

Course Title: ED/D 9094 Improving Reading Comprehension Grades 3-5 (S)

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

Course Description:

Improving Reading Comprehension, Grades 3-5, is an interactive, online, and in-person professional development course designed for teachers and content specialists of grades 3-5. The 13 online sessions were developed to assist teachers who want to improve their students' reading comprehension of nonfiction text. The course provides practical strategies for teachers to help students succeed in the various building blocks of comprehension, including:

- building background knowledge and language for reading.
- assessing and improving reading fluency.
- developing vocabulary through direct teaching, independent strategies, and wide reading.
- fostering and modeling skills for active and strategic reading.
- writing for understanding.

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

Course Objective/Goals:

On completing this course, you will be able to:

- provide explicit reading and writing instruction for students who are struggling with comprehension.
- understand the research about reading comprehension and what can be done for students with comprehension difficulties.
- model best practices in reading strategies for your students in the classroom.
- teach strategies that will build background knowledge, vocabulary, and fluency.
- use lesson resources that specifically address ways to teach expository reading and writing in response to text.

Course Outline:

1 Course Introduction

1.1 The Importance of Reading
Self-Assessment

2 A Look at the Research

2.1 Overview: When Students Struggle
2.2 Stages of Reading Development
2.3 The Cycle of Failure
2.4 Helping Students Succeed

3 Building the Bridge to Comprehension

- 3.1 Overview: Getting the Most from Text
- 3.2 What Do Active Readers Do?
- 3.3 The Building Blocks of the Bridge
- 3.4 Teaching Skills and Strategies
- 3.5 Before, During, and After Reading

4 Assessing Reading Health

- 4.1 Overview: What's a Reading Physical?
- 4.2 Four Types of Readers
- 4.3 Oral Fluency Assessment
- 4.4 Scoring an Oral Fluency Assessment

5 Knowledge and Language for Reading

- 5.1 Overview: "Get the Picture?"
- 5.2 Warm-up: Making a Mental Picture
- 5.3 Mental Models and Reading
- 5.4 Previewing a Text
- 5.5 Creating a Smart Chart
- 5.6 Four Ways to Build Mental Models

6 Improving Reading Fluency

- 6.1 Overview: What Is Fluency?
- 6.2 Warm-up: Reading Word Stew
- 6.3 Modeling Fluent Reading
- 6.4 Repeated-Timed Reading
- 6.5 Phrase-Cued Reading
- 6.6 Independent Fluency Practice

7 Vocabulary: A Direct Approach

- 7.1 Overview: Words in the Bank
- 7.2 Warm-up: Words, Words, Words
- 7.3 Selecting Words to Teach
- 7.4 Direct Teaching of Vocabulary
- 7.5 Mapping a Concept Definition

8 Vocabulary: Becoming Independent

- 8.1 Overview: Becoming Independent
- 8.2 Warm-up: Looking for Meaning
- 8.3 Using Context
- 8.4 Prefixes and Suffixes
- 8.5 Using Word Roots to Get Meaning
- 8.6 Wide Reading: Best Source of Vocabulary Growth

9 Developing Active and Strategic Readers

- 9.1 Overview: Getting Meaning from Text
- 9.2 Warm-up: Think About Your Thinking
- 9.3 Building Background and Questioning
- 9.4 Making Inferences
- 9.5 Summarizing
- 9.6 Modeling Self-Monitoring Strategies

10 Getting the Most from Expository Text

- 10.1 Overview: Reading "the New"
- 10.2 Warm-up: Take a Reading Challenge
- 10.3 Features of Expository Text
- 10.4 Using Graphic Organizers
- 10.5 Identifying the Main Idea
- 10.6 Talking About Texts

11 Getting Started with Paragraphs

- 11.1 Overview: The Reading and Writing Circle
- 11.2 Warm-up: Quickwrite
- 11.3 The Comprehension-Composition Connection
- 11.4 Getting Started with Sentences
- 11.5 Five Steps to Writing a Paragraph

12 Writing a Persuasive Paragraph

- 12.1 Overview: Writing Like a Reader
- 12.2 Warm-up: Reading and Writing for Style
- 12.3 Using a "Hamburger Organizer"
- 12.4 Writing an Effective Argument
- 12.5 Sharpening the Argument

13 Classroom Management: Putting It All Together

- 13.1 Overview: Recipe for Success
- 13.2 Setting Expectations and Motivating
- 13.3 Strategies for Engaging Students
- 13.4 Matching Students to Text
- 13.5 Monitoring Student Progress
- 13.6 The Reading Block

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>	7
<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>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	7
<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>	7
<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>	7
<i>Preparation and presentation of course learning.</i>	<i>1 hour</i>	1
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>1 hours</i>	1
<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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