.

General Considerations

1. REGULAR ATTENDANCE is required for all class meetings. Students are responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is emphasized to ensure that students receive opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) present information to others, (d) acquire information from lectures and presentations, (e) participate in course-related activities, and (f) submit required assignments. Student attendance affects their grades via a response cost. Students lose a participation point for classes they miss, arrive late, or leave early. Students who miss more than four class meetings will be dropped from the course enrollment.
2. Like the instructors, students are expected to come to class meetings THOROUGHLY PREPARED. "Thoroughly prepared" is defined as having read all pre-assigned readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. The implication is that students have reviewed information from previous readings and class meetings. Students are responsible for preparing and presenting questions when information from readings or class meetings is unclear.
3. All assignments must be submitted ON OR BEFORE THE ASSIGNED DUE DATE. Unexcused assignments submitted after the due date may be returned ungraded or will be assigned a lower evaluation. Prior notification is required for excused late assignments.
4. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (5th ed.) (2001). All final products must be typed. Products that, in the judgment of the instructors, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation.
5. DO YOUR OWN WORK. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student may receive zero points for the assignment, and/or a grade of "F" for the course, and may be expelled from the University. For specific information, review the UGA publication *A Culture of Honesty: Policies and Procedures on Academic Honesty*.
6. Every effort will be made to evaluate student performance as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgment. Final course grades will be based on the number of points accrued from the submission of required products, minus points deducted for absences, late arrivals, and early departures.
7. The assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. In the event that an "I" grade is appropriate, students should notify the instructor at the time such circumstances arise. Upon notification, a course completion contract between the student and instructor will be developed before the last week of the quarter.

8. Students with disabilities who anticipate a need for special accommodations in this course should meet with the instructor early in the semester.

Course Activities and Requirements for SPED 4100

1. **Preparation, Participation and Professionalism** Students may earn points over time for attending class prepared and participating in class proceedings in a professional manner. Points may be earned for (a) participating in class activities, (b) periodic quiz questions, and (c) completing specified in-class assignments. There are no opportunities to “make-up” participation points for students who are late or absent from class. This is not negotiable. Opportunities to earn participation points are distributed throughout the semester so that missing one class does not jeopardize a student’s final grade in this course.
2. **Article Reviews** (2 for a total of 100 points). Students will write a review of two of the assigned articles (to be provided by the instructor). Each article review should be 2-3 pages in length, summarize the major points from the article, and include a summary of the reader’s reaction to the article.
3. **Applied Assignment 1: Components of an Extended Lesson Plan** (80 points)
Students identify and address the variables that expert teachers consider when planning for instruction and prepare an extended lesson plan that aligns with the format that will be required at the beginning of their student teaching experience.
4. **Applied Assignment 2: Teaching Beginning Reading** (50 points)
Students will develop a week of consecutive lesson plans for teaching decoding skills to beginning readers. This applied assignment will allow students to demonstrate their understanding of the scope and sequence for introducing basic decoding skills to students with learning problems.
5. **Applied Assignment 3: Teaching a Commercial Reading Lesson** (50 points)
Students will deliver a scripted reading lesson geared toward secondary learners with decoding deficiencies. This applied lesson will allow students to demonstrate their mastery of signaling correct responses, pacing, and behavior management while delivering a direct instruction reading lesson.
6. **Applied Assignment 4: Modifying Content Area Text Materials** (100 points)
Students will organize and apply a series of instructional techniques to promote student mastery of salient information and acquisition of critical-reading study skills in a general education content-area textbook. The product for this assignment will serve as a required artifact for the program portfolio in special education.
7. **Tests** (3 for a total of 135 points). Three tests are scheduled for this course. Each test will allow students to apply concepts and techniques covered in assigned readings and class meetings. The final test will be cumulative and focus on major concepts/applications addressed throughout the course. All tests must be taken during their scheduled times. Test items may include a

variety of formats (e.g., multiple choice, true/false, short answer, application exercises, and matching questions).

Monitoring your Progress

Below is a table of course assignments, their tentative point values, and relative weight for determining your final grade at the end of the semester. You may use this organizer to track your progress.

