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Course Title: *ReadAbout: Improving Nonfiction Reading Comprehension (3–8)*

Instructor: *Instructors of Record – Dr. Tim Ham*

Course Description:

ReadAbout: Improving Nonfiction Reading Comprehension (3–8) is an interactive, online, and in-person professional development course designed for English, language arts, and content-area teachers of students in Grades 3 through 8 and reading and literacy specialists using ReadAbout in their classrooms and schools.

The six online sessions focus on deepening teachers' knowledge of nonfiction literacy skills, modeling classroom strategies, and assessing progress to monitor and individualize instruction. The course begins with the research foundations for literacy instruction and explores why many students struggle with reading after fourth grade. It then moves into the four ReadAbout learning areas: comprehension skills and strategies, academic vocabulary, content-area knowledge, and writing in the service of reading.

Throughout this course, learners will increase their understanding of research-based strategies to help students build reading skills with a focus on nonfiction. Learners will also explore practical strategies for effectively implementing and managing ReadAbout to improve nonfiction reading comprehension and jump the new Fourth-Grade Slump.

Course Objective/Goals/Outline:

Session 1 Teaching Students to Become Nonfiction Readers

Outcomes

Teachers will be able to:

- Strengthen their understanding of reading development and challenges.
- Connect nonfiction skills and strategies to overall literacy instruction.
- Identify different types of readers in their classrooms to target instruction.

Session 2 Getting Started With *ReadAbout*

Outcomes

Teachers will be able to:

- Explain the research foundations of *ReadAbout*.
- Create an implementation model and place students in the software.

- Model and teach classroom procedures.
- Identify key reports and assessments for monitoring progress in the program.

Session 3 Developing Active and Strategic Readers

Outcomes

Teachers will be able to:

- Identify key comprehension skills and strategies for nonfiction.
- Use the gradual-release model to teach nonfiction skills and strategies.
- Analyze report data to monitor learning and differentiate skill instruction.

Session 4 Teaching Academic Vocabulary

Outcomes

Teachers will be able to:

- Select and teach high-utility and content-area words.
- Use a vocabulary routine for direct instruction.
- Support and enhance the software vocabulary learning.
- Use report data and other assessments to monitor vocabulary learning.

Session 5 Building Content-Area Knowledge

Outcomes

Teachers will be able to:

- *Teach strategies for reading and comprehending content-area texts.*
- *Build students' background knowledge to increase comprehension.*
- *Deepen students' content knowledge using SmartFiles and nonfiction books.*

Session 6 Writing in the Service of Nonfiction Reading

Outcomes

Teachers will be able to:

- *Guide students to write in response to learning on the software.*
- *Use the ReadAbout writing resources to scaffold instruction.*
- *Structure revision with a peer feedback routine.*
- *Identify different ways to assess writing, including using rubrics.*

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:

<i>Description</i>	<i>Estimated Time</i>	<i>Participation Hours</i>
<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 study groups; 3 hours in-class coaching</i>	11
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>30 minutes per session</i>	2
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>30 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



Professional Development Center

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

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

PHONE: (916) 561-1968

E-MAIL TO: sjpotter@chapman.edu