

**Reading for Understanding
COURSE SYLLABUS**

Course Title: EDUC 9645B: Reading Strategies to Increase Student Comprehension II
Instructor: Dr. Tim Ham

I. Course Goals

This course has been developed to help build teachers' knowledge to understand the skills students must master to succeed in reading for understanding. The goal of Reading for Understanding® is to help educators develop their knowledge and skills to address diversity in the classroom and help students become readers who comprehend. Included in the program, participants will learn added skills in the following areas:

- Comprehension through Discussion
- Comprehension through Writing
- Student Motivation

Learning will occur as educators gain knowledge and apply research to practice as they participate in activities such as:

- Engage in independent, small group, and peer activities in order to develop an understanding of the concepts of comprehension.
- Use informal assessments to determine student's levels of comprehension and interest to help guide instructional decisions.
- Provide explicit and systematic instruction, focusing on comprehension strategies.
- Learn the components of effective comprehension lessons: modeling and guiding practice.
- Engage in a variety of independent, small group, and peer activities in order to develop an understanding of the concepts and strategies presented.

An integral component of the new performance-based process is the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career.

Reading Strategies to Increase Student Comprehension II meets the following INTASC Standards:

1. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*
2. *The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*
3. *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*
4. *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*
5. *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

6. *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*
7. *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*
8. *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*
9. *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*
10. *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students'.*

II. Course Description

This course follows the educator-training program titled Reading for Understanding developed by VoyagerU[®], a division of Voyager Expanded Learning[®].

The dynamic nature of the learning experience is created through the utilization of three major components:

1. **Online Learning Modules** which provide standardized, high quality curriculum, interactive online activities, self-assessments, videos, assessment tutorials, personal journals, and resources.

Each of the learning modules contains three units of instruction: Unit I “*Learn About*”; Unit 2: “*Apply in Core*”; and Unit 3: “*Apply in Intervention*”. In *Learn About*, participants establish foundational knowledge; the *Apply in Core* and *Apply in Intervention* units relate to the tiers of instruction in the Three-Tier Reading model and link the information to instructional techniques and strategies within a core curriculum program and to small-group intervention instruction.

2. **Learning Groups** are formed at the school level with all participants. Group meetings may be facilitated by a group leader or peer facilitated. The meetings provide opportunities for participants to share, receive feedback, reflect, discuss, plan and assess the online learning, classroom activities and projects. Opportunities for peer interaction and support during each learning module enhance the teacher’s experience.

3. **Classroom Application** provide job-embedded activities for each learning module that enable teachers to practice what they have learned in a manner that builds confidence, reflection/feedback and adoption.

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III. Course Outline and Objectives

Participants acquire foundational understanding of comprehension and literacy standards by:

- Reading online content materials
- Setting individual program improvement goals
- Comparing their own practices to peer practices in group facilitated sessions
- Completing planning and organizing steps for moving forward

Completion of this course requires the completion of various types of activities from each module. Each activity has an associated point value. There are four different point categories: expected, choice, group meeting, and additional.

- **Expected Points** are associated with activities that are required to be completed.
- **Choice Points** are associated with a group of activities from which participants may select their preferred items. Participants must complete enough choice activities to meet the minimum point requirements for this category. This may not require that a participant complete all choice activities.
- **Group Meeting Points** are associated with the site-based meetings between coaches and individuals or learning partners. Participants must accumulate enough group meeting points to meet the minimum point requirements for this category.
- **Additional Points** are associated with activities that are not counted toward course completion but are tracked for areas of interest and additional work performed by participants.

Module: *Comprehension through Discussion* Participants will complete learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities.

