ED 130: Building Reading Comprehension: Foundations of Reading Instruction – Competency 1, Grades K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

The building blocks to effective reading comprehension begin in the primary grades with explicit instruction, modeling, and practice. Fluency, word recognition, vocabulary, oral and receptive language, the role of phonics and phonological awareness will include strategic instruction with multiple opportunities for planning and practice. Reading as an ongoing strategic process will be taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities. Under this umbrella, participants will learn to design, teach, scaffold, and differentiate reading lessons and activities effectively using applied strategy that builds student capacity up through grade 5. Story structure, graphic representation, reciprocal questioning, oral retelling, summarizing activities, writing strategies, vocabulary strategies, balanced literacy and critical literacy are just some of the approaches under study. Problem solving strategies geared toward building student reading stamina, coupled with ongoing formative assessment approaches, will serve as catalyst to instructional planning and decision-making. Participants will receive a treasure trove of field-tested tools and resources for effective implementation with multiple opportunities for classroom implementation throughout the course.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Acquire and use new skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
- Summarize and articulate the importance and function of receptive and expressive vocabulary instruction, semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
- Communicate and articulate the role of vocabulary as it works into students' understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, explicit teaching, and the use of assessment data to make ongoing decisions directed to individual student needs.
- Apply strategy that builds student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for native speakers of English as well as English language learners.
- Plan and prepare to teach using scaffolded strategy to move their students along a continuum of reading success as it builds comprehension.

- Plan and practice with numerous formal and informal assessment approaches for comprehension, using data to make informed decisions with which to meet the individual needs of students.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Research:
- Fisher, D., & Frey, N. (2012). Close reading in elementary schools. The Reading Teacher, 66(3), pp. 179–188. Frey, N., & Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA: Corwin Press.
- Fisher, D., Frey, N. (2010). *Reading and the Brain: What Early Childhood Educators Need to Know*. Journal of Early Childhood Education 38:103–110
- Fisk, C., & Hurst, B. (2003). Paraphrasing for comprehension. Reading Teacher, 57(2), 182-185.
- Kirby, D., Kirby, D., & Liner, T. (2004). *Inside Out: Strategies for Teaching Writing*. (3rd ed.). Portsmouth, NH: Heinemann.
- Nessel, D., Graham, J. M. (2007). *Thinking Strategies for Student Achievement*. Thousand Oaks, CA: Corwin Press
- Paul, R., and Elder, L. February, 2008. Foundation For Critical Thinking, Online at website: www.criticalthinking.org
- Reutzel, R. (2015). *The Habits of Close Reading: Renewing our focus on the essential skills of comprehension*. Curriculum Associates.
- Rothstein, E., Rothstein, E. and Lauber, G. (2007). *Write for Mathematics*. Thousand Oaks: CA. Corwin Press.
- Vacca, R.T., & Vacca, J. L., (2013). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). Boston, MA: Pearson Custom Publishing.

Recommended Text:
- Allington, R. (2015). *What Research Says About Text Complexity and Learning to Read*. International Literacy
- Association:http://onlinelibrary.wiley.com/doi/10.1002/trtr.1280/epdf
- Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). "She's my best reader; she just can't comprehend": Studying the relationship between fluency and comprehension. *The Reading Teacher, 62*(6), 512-521. Retrieved from http://search.proquest.com/docview/203276963?accountid=458
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Coleman, R., & Goldenberg, C. (2012). The common core challenge FOR ELLs. *Principal Leadership, 12*(6), 46-51. Retrieved fromhttp://search.proquest.com/docview/916791977?accountid=35812Downing, J., Brewer, R., Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group.

COURSE REQUIREMENTS:

Students will have a designated number of weeks to complete each course (check the Instructions forum at the start of the course as it varies from district to district)**,** after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

CLASS SCHEDULE:

Module 1: Building a Foundation
1. Participant introductions
2. Reading: Oral Language, Written Language, and Reading Comprehension
3. Activity: Reading Comprehension Pre-test
4. Video: A Reading Conference, Grade K-2

Module 2: Reading Comprehension for All Content Areas
1. Reading: One and All: Reading, Writing, Speaking, and Listening for K-5
2. Reading: Reading Across the Curriculum for Grades 6-12
3. Scenario Response No. 1
4. Video: Interactive Read Alouds – PK
5. Video: The Reading Process – PK-2
6. Video: Driving Deep Analysis – Grades 9-12
7. Reading: Literature Webs

Module 3: Reading and Cognition
1. Reading: Reading and Cognition
2. Scenario Response No. 2
3. Video: Finding the Main Idea
4. Video: Informational Text
5. Video: The Art of Persuasion
6. Video Discussion: Cognitive-Friendly Practices
7. Video: Analyzing Point-of-view

Module 4: The Impact of Text on Reading Comprehension

     1. Reading: The Impact of Text on Reading

Module 5: Close Reading in Action
1. Video: Close Reading Grades 3-8
2. Video: Thinking Notes and Close Reading Grades 9-10
3. Video: Close Reading of Non-Fiction Text
4. Video Discussion: Select a Video to Discuss

Module 6: Scaffolding Reading Comprehension With New Literacy
1. Reading: New Literacies
2. Scenario Response No. 3
3. Video: Scaffolding With Complex Text
4. Video: Hint Cards
5. Video: Analyzing Shakespeare Through Questioning
6. Video Discussion: Select a Video to Discuss
7. Reading: 21st Century Resources

Module 7: Oral Language: Developing Vocabularies
1. Reading: Developing Oral Language Proficiencies Through Vocabulary
2. Reading: Oral Language and Vocabulary Development Activities
3. Resource Folder: Vocabulary Resources
4. Scenario No. 4
5. Wiki: New Literacies Wiki Resource
6. Video: Learning Difficult Vocabulary
7. Video: Extending Understanding Through Vocabulary
8. Video: Vocabulary Paint Chips
9. Video Discussion

Module 8: Content Area Vocabulary Practices
1. Reading: Research-Based Vocabulary Practices for All Content Areas
2. Discussion: What Makes a Good Vocabulary Practice?

Module 9: English Language Learners: Linguistics, Cultural Background, and Comprehension
1. Reading: Linguistics, Cultural Background, and Comprehension
2. Scenario Response No. 5

Module 10: Phonological Awareness
1. Reading: Phonological Awareness
2. Scenario Response No. 6
3. Video: Early Literacy Strategies: Five Pillars
4. Video: A Phonics Lesson With Chrysanthemum
5. Video Discussion
6. Blog About and Share a Literacy Resource for Struggling Learners

Module 11: Reading Fluency
1. Reading: Reading Fluency
2. Reading: Word Recognition and Fluency Activities

Module 12: Self-Check and Reflection
1. Self-Assessment: 10 reflective questions

Module 13: The Reading-Writing Connection
1. Reading: Developmental Writing – Grades K-5
2. Content Area Writing – Grades 6-12
3. Video: Writing, Inquiry, Collaboration, and Reading

    4. Video: Reading, Writing, and Role-Playing

    5. Discussion on Video

Module 14: Social and Academic Language

    1. Social and Academic Language: Vocabulary and Reading

    2. Scenario Response No. 7

    3. Video: Teach From the Walls

    4. Video Discussion

Module 15: Formal and Informal Assessments for the Primary Classroom

    1. Reading: Running Records and Reading Inventories for Young Readers

Module 16: Formal and Informal Assessments for Secondary Classrooms

    1. Reading: Formal and Informal Reading Assessments for Secondary Settings

    2. Reading: Informal Reading Inventories

Module 17: Reading, Writing, Listening, Speaking Through Collaboration

    1. Reading: Grouping to Differentiate With ELLs in Mind

    2. Scenario Response No. 9

    3. Videos: Guiding Differentiated Groups Grades 6-8, Using Expertise to Group for All Grades

Module 18: Assignment 1

    1. Assignment 1

    2. Article Discussion

    3. Reading: Blog Articles on teaching reading

Module 19: Models of Student Collaboration

    1. Reading: Learning and Teaching Cooperatively: Cooperative Learning

    2. Scenario Response: Peer-led Discussions and Grouping

    3. Reading: Literature Circle Roles and Resources

    4. Reading: All About Literature Circles

    5. Resources: readwritethink.org articles

    6. Assignment 2

Module 20: Final Quiz, Reflection, Culminating Project

    1. Final Quiz: 10 questions m/c, t/f

    2. Assignment 3: Final Project – complete planning, embed instructor feedback