

Course Title: ED/D 9088 Middle School Literacy: Improving Text Comprehension (S)

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

Course Description:

Middle School Literacy: Improving Text Comprehension, is an interactive, online and in-person professional development course designed for all middle school teachers, especially teachers of English Language Arts. The 10 online sessions are structured around strategies readers use before, during, and after reading to get meaning from text, and are designed to support students reading on, or slightly below, grade level. A special section appearing in most topics shows teachers how to customize instruction and reading strategies for the struggling reader, those students reading at least two years below grade level.

- Sessions 5 and 6, the before-reading sessions, explain how and why to build background knowledge and pre-teach new vocabulary and concepts. Specific techniques such as using a Smart Chart, previewing a book, mediating a textbook, using a Concept Definition Map, and teaching vocabulary context and root words to develop vocabulary are emphasized.
- Sessions 7 and 8, the during-reading sessions, explain how to explicitly model and teach key reading strategies, such as making inferences, asking questions, drawing conclusions, and using self-monitoring strategies, for both the fiction and non-fiction genres.
- Session 9, the after-reading session, focuses on deepening students' comprehension by talking and writing in response to text. Guidance is given on note-taking—including double-entry journals—getting the most from group discussion; leading students through Thinking, Pairing and Sharing; and writing summaries.
- Session 10 concludes the course, focusing on classroom management and presenting ways to manage classrooms for effective whole class, small group, and individual instruction that meets the needs of all students.

All online sessions are supported by lesson plans and classroom resources to 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:

- assess middle school students for the purpose of matching them to texts and making strategic decisions about instruction.
- guide students at all reading levels to get meaning from text through building background knowledge, using targeted reading strategies, and applying content-related writing techniques.
- provide explicit strategy instruction to increase students' comprehension during the reading of fiction and nonfiction, including textbooks.
- enable students at all reading levels to understand content-related vocabulary.
- establish schedules and routines for working with students in small groups or individually, including solutions for struggling readers.
- implement lesson plans and resources that target the needs of middle school readers.

Course Outline:

1. Course Introduction

1.1 Introduction to the Middle School Reader

Self-Assessment

2. Content Literacy in Middle School

- 2.1 Overview: Meet the Middle School Reader
- 2.2 Four Middle School Readers
- 2.3 The Cycle of Failure
- 2.4 Conducting a Reading History

3. Assessing Your Middle School Students

- 3.1 Overview: The Goal of Assessment
- 3.2 Warm-up: Who's Who?
- 3.3 Using Data to Drive Instruction
- 3.4 Oral Fluency Assessment
- 3.5 Scoring an Oral Fluency Assessment
- 3.6 Strategies for Building Fluency

4. Getting Meaning From Text

- 4.1 Overview: What Do Strategic Readers Do?
- 4.2 Warm-up: Getting the Most From Text
- 4.3 Matching Readers to Text
- 4.4 Before, During, and After Reading
- 4.5 The Unique Needs of Middle School Readers
- 4.6 Creating a Literacy Environment

5. *Before Reading Text: Building Knowledge and Language*

- 5.1 Overview: Helping Readers Prepare
- 5.2 Warm-up: Reading Without Background Knowledge
- 5.3 Building Background Knowledge
- 5.4 Creating a Smart Chart
- 5.5 Previewing a Book
- 5.6 Mediating a Textbook

6. *Before Reading Text: Building a Stronger Vocabulary*

- 6.1 Overview: Vocabulary Matters
- 6.2 Warm-up: Knowing Words
- 6.3 Which Words to Teach
- 6.4 Mapping a Concept Definition
- 6.5 Using Word Parts
- 6.6 Using Context

7. *During Reading: Engaging with Fiction*

- 7.1 Overview: Strategies for Reading Fiction
- 7.2 Warm-up: Appreciating Fiction
- 7.3 Literary Elements: Character, Setting, Plot
- 7.4 Genre and Literary Elements: Mood and Theme
- 7.5 Making Inferences