	Expected Points	Choice Points	Meeting Points	Additional Points
	Various Activities	Classroom Application	Group / Partner	
LEARN ABOUT				
Teacher Role Survey	10			
Self-Assessment: What I Learned	15			
Group Meeting Report Form			30-1080	
APPLY IN CORE				
Narrative Text Discussion Activity Design Report Form	50			
Narrative Text Discussion Activity Field Test Report Form		100		
Informational Text Discussion Activity Design Report Form	50			
Informational Text Discussion Activity Field Test Report Form		100		
Core Lesson Report Form		75-100		
Group Meeting Report Form			30-1080	
APPLY IN INTERVENTION				
Three-Read Classroom Application Field Test Report Form		50		
Discussion Analysis Activity	50			
Intervention Video Activities	50	50-100		
Intervention Lessons and Enhancements		75-400		
Self-Assessment: CheckPoint	50			
Group Meeting Report Form			30-1080	
Additional Readings				25-250
Create an Enhancement Activity		50-500		
Minimum Required Points for Completion = _____	275	_____	_____	_____

After completing this module, participants will be able to

- Define the factors that affect discussion and the strategic roles teachers take during discussions.
- Apply strategies for connecting comments, inclusive conversations, active listening, and extending thoughts during conversations.
- Develop and carry out a discussion with narrative and informational texts.

Module: *Comprehension through Writing* Participants will complete learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities.

	Expected Points	Choice Points	Meeting Points	Additional Points
	Various Activities	Classroom Application	Group / Partner	
LEARN ABOUT				
Denver Writing Attitude Survey Report Form	25			
Aggregated Results of the Denver Writing Attitude Survey Report Form	25			
Self-Assessment: What I Learned	25			
Group Meeting Report Form			30-1080	
APPLY IN CORE				
Writing Design Activity	50	50-100		
Classroom Application Activity Report Form		100		
Core Lesson Report Form		75-100		
Group Meeting Report Form			30-1080	
APPLY IN INTERVENTION				
Three-Read Classroom Application Field Test Report Form		50		
Writing Analysis Activity	50	50		
Intervention Lessons and Enhancements		75-400		
Self-Assessment: CheckPoint				
Group Meeting Report Form	50		30-1080	
Additional Readings				25-250
Write Your Own Writing Lesson		50-500		
Minimum Required Points for Completion = _____	225	_____	_____	_____

After completing this module, participants will be able to

- Define the role of writing in promoting reading for understanding.
- Identify instructional strategies to bridge reading with writing as a comprehension tool.
- Apply strategies to help design writing lessons.

Module: *Student Motivation* Participants will complete learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities.

	Expected Points	Choice Points	Meeting Points	Additional Points
	Various Activities	Classroom Application	Group / Partner	
LEARN ABOUT				
Goal Orientation Activity Report Form	20			
Personal Reading Questionnaire Report Form	20			
Motivations for Reading Questionnaire Report Form	20			
Self-Assessment: What I Learned	15			
Group Meeting Report Form			30-1080	
APPLY IN CORE				
Student Choice and Control Activity Report Form	25			
Fostering Motivation Activity Design Report Form	25			
Fostering Motivation Activity Field Test Report Form		100		
Core Lesson Report Form		75-100		
Group Meeting Report Form			30-1080	
APPLY IN INTERVENTION				
Three-Read Classroom Application Field Test Report Form		50		
Motivation Analysis Activity	50			
Intervention Lessons and Enhancements		75-400		
Self-Assessment: CheckPoint	50			
Group Meeting Report Form			30-1080	
Additional Readings				25-250
Student Motivation Activity		100-500		
Minimum Required Points for Completion = _____	225	_____	_____	_____

After completing this module, participants will be able to

- Define how motivation is related to reading achievement.
- Apply strategies to help scaffold students' learning while increasing motivation to read.
- Assess the classroom culture and how it relates to students' sense of efficacy.

IV. Evaluation

Each participant will be evaluated on the basis of successfully completing the following activities, work products and assessments. The evaluation process conducted through analysis of the course learning items and points earned.

Comprehension through Discussion Module Points

Expected Points= 275

Choice Points = TBD

Meeting Points = TBD

Comprehension through Writing Module Points

Expected Points= 225

Choice Points = TBD

Meeting Points = TBD

Student Motivation Module Points

Expected Points= 225

Choice Points = TBD

Meeting Points = TBD

V. Bibliography

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