

Course Title: ED/D 9089 High School Literacy: Comprehension Through Active, Strategic Reading

Instructor: Instructors of Record – Dr. Vicente M. Ontiveros, Dr. Tim Ham

Course Description:

High School Literacy: Comprehension Through Active, Strategic Reading is an interactive, online, and in-person professional development course designed for all high school teachers. The six online sessions focus on the latest research findings on active, strategic reading techniques and strategies for implementing active, strategic reading across the curriculum; and six important elements of adolescent literacy—Motivation, Contexts, Communication, Collaboration, Connections, and Assessment.

Goals of this course include getting students to read and think critically about fiction, nonfiction, and informational text through marking a text; write purposefully about all types of texts through the use of a dialectical journal; interpret and analyze texts through small-group and whole-class discussion of open-ended prompts; and make text and real-life connections through participation in Socratic Seminars.

- Session 1, the Course Introduction, includes a Course Keynote by lead author Dr. Marilyn Whirry, who discusses the importance of adolescent literacy and the role of active, strategic reading in developing that literacy. Also provided is a description of how this course supports teachers of all content areas in helping their students to construct meaning from all kinds of text. A Self-Assessment follows the Keynote.
- Session 2 defines active, strategic reading, presents the research base behind it, explains the contexts for it, and highlights the techniques that foster a learning environment in which adolescent literacy can best develop.
- Session 3 focuses on how to get students reading and thinking critically about fiction, nonfiction, and informational texts by using markings to comment upon and question text. Included is how to assess students' markings.
- Session 4 focuses on writing purposefully about all types of texts through the use of a dialectical journal. The session presents techniques for using journal writing to help students interact with text by identifying, questioning, and analyzing key ideas, and identifying unfamiliar vocabulary. It also describes how to assess students' use of dialectical journals.
- Session 5 explains how using prompts to talk collaboratively about texts can help students deepen their comprehension. Included are techniques for raising questions about the text, a discussion of the roles of primary and secondary sources, as well as supplementary texts in classroom discussions. The session provides guidance in assessing group discussions.
- Session 6 focuses on how to motivate students to deepen meaning by exposing them to multiple points of view, to sharpen their critical thinking skills through a free exchange of ideas, and to make connections within a text, between texts, and to the larger world. The format of the Socratic Seminar, which is used to draw out and practice these skills, is successfully modeled in this session. This session also explains how to assess the Socratic Seminar.

Lesson plans and classroom resources support all online sessions. The plans and resources ensure that the course content can be seamlessly integrated into the classroom reading programs.

Course Objective/Goals:

On completing this course, participants will be able to:

- establish classroom objectives for improving adolescent literacy in the content areas of English/language arts, social studies, science, and math by utilizing active, strategic reading techniques that are supported by current academic research.
- teach students to read and think critically about fiction, nonfiction, and informational texts through marking texts as a method of questioning and constructing meaning.
- teach students to write purposefully about all types of texts by making effective use of a dialectical journal.
- guide students to deepen their comprehension of text by using small-group and whole-class discussion to interpret, analyze, and synthesize ideas found in texts.
- lead students to construct deeper meanings and to make connections within a text, between texts, and to the larger world through their participation in Socratic Seminars.
- apply active, strategic reading strategies to different types of texts and text structures encountered in the content areas, as well as in information conveyed by electronic and digital media.

Course Outline:

1. Course Introduction and Keynote

1.1 Getting Meaning From Texts Across the Content Areas

Self-Assessment

2. How Active, Strategic Reading Improves Adolescent Literacy

- 2.1 Engagement Between Reader and Text
- 2.2 Explicitly Guiding Active Readers
- 2.3 Enhancing Reading Comprehension Through Discussion
- 2.4 Using Collaborative Learning to Deepen Comprehension
- 2.5 The Reading-Writing Connection
- 2.6 Assessing Student Progress

3. Reading and Thinking Critically About Texts

- 3.1 Marking a Text: Targeted Comments and Questions
- 3.2 Methods for Marking a Text
- 3.3 Marking Fiction to Understand Story Meaning and Conventions
- 3.4 Marking Nonfiction to Gain Information and Insight
- 3.5 Using Marking as a Basis for Discussion
- 3.6 Assessing Students' Marking of Texts

4. Writing Purposefully About All Types of Texts

- 4.1 The Role of the Journal in Reading Comprehension
- 4.2 Using Strategic Responses to Construct Meaning from Text
- 4.3 Connecting to Text Through Response, Analysis, and Criticism

- 4.4 Extending the Discourse to Deepen Comprehension
- 4.5 Sharpening Listening and Speaking Skills Through Discussions
- 4.6 Assessing Dialectical Journals and Discussions

5. Talking Collaboratively to Further Understanding

- 5.1 The Role of Collaborative Discussion in Active Reading
- 5.2 Using Primary Sources for Collaborative Discussions
- 5.3 Using Secondary Sources for Collaborative Discussions
- 5.4 Creating Prompts for Focused Discussions
- 5.5 Managing Collaborative Discussions
- 5.6 Assessing Collaborative Discussions

6. Connecting Literacy to the Curriculum and to Students' Lives

- 6.1 Using the Socratic Seminar to Maximize Text Comprehension
- 6.2 Enabling Students to Listen and Respond
- 6.3 A Formula for Seminar Success
- 6.4 Teacher's Role as Facilitator
- 6.5 Assessing the Socratic Seminar
- 6.6 From Active Reading to Responsive Writing

Method of Evaluating Student's Performance:

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process will be conducted through analysis of the following assignments:

Description	Estimated Time	Participation Hours
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	6
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 workshops; 3 hours in-class coaching</i>	11
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>20 minutes per session</i>	2
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>20 minutes per session</i>	2
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	6
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	6
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	6
<i>Preparation and presentation of course learning.</i>	<i>2 hours</i>	2
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>2 hours</i>	2
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	2
Total Hours		45

End-of-Course Assessment: The final assessment for this course will assesses your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade	Score
A	18-20
B	16-17
C	14-15
D	12-13
F	11 and below

Textbooks and/or Other Materials:

All instructional materials are provided by Scholastic Red, professional development for raising student achievement

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Instructor Background:

See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros

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