

Comprehension Instruction

Southern Utah University
Reading Endorsement
Winter 2015-Dates Jan 14 thru Mar 18
4 PM-8PM
Nancy Roundy-Instructor

Description of Course:

The purpose of this graduate-level course is to help practicing teachers acquire knowledge and understanding of current theories and models that impact reading comprehension and apply that knowledge in instruction. The course will focus on understanding reading comprehension, increasing the range, quality and complexity of reading materials used by students, and supporting student responses to text. Teachers will build students' ability to use texts efficiently and effectively to develop and express complex, critical thinking.

Required Text:

Morrison, T. G., & Wilcox, B.(2013). *Developing literacy: Reading and writing to, with, and by children*. Boston, MA: Pearson. This text is: *Available on Amazon \$62.00 . Used texts are available for less on Amazon but will need to be ordered early to allow for the delay in shipping. Books can be shared; however, participants will all be required to read the text as well as share-out with assigned portions.*

Utah Core Standards for English/Language Arts (2010). Utah State Office of Education. Retrieved February 22, 2013 from <http://www.schools.utah.gov/CURR/main/Core-Curriculum/By-Subject.aspx> (*Common Core State Standards*).

USOE REQUIRED STANDARDS TO BE ADDRESSED THROUGHOUT THE COURSE

Participant Objectives

Participants will:

2. Choose appropriately complex texts and create instruction that supports the acquisition of deeper levels of knowledge for students (1.2, 1.3).
3. Teach students to read critically and analyze (a) content, (b) the author's purpose, and (c) the author's craft to comprehend text at appropriate levels (1.2, 1.3).
4. Teach students to apply reading and writing processes to support comprehension and understanding of texts (2.1, 2.2)
5. Use formative and summative assessments to evaluate depth and complexity of reading comprehension to inform instruction (3.3).
6. Demonstrate a research-based understanding of how diversity influences the reading and writing development of all students (4.1).

Course Assignments:

Comprehension Organizer/Journal (notebook). Create a Comprehension Journal that includes insight gained through classroom discussions and implementation of skills learned in class about teaching comprehension. This can be created and shared electronically.

Canvas Learning Log. Each class will begin with a few moments to review previous week's canvas posted prompt and how it relates to an element of comprehension. Entries to the blog should ask questions, compare with other texts, discuss concerns, and explore ideas for classroom instruction. The prompt may be expanded by participants posting extended questions.

Text Sharing. Read the Text. Participants will share a summary of assigned, short portions of the text. Interactive discussions will be conducted by the presenter after reading/listening to participant summaries for the assigned text each week. This will be an informal sharing. Not necessarily a PPT presentation, but an interactive discussion using collaborative strategies.

Close Reading and Text Sets. Create a lesson plan demonstrating text dependent questioning that reflects Standards-based reading practices that integrates each level of reading comprehension (key ideas and details, craft and structure, and integration of knowledge and ideas) within the same lesson for both a literary and informational text.

Beyond Strategy Presentation. To demonstrate knowledge of comprehension strategy instruction, prepare and present a 15-20 minute lesson on the strategy (including what the strategy is, how to use it in elementary and secondary classroom, and ways to go beyond the strategy).

Tests:

Final. The final examination will be comprehensive covering all academic material taught during the semester. This will be taken online and will be open material-open book.

Schedule:

Class 1:

Instructor Introductions-
Syllabus review
Welcome to Canvas
Journal/Organizer Preview

Foundational Meaning Making Abilities (151-152)

Schema Theory and Comprehension Problems

Schema Theory (67-69)

1-Reading Skills

Comprehension Processes vs. Comprehension Products

Defining Reading Comprehension

Explicit and Implicit Comprehension Instruction

Comprehension Strategy Model

- Class 2:
- Canvas Discussion/Teaching Ideas
 - Elements of Reading (36-38)
 - The Reading Process (44-46)
 - Motivating Reading: To, With, and By
 - Importance of Reading to Children (245-248)
 - Read Aloud Techniques (248-249)
 - Book Selection (250-252)
 - Shared Reading within Various Instructional Approaches (262-264)
 - Reading Skills Cont.-Word Recognition, Fluency & Comprehension
 - Literacy research related to reading comprehension and appropriate instructional practices for K-12 students
 - Comprehension Strategy Model
- Class 3:
- Canvas Discussion/Teaching Ideas
 - Reading Process (265-266)
 - Before Reading (266-268)
 - During Reading (268-271)
 - After Reading (271-276)
 - 2-Comprehension Processes

Text complexity:

Selection of appropriate text:

Strategic implementation of instructional tasks and standards to support the acquisition of deeper levels of student knowledge

Comprehension Strategy Model

Class 4:

Canvas Discussion/Teaching Ideas

Small Groups in Core Literacy Programs (291-296)

Small Groups in Reading Workshop (297-299)

Literature Discussion Groups (299-302)

2-Role of Background Knowledge in Comprehension

Methods of teaching students to read critically and analyze

(a) content,

(b) the author's purpose,

(c) the author's craft to comprehend text at appropriate levels.