7.6 Self-Monitoring

8. During Reading: Engaging With Nonfiction

7.1 Overview: Strategies for Reading Nonfiction

7.2 Warm-Up: Contrasting Fiction and Nonfiction

7.3 Asking Questions

7.4 Identifying Main Idea

7.5 Analyzing Text Structure

7.6 Drawing Conclusions

9. After Reading Text: Talking and Writing to Learn

9.1 Overview: Reading as Dialogue

9.2 Warm-up: How Readers React

9.3 Conducting Effective Discussions

9.4 Thinking, Pairing, Sharing

9.5 Note-taking

9.6 Some Reading and Writing Pitfalls

9.7 Writing a Summary

10. Managing Your Middle School Classroom and Writing to Learn

10.1 Meeting All Students' Needs

10.2 Establishing Daily Schedules

10.3 Establishing Instructional Routines

10.4 Independent Practice

10.5 Motivation Matters

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>	10
<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</i>	2
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>20 minutes per session</i>	3
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>20 minutes per session</i>	3
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>20 minutes per session</i>	3
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>60 minutes per strategy; 1 strategy per week</i>	10
<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 hour</i>	1
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>1 hour</i>	1
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

Bibliography:

- Adams, M.J. Trieman, and M. Pressley. "Reading, Writing, and Literacy." In I. Sigel and A. Renninger (eds.), *Handbook of Child Psychology, Vol. 4: Child Psychology in Practice*. NY: Wiley, 1996.
- Anderson, R.C., P. Wilson, and L. Fielding, "Growth in Reading and How Children Spend Their Time Outside of School." *Reading Research Quarterly*, 23, 285-303, 1998.
- Anderson, R.C. "Research Foundations to Support Wide Reading." In *Promoting Reading in Developing Countries*, edited by V. Greany. Newark, DE: International Reading Association, 1996.
- Anderson, R. C. and W. E. Nagy. "The Vocabulary Conundrum." *The American Educator*, 16, no. 3 (Winter 1992): 14–18, 45–47. (American Federation of Teachers).
- Andre, M. D. A. and T. H. Anderson. "The Development and Evaluation of a Self-Questioning Study Technique." *Reading Research Quarterly*, 14, no. 4 (1978–1979): 605–623.
- Ausubel, D. P. *Educational Psychology: A Cognitive View*. New York, NY: Holt, 1968.
- Baldwin, R. S., Z. Peleg-Bruckner, and A. H. McClintock. "The Effect of Metacognitive Instruction in Outlining and Graphic Organization Construction on Students' Comprehension in a Tenth-Grade World History Class." *Journal of Reading Behavior*, 18 (1985): 153–169.
- Barr, R., M. Sadow, and C. Blackowicz. *Reading Diagnosis for Teachers: An Instructional Approach*. New York, NY: Longman, 1990.
- Baumann, J. F. and E. J. Kameenui. "Research on Vocabulary Instruction: Ode to Voltaire." In *Handbook of Research on Teaching the English Language Arts*, edited by J. Flood, D. Lapp, and J. R. Squire. New York, NY: Macmillian, (1991): 604–632.
- Beck, I. L., M. G. McKeown, R. L. Hamilton, and L. Kucan. "Getting at the Meaning." *The American Educator*, (Spring/Summer 1998).
- Beck, I. L., M. G. McKeown, R. L. Hamilton, and L. Kucan. "Getting at the Meaning: How to Help Students Unpack Difficult Text." *Questioning the Author*. Newark, DE: International Reading Association, 1997.
- Beck, I. L., M. G. McKeown, C. Sandora, L. Kucan, and J. Worthy. "Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text." *The Elementary School Journal*, vol. 96, no. 4: The University of Chicago, 1996.
- Beck, I., C. Perfetti, and M. G. McKeown. "The Effects of Long-Term Vocabulary Instruction on Lexical Access and Reading Comprehension." *Journal of Educational Psychology*, 74 (1982).
- Beck, I. L., M. G. McKeown, and R. Omanson. "The Effects and Uses of Diverse Vocabulary Instructional Techniques." In *The Nature of Vocabulary Acquisition*, edited by M. G. McKeown and M. E. Curtis. Mahwah, NJ: Erlbaum, 1987.
- Braunger, J. and J. P. Lewis. *Building a Knowledge Base in Reading*. Portland, OR: Northwest



Professional Development Center

Regional Laboratory's Curriculum and Instruction Services, 1998.

Calkins, L. M. *The Art of Teaching Reading*. New York: Addison-Wesley Educational Publishers, 2001.

Chall, J.S. *Stages of Reading Development*. Harcourt Brace & Company. 1996.

Christen, W. L. and T. J. Murphy. "Increasing Comprehension by Activating Prior Knowledge." *ERIC Digest* (1991): 3–1. (ERIC Clearinghouse on Reading and Communication Skills).

Duffy, G. G. and L. R. Roehler. "Teaching Reading Skills as Strategies." *The Reading Teacher*, 40, no. 4 (Jan 1987): 414–418.

Duke, N. K. and P. D. Pearson. (2002). "Effective Practices for Developing Reading Comprehension." In *What Research Has to Say About Reading Instruction, Third Edition*, edited by A. E. Farstrup and S. J. Samuels. Newark, DE: The International Reading Association.

Estes, T. H. and J. L. Vaughan. "Reading Interest and Comprehension: Implications." *The Reading Teacher*, 27, (1973): 149–153.

Fielding, L. G. and P. D. Pearson. "Reading Comprehension: What Works." *Education Leadership*, 51, no. 5 (1994): 62–68.

Fisher, A. "Implementing Graphic Organizer Notebooks: The Art and Science of Teaching Content." *The Reading Teacher*, 55, no. 2 (Oct. 2001): 116–120.

Garner, R. "Metacognition and Self-Monitoring Strategies." In *What Research Has to Say About Reading Instruction, Second Edition*, edited by J. Samuels and A. Farstrup. Newark, DE: International Reading Association, 1992.

Gillet, J.W. and C. Temple. *Understanding Reading Problems: Assessment and Instruction, 4th ed.* San Francisco, CA: HarperCollins, 1994.

Graves, M. F., C. Juel, and B. B. Graves. *Teaching Reading in the 21st Century*. Needham Heights, MA: Allyn & Bacon, 1998.

Graves, M. F. and S. M. Watts-Taffe. (2002). "The Place of Word Consciousness in a Research-Based Vocabulary Program." In *What Research Has to Say About Reading Instruction, Third Edition*, edited by A. E. Farstrup and S. J. Samuels. Newark, DE: The International Reading Association.

Honig, B., L. Diamond, and L. Gutlohn. *CORE Teaching Reading Sourcebook for Kindergarten Through Eighth Grade*. Novato, CA: Arena Press, 2000.

Keene, E. O. and S. Zimmerman. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997.

LaBerge, D., and S. J. Samuels. "Toward a Theory of Automatic Information Processing in Reading." *Cognitive Psychology*, 6 (1974): 292–323.

Levin, J. R. and M. Pressley. "Understanding Mnemonic Imagery Effects: A Dozen 'Obvious' Outcomes." *Report From the Project on Studies in Language: Reading and Comprehension*, 1981.

- Lynch, P. *Big Books and Predictable Books*. New York: Scholastic Professional Books, 1986.
- Lyon, G. R. "Why Reading Is Not a Natural Process." *Educational Leadership*, 55, no. 6 (March 1998):14–18.
- Mc Keown, M. G., I. L. Beck, R. C. Omanson, and M. T. Pople. "Some Effects of the Nature and Frequency of Vocabulary Instruction on the Knowledge and Use of Words." *Reading Research Quarterly*, 20 (1985): 522–535.
- Moats, L. C. "Reading, Spelling, and Writing Disabilities in the Middle Grades." In B.Y.L.Wong (ed.), *Learning About Learning Disabilities* (2nd ed.) Academic Press, 1998.
- Moats, L.C. *Speech to Print*. Baltimore, MD: Paul H. Brookes Publishing Co. 2000.
- Moats, L. C. "Teaching Decoding". *American Educator*. American Federation of Teachers, Spring/Summer 1998.
- Moats, L. C. 2001. "When Older Students Can't Read." *Education Leadership*, 58, no. 6 (March 2001):36–39.
- Moore, D.W., T.W. Bean, D. Birdyshaw, and J. A. Rycik. *Adolescent Literacy: A Position Statement for the Commission on Adolescent Literacy of the International Reading Association*. Newark, DE: International Reading Association, 1999.
- Nagy, W. E. *Teaching Vocabulary to Improve Reading Comprehension*. Newark, DE: International Reading Association, 1988.
- Nagy, W. E., P. A. Herman, and R. Anderson. "Learning Words From Context." *Reading Research Quarterly*, 20 (1985): 233–253.
- Novak, J. D. and D. B. Gowin. *Learning How to Learn*. New York, NY: Cambridge University Press, 1984.
- Pearson, P. D. and J. A. Dole. "Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction." *Elementary School Journal*, 88, no. 2, (Nov. 1987): 151–65.
- Pearson, P. D. and L. Fielding. "Comprehension Instruction." In *Handbook of Reading Research*, Vol. 2, edited by R. Barr, M. L. Kamil, P. Mosenthal, and P. D. Pearson. White Plains, NY: Longman, (1991): 815–860.
- Pressley, M. and V. E. Woloshyn, (eds.). *Cognitive Strategy Instruction That Really Improves Children's Academic Performance*. Cambridge, MA: Brookline Books, 1995.
- Rayner, K., B. R. Foorman, C.A. Perfetti, D. Pesetsky, and M. Seidenberg. "How Should Reading Be Taught?" *Scientific American*, March 2002.
- Recht, D. R. and L. Leslie. "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text." *Journal of Educational Psychology*, 80 (1988): 16–20.
Report From the National Reading Panel, 2000.
- Robb, L. *Teaching Reading in Middle School: A Strategic Approach to Teaching Reading That*



Professional Development Center

Improves Comprehension and Thinking. New York, NY: Scholastic Professional Books, 2000.

Robb, L. *Teaching Reading in Social Studies, Science, and Math*. New York, NY: Scholastic Professional Books, in press.

Rosenblatt, L. M. *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Carbondale, IL: Southern Illinois University Press, 1978.

Royer, J. and G. Sinatra. "A Cognitive Theoretical Approach to Reading Diagnostics." *Educational Psychology Review*, Vol. 6, No. 2, 1994.

Schallert, D. L., J. H. Reed, and E. T. Goetz. "Exploring the Reciprocal Relationship Among Comprehensibility, Interestingness, and Involvement in Academic Reading Tasks." *Paper presented at the annual meeting of the American Educational Research Association*. San Francisco, CA: 1992.

Schallert, D. L. and J. H. Reed. "The Pull of Text and the Process of Involvement in Reading." In *Reading Engagement: Motivating Readers Through Integrated Instruction*, edited by John Guthrie and Alan Wigfield. Newark, DE: International Reading Association, 1997.

Schunk, D. H. and B. J. Zimmerman. "Developing Self-Efficacious Readers and Writers: The Role of Social and Self-Regulatory Processes." In *Reading Engagement: Motivating Readers Through Integrated Instruction*, edited by John Guthrie and Alan Wigfield. Newark, DE: International Reading Association, 1997.

Stahl, S. A. *Vocabulary Development*. Cambridge, MA: Brookline Books, 1999.

Stanovich, K. E. "Matthew Effects of Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." *Reading Research Quarterly*, 21, no. 4 (1986): 360–406.

Stanovich, K. E. "Romance and Reality." *The Reading Teacher*, 47, no. 4, (1993): 280–291.

Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press, 1978.

Wells, G. *The Meaning Makers: Children Learning Language and Using Language to Learn*. Portsmouth, NH: Heinemann, 1986.

Whirry, M. *Writing in Response to Reading*. Scholastic Center for Literacy and Learning Paper, in press.

White, T., M. Power, and S. White. "Morphological Analysis: Implications for Teaching and Understanding Vocabulary Growth." *Reading Research Quarterly*, 24, 283-304. 1989.

White, T., J. Sowell, and R. Yanagihara "Teaching Elementary Students to use Word-Part Clues." *The Reading Teacher*, January 1989.

Wolf, M., L. Miller, and K. Donnelly. "Retrieval, Automaticity, Vocabulary, Elaboration, Orthography (Rave-O): A Comprehensive Fluency Based Reading Intervention Program." *Journal of Learning Disabilities*, vol. 33, no. 4 (July/August 2000): pp. 375–386.



Professional Development Center

Wolf, M. and T. Katzir-Cohen. (2001). "Reading Fluency and Its Intervention." In *Scientific Studies of Reading*, vol. 5, no. 3, edited by J. Williams. Mahwah, NJ: Lawrence Erlbaum Associates.

Wood, E., M. Pressley, and P. H. Winne. "Elaborative Interrogation Effects on Children's Learning of Factual Content." *Journal of Educational Psychology*, 82 (1990): 742–748.

Zevenbergen, A. A. and G. J. Whitehurst. "Dialogic Reading." In *On Reading Books to Children: Parents and Teachers*, edited by S. Stahl, A. Kleeck, and E. Bauer.

On Professional Development

Alvesson, M. and K. Sköldböck. *Reflexive Methodology: New Vistas for Qualitative Research*. London: Sage Publications, 2000.

Brookfield, S. *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass, 1986.

Clark, Richard W. *Agenda for Education in a Democracy, Vol. III, Effective Professional Development Schools*, edited by Timothy J. McMannon. San Francisco: Jossey-Bass Publishers, 1999.

Dantonio, Marylou. *Collegial Coaching: Inquiry Into the Teaching Self*. Bloomington, IN: Phi Delta Kappa International, 1995.

Guskey, Thomas R. *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc., 2000.

Hord, S., W. Rutherford, L. Huling-Austin, and G. Hall. *Taking Charge of Change*. Alexandria, VA: Association for Supervision and Curriculum Development, 1987.

Joyce, B. and B. Showers. *Student Achievement Through Staff Development*. White Plains, NY: Longman, 1988.

Little, J.W. "Teachers' Professional Development in a Climate of Education Reform." *Education Evaluation and Policy Analysis*. Summer, 1993. 15 (2), pp. 120–151.

Moon, Bob, John Butcher, and Elizabeth Bird, (eds.) *Leading Professional Development in Education*. London: Routledge Falmer, 2000.

Snyder, K.J. "Competency Development: Linking Restructuring Goals to Training and Coaching" in R. Anderson, and K. Snyder (eds.), *Clinical Supervision: Coaching for Higher Performance*. Lancaster, PA: Technomics, 1993.

Speck, Marsha and Caroll Knipe. *Why Can't We Get It Right? Professional Development in Our Schools*. Thousand Oaks, CA: Corwin Press, Inc., 2001.

Sprinthall, N. and L. Sprinthall. "The Teacher as an Adult Learner: A Cognitive-Development View" in *Staff Development: The Yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press, 1983.



Instructor Background:

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

MAIL TO: Professional Development Center, 855 Howe Ave., Sacramento, CA 95825-3912

PHONE: (916) 561-1968

E-MAIL TO: sjpotter@chapman.edu