Course Assignment	Raw Points	Relative Weight
Preparation, Participation and Professionalism	t.b.d.	5%
Article Review #1	= ____/50	5%
Article Review #2	= ____/50	5%
Assignment 1 (<i>partnered</i>) Components of an Extended Lesson Plan	= ____/80	5%
Assignment 2 (<i>partnered</i>) Developing a Beginning Reading Lesson	= ____/50	10%
Assignment 3 Teaching A Commercial Reading Lesson (Reading Mastery/Corrective Reading)	= ____/50	10%
Assignment 4 Modifying Content Area Text Materials	= ____/100	15%
Test 1	= ____/30	10%
Test 2	= ____/45	15%
Final Exam	= ____/60	20%
	totals:	100%

Tentative Agenda for SPED 4100

Wk/Date	Topic	Readings	Due
1 1/10 SHB	- Introduction and Review of Course Syllabus -Characteristics of Secondary Learners -Assignment: Article Review #1 (Carnine, 2000)	Ch.3 (36-70)	
2 1/17	MLK Holiday (no class)		
3 1/24 SHB	-Teaching Perspectives &Principles of Curriculum Design	Carnine, 2000 Ch.4 (77-107)	Article Review #1
4 1/31 MFW	-Evaluating Instruction -Designing Tests	Ch.5 (110-137)	
5 2/7 SHB	Managing the Learning Environment	-Ch.6 (138-181) -Sugai et al., 1999	
6 2/14 MFW	Mathematics	TBA	
7 2/21 MFW/SHB	Mathematics Assignment 1: Extended Lesson Planning	TBA	
6 2/28	TEST 1 -Teaching to Mastery -Characteristics of Direct Instruction Curricula		
7 3/7	--Effective Strategies for Teaching Reading -Assign 2: Design Beginning Read. Instruction		Assignment 1
8 3/14	SPRING BREAK (No class)		
9 3/21	--Beginning Reading -- Learning Strategy: LINKS --Assignment: Article Summary #2 (TBA)		Assignment 2
10 3/28	Commercial Reading Curricula -Group Assignments and Practice Introduce Assignment 3: Teaching Commercial Reading Curricula		
11 4/4 MFW	-Teaching in the Content Areas -Assign. 4: Modifying a Content Area Chapter	Ch.15 (372-390)	Article Review #2
12 4/11	-TEST 2 -Listening and Speaking	Ch. 8 (203-221)	
13 4/18	Teaching Commercial Reading Curricula		Students observed by an instructor for Assign. #3.
14 4/25	Written Language	Ch. 9 (222-243)	Assignment 4
15 5/2	Test 3		

Applied Assignment #1 Extended Lesson Planning

Your third assignment is to prepare a lesson plan for a small group of learners using an extended lesson plan format. The required components of the lesson are briefly described below. To be evaluated, your lesson plan must be typed; have a clear and logical organization; and include appropriate spelling, grammar, & sentence structure. Otherwise, the lesson may be returned ungraded and assigned a lower score. Your lesson must be labeled to clearly indicate the various required components. You are strongly urged to use the exact format provided as an example on pages 15-17 of this syllabus. For your convenience, you will be emailed an electronic template (Microsoft Word) with "Assignment 3 template" in the subject heading. The criteria for evaluating this assignment are on page 13-14 of this syllabus.

Components of Extended Lesson Plan

Date and Time

Indicate when lesson will start and end.

Subject or Skill Area to be Taught

Identify the topic or subskill(s) to be addressed.

Present Level(s) of Performance

Briefly describe the current level of functioning for the student(s) you will be instructing. This information can come from sources such as pretest data, examinations of permanent products, or observations. The criteria you set for your lesson objective(s) should bridge the gap between present level of performance and mastery of your lesson objectives.

Lesson Objective(s)

An objective will tell what student(s) should be able to do as a result of instruction. *Include the following information in a lesson objective:*

- ❖ **The Learner** (e.g., John will, the third-graders will, All students will...)
- ❖ **The Target Behavior** (i.e., What the student[s] will do as a result of your instruction. Behavior must be observable and measurable.)
- ❖ **Conditions** (A description of the stimulus expected to trigger the behavior. Examples: "When asked to tell which of two words is the verb..." "When given a page consisting of 25 single-digit multiplication problems..." "when presented the printed letter "g" interspersed with other letter sounds previously learned)
- ❖ **Criteria for Acceptable Performance** (e.g., percentage correct, number of problems correct, time spent on task, with only 2 errors)

Materials for Lesson

List the materials you will use for instruction. (e.g., teacher resources, student practice sheets, books, manipulatives, technology, etc.)

Lesson Introduction

Describe the way you will begin the lesson. The introduction can make or break a lesson. The following elements incorporated when planning a lesson's introduction.

- ❖ Gain student attention.
- ❖ Provide a behavioral expectation that clearly tells students what they are expected to do during the lesson? Example: "I expect you to listen. I can tell you are listening because you are looking at me. Raise your hand quietly when you have a question."
- ❖ Brief review previously taught information and/or relevant background knowledge.
- ❖ Tell students why they need to learn the information you are presenting.

Instructional Procedures

List the steps you will use for instruction sequentially. Things to consider: How are you going to ensure student participation in the lesson? Have you utilized a model/lead/test format for new information (or alternative appropriate format)? Have you incorporated a range of examples and nonexamples for core concepts? How will you explain core skills, concepts, or strategies? When will students have opportunities to respond/participate in instruction and ask questions? How will you keep students attention during the lesson?

Closure/Review

How will you summarize the lesson? Students should be reminded of the main points of the lesson. You should indicate how the information learned today will be important/relevant to the next lesson.

Evaluation Procedures

Describe how you will evaluate student progress toward meeting instructional objectives. There should be a direct correspondence between the lesson's objectives and your evaluation. Objectives are written for students and evaluation is written for teachers. Consider how you will record this information and what you will do if students fail to meet the criteria.

SPED 4100G Assignment 1 Components of Extended Lesson Plan Format

____/80

Name: _____

Professional Preparation: ____Yes ____Review Minor Feedback ____Revise & Resubmit

To be evaluated, this assignment must be typed; have a **clear and logical organization**; and appropriate spelling, grammar, & sentence structure. Otherwise, the lesson may be returned ungraded or assigned a lower score. Lesson should specify the date and time (beginning and end) to be taught as well as the subject or skill area. The sections of the lesson must be labeled to clearly indicate the various required components.

Present Level(s) of Performance: ____/10

____ Clearly specified learner(s) current level of functioning using information directly relevant to the lesson (i.e., prerequisite skills or previous performance level of the same/similar skill to be taught.)

Lesson Objective(s): ____/25

An objective will tell what student(s) should be able to do as a result of instruction. Lesson objective specified each of the following:

____ **Learner** (e.g., John will, the third-graders will, All students will...)

____ **Target Behavior** (i.e., What the student will do as a result of your instruction. Behavior must be observable and measurable.)

____ **Conditions** (A description of the stimulus expected to trigger the behavior. Examples: "When given 25 single-digit multiplication problems..." "When presented the letter "r" interspersed with other letter sounds previously learned, etc.)

____ **Criteria for Acceptable Performance** (e.g., percentage correct, number of problems correct, time spent on task, with only 2 errors, etc.)

____ Criteria set for lesson objective(s) appears to address the gap between present level of performance and mastery of your lesson objectives.

Materials for Lesson: ____/5

____ All materials/resources for teaching the lesson are listed. (e.g., teacher resources, student practice sheets, books, manipulatives, technology, etc.)

Lesson Introduction: _____/10

Description of lesson introduction incorporated/reflected the following elements:

____ Gain attention.

____ Review previously taught information and/or relevant background knowledge.

____ Tell students why they need to learn the information you are presenting.

____ Provide behavioral expectations that clearly tells students what they are expected to do during the lesson? Example: "I expect you to listen. I can tell you are listening because you are looking at me. Raise your hand quietly if you have a question."

Instructional Procedures: _____/15

____ Sequentially listed the steps for instruction.

____ Instruction utilized a model/lead/test format or appropriate alternative for teaching students.

____ Specified opportunities for students respond or questions?

Closure/Review: _____/5

____ Lesson was briefly summarized.

____ Closure reminded learners the main points of the lesson.

____ Closure indicated how today's lesson will be important for the next lesson.

Evaluation Procedures: _____/10

____ Clearly described how to evaluate student progress toward meeting instructional objectives.

____ Specified evaluation criteria for determining that lesson objectives were met (or were not met).

____ There was a direct correspondence between the lesson's objective and the skills evaluated

Additional Comments:

Extended Lesson Plan Format

Date and Time: _____

Student Teacher: _____

Subject or Skill Area:

Present Level(s) of Performance:

Learner(s)	Performance Level

Lesson Objective(s):

Materials for Lesson:

Lesson Introduction

Gaining Attention:

Behavior Expectations:

Review:

Rationale:

Instructional Procedures:

Closure/Review:

Evaluation Procedures:

Learner(s)	Performance Data	Objective Met? Y, N, in progress

Signature of Cooperating Teacher: _____

SPED 4100G Assignment 2

Designing Instruction for Readers: Decoding Letter Combinations

____/80

Claudia is a 7th grade student whose reading performance is described as “significantly lower than her grade-level peers. She’s been assigned to your special education resource room to receive explicit reading instruction. The sounds screener you administered indicates that Claudia knows the sounds that each individual letter of the alphabet makes, but does not know the sounds that particular letter combinations typically make. She can read the following regular word patterns: VC, CVC, CVCe., CvCCing and knows her blends such as CCvC, CCVCC, CVCC. She does not know any digraphs. She has learned the following letter combinations and can decode regular words that include those sounds. she also can decode regular two-syllable words comprised of the sounds she knows.

or, th, ai, sh, kn, oo

Use the information above to construct a template for four days of specific skills instruction as part of Claudia’s reading program. A template is attached as a model for organizing your organize your work.

(Monday’s specific skills instruction is provided. You should generate content for Tuesday though Friday.) Assume that the sounds were introduced in the order listed above.

Introducing New Letter Combination Sounds: Beginning Tuesday, you should introduce a new sound. (Place the letter combination for that sound in the blank.) As a general guideline, introduce a sound every other day. (Of course, in real life this is contingent upon student performance.) The first day you introduce a new sound, it should appear in the sounds discrimination format of your lesson. The next day, that sound should be reviewed in the sounds discrimination format and appear in the word list as well.

SOUNDS DISCRIMINATION FORMAT: The sounds discrimination exercise should have the new sound mixed with up to 7 other sounds. The symbol for the new sound should be included multiple times along with additional sounds that have already been taught in the discrimination format. Pay careful attention to sequencing when introducing new sounds as well as the sounds you review with them.

WORDS: Select 5-7 new words each day, and 5-7 review words. (This means your word lists will have between 10 and 14 words each day. Sequence the words using the instructional design guidelines discussed in class.

This assignment must be typed. You may obtain an electronic version of the assignment by emailing the instructors.

*Notes:

- *Blends are comprised of two or more consecutive letters that each continue to make their most common sound when decoded. (Examples: blend, track, glad, scrape) Yes, /ck/ is typically regarded as a blend.*
- *Digraphs are comprised of two or more consecutive letters that generate a new sound when blended. (Examples: shed, thin, phone.)*

Monday

SOUNDS (Discrimination format for letter-sound correspondences)	WORDS (Words to be introduced and practiced)
<u>oo</u> th ai kn oo oo sh kn th ai oo or sh kn th oo ai	<u>k</u> not <u>s</u> hipping sh <u>oo</u> t m <u>oo</u> n p <u>a</u> id <u>k</u> nack <u>f</u> ool <u>f</u> ood <u>c</u> ork m <u>a</u> iden <u>f</u> ord <u>h</u> oop

Rationale for your selections:

Tuesday

SOUNDS (Discrimination format for letter-sound correspondences)	WORDS (Words to be introduced and practiced)

Rationale for your selections:

Wednesday

SOUNDS (Discrimination format for letter-sound correspondences)	WORDS (Words to be introduced and practiced)
<hr/>	

Rationale for your selections:

Thursday

SOUNDS (Discrimination format for letter-sound correspondences)	WORDS (Words to be introduced and practiced)
<hr/>	

Rationale for your selections:

Friday

SOUNDS (Discrimination format for letter-sound correspondences)	WORDS (Words to be introduced and practiced)
<hr/>	

<p>Generate an example of decodable connected text (i.e., a series of sentences) for today's lesson. In addition to the skills identified at the beginning of this assignment, assume the learner knows the sight words <u>the</u>, <u>a</u>, and <u>you</u>.</p> <p><i>(Goal: Minimum of 35 words)</i></p>	
--	--

Applied Assignment #3 Teaching a Commercial Reading Lesson

Name: _____

Scale:

- 0- not present at all
- 1- insufficient/review required teacher skills
- 2 - skill emerging/improvement needed
- 3- skill present/keep practicing for fluency
- 4- well done for the most part
- 5- consistently excellent

For this assignment, you will demonstrate your ability to provide instruction using the scripted direct instruction reading series, *Corrective Reading*. The *Corrective Reading Series* is intended for use with older students who exhibit significant reading deficits in the area of decoding and are performing markedly below grade level (e.g., 2 or more years). You will be provided with teacher and student materials to teach a lesson from Level B-2. Your teaching performance will be evaluated on a scale of 0-5 using the instructional categories below.

Score/Comments	Instructional Behaviors
—	<p>Communicates Behavior Expectations</p> <p>Explicitly states and convincingly communicates expectations for student behavior prior to lesson/ activities and within the lesson as needed.</p>
—	<p>Sufficiency of Behavior Expectations</p> <p>Establishes behavior expectations that are appropriate/ sufficient for instructional activities/contexts.</p>
—	<p>Acknowledging Desired Behaviors</p> <p>Utilizes proactive techniques to increase/maintain expected behaviors (e.g., pre-correction, praise)</p>
—	<p>Decreasing Problem Behavior</p> <p>Applies appropriate strategies (when necessary) to decrease problem behavior (e.g., contingently assigning points, error corrections for non-responders, error corrections for dragging responses)</p>
—	<p>Soliciting Student Responses</p> <p>Uses correct signaling techniques to solicit unison student responses.</p>

___	Varying Think Time Varies think-time within signal techniques according to task difficulty/novelty.
___	Fidelity of Implementation Follows the instructional script accurately.
___	Instructional Pacing Briskly paces instruction to keep learners on-task and the lesson moving forward.
___	Error Corrections Corrects errors using prescribed procedures and addresses students who fail to respond using prescribed procedures.
___	Passage Reading Engages in critical teacher behaviors during passage reading: <ul style="list-style-type: none">___ Calls on students in unpredictable order___ Assigns unpredictable passage lengths___ Minimizes transitions___ Ensures that all students follow along
___	Formative Evaluation Utilizes method to determine whether individual students reach mastery (i.e., Can specify whether students mastered the lesson versus whether the lesson should be repeated/skills reviewed before advancing to next lesson.

Additional Comments

Total: /50

Note: There are 55 points possible on this 50 point assignment. In other words, 5 points of a person's raw score may be considered "bonus points."

Applied Assignment #4

Modifying Content-Area Text for At-risk Learners

Your product for this assignment will serve as a required artifact for your program portfolio in special education. You will organize and apply a series of instructional techniques to promote student mastery of salient information and acquisition of critical-reading study skills in a general education content-area textbook.

You will need to reference a chapter written by Carnine, Silbert, & Kameenui, (1997). A copy is provided. The page numbers referenced below are for this chapter.

Preparing for Instruction

1. Select a chapter of interest from a secondary content-area text (e.g., science, social studies, health, history). Provide the name, publisher, and publication year of the textbook that your chapter is taken from. Also provide the intended age/grade level of the book. A copy of the chapter must be submitted with your assignment.
2. Read the chapter carefully. Determine the critical concepts, vocabulary, general understanding, facts, etc. that you want students to gain from reading the chapter and indicate those as objectives for your lesson(s). Prepare a content-analysis. You should use the example found on page 290-291 (Table 26.1) as a model.
3. Develop or adapt a test for the chapter. Your test should focus on critical content and use appropriate items to measure student mastery of that content. (If you decide to modify/adapt a pre-existing test, submit a copy of the original version with your assignment.)
4. Divide the chapter into teachable segments. Segments are usually a series of related paragraphs. Be certain that each segment represents connected (related) material about the overall chapter/topic. Ideally, a segment can be taught in one class session. Should you determine that time/ amount of content in any of your segments would prohibit presenting everything in one class, indicate how many class sessions you would use to teach that segment. You may simply indicate the segment divisions (i.e., draw lines) in the copy of the chapter you submit.

Pre-reading Activities

5. Within each segment, identify the words that you anticipate would be difficult for your students to decode. List those words and indicate how you would introduce their pronunciation (e.g., whole word approach [a.k.a. "sight word"] pre-correcting affixes, indicating parts of the word).

6. Select one or more critical vocabulary concepts from one of your segments that you anticipate would be difficult for your special education/at-risk learners. Demonstrate* the following procedures to teach a concept:
 - a. Prepare an instructional script for teaching a vocabulary concept you chose. You may use Table 26.2 (pages 294-295) as an example.
 - b. Utilize an appropriate learning strategy among those presented in class (e.g., LINCS) for helping a learner recall a vocabulary concept. Include an example of the strategy for one of the vocabulary concepts in your assignment. It can be the same vocabulary term used in part (a) or a different vocabulary term.

*Note: You need not use the same concept term for procedures a and b.
7. Select another critical vocabulary concept from the chapter. Design a concept diagram that could be used when teaching that concept. Page 296 contains an example for you to use.
8. Design a concept map that could be used visually to present the critical content (a) within one of your segments or (b) of the entire chapter. The structure of your map should match the structure of the content you wish to convey (e.g., hierarchy, diagram, compare-contrast, timeline, or process/cycle). Pages 298 – 305 contain multiple examples that you may use as a guide.
9. Select one segment from your chapter and write questions that could be used in a guided reading procedure. Step 3 from Table 26.12 (page 319) provides an example.
10. Write sample notes from one segment of your chapter using the indented note-taking and mapping styles found on pages 323 and 324 (Table 26.14 and Figure 26.12).

Post-Reading Activities

11. Prepare a set of questions that students can complete after they've read the entire chapter (all segments). Your questions should focus on the critical concepts delineated in your content analysis. Note: These questions are not your "test." Their purposes are to (a) provide an indication of whether the students understood the critical content and (b) allow you to offer additional instruction as needed prior to the test.