Comprehension Strategy Model

Class 5:

Canvas Discussion/Teaching Ideas

Components of Fluency (109)

Skills and Strategies (110)

Rate and Accuracy (110-112)

Expression (112-113)

Oral Reading (116-117)

3-Examining Language Structures

Methods of using text-dependent questioning (TDQ) to collect evidence and demonstrate understanding of the text.

Comprehension Strategy Model

Class 6

Canvas Discussion/Teaching Ideas

Vocabulary Size (128)

Word Collections (129-130)

Guiding Principles—Four Essential Elements (131-132)

3-Sentence Level Comprehension

3-Inferences

Methods of teaching :

Students to apply reading and writing processes to support comprehension and understanding of texts.

Comprehension Strategy Model

Class 7: Canvas Discussion/Teaching Ideas

Types of Words (133-135)

Key Word Prediction (136)

Five-Step Approach (137)

Semantic Mapping (140)

4-Knowledge of Text Structure: An in-depth look

Selecting and using formative/summative assessments:

Evaluate depth and complexity of reading comprehension to inform instruction.

Comprehension Strategy Model

Class 8: Canvas Discussion/Teaching Ideas

Teaching Inferential Strategies Teaching Multiple Strategies

Reading in Content Areas

Expository Text Structure (188)

Description and Sequence (189-190)

Comparison, Cause & Effect, Problem & Solution (190)

Print Features (190)

Organizational Aids (191)

Graphic Aids (192)

5-Digging for Meaning: The Teacher's Role
Queries and other questioning techniques

Influence of diversity on the reading and writing development of all students

Comprehension Strategy Model

Class9: Teaching Inferential Strategies/Teaching Multiple Strategies

Reading in Content Areas
Expository Text Structure (188)

Description and Sequence (189-190)

Comparison, Cause & Effect, Problem & Solution (190)

Print Features (190)

Organizational Aids (191)

Graphic Aids (192)

Class 10: Strategies, Study Guides, Journal reflections

Review/Discussion/Final

Assignment	Date Due	Points Possible	total
<i>Comprehension Organizer/Journal (notebook).</i> Create a Comprehension Journal that includes insight gained through classroom discussions and implementation of skills learned in class about teaching comprehension. (Electronic form accepted)	Course conclusion	100	
<i>Canvas Learning Log.</i> Each class will begin with a few moments to review previous week's canvas posted prompt and how it relates to an element of comprehension. Entries to the blog should ask questions, compare with other texts, discuss concerns, and explore ideas for classroom instruction.	Course conclusion	Up to 50/ 10 for each post	
<i>Text Sharing.</i> Read the Text. Participants will share a summary of assigned, short portions of the text. Interactive discussions will be conducted by the presenter	Assigned date	Content coverage 25	

after reading/listening to participant summaries for the assigned text each week.		Class Participation 25	
<i>Close Reading and Text Sets.</i> Create a lesson plan demonstrating text dependent questioning that reflects an Standards-based reading practices that integrates each level of reading comprehension (key ideas and details, craft and structure, and integration of knowledge and ideas) within the same lesson for both a literary and informational text.	Assigned date	100	
<i>Beyond Strategy Presentation.</i> To demonstrate knowledge of comprehension strategy instruction, prepare and present a 15-20 minute lesson on the strategy (including what the strategy is, how to use it in elementary and secondary classroom, and ways to go beyond the strategy).	Assigned date	100	
<i>Final.</i> The final examination will be comprehensive covering all academic material taught during the semester. This will be taken online and will be open material-open book.	March-last class	100	500 Pts.= 100%

Percentage:

95-100%
90-94%
87-89%
84-86%
80-83%
74-76%
70-73%
77-79%

Grade:

A
A-
B+
B
B-
C
C-
C+

Contacting Instructor:

Most concerns or questions can be brought up during class or directly after. Questions asked after class can be addressed to the instructor or the entire class through Canvas. You may also contact the instructor: Nancy Roundy-cell phone, (Text or call) at home or by email.

roundyn@kane.k12.ut.us
Address: 100 W. 40 No.
Alton, Utah 84710
Cell: 435 691 0235
Home: 435 648 2442

Southern Utah University Policies

Academic integrity policy: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable behavior.

ADA statement: Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids should contact the Coordinator of Services for Students with Disabilities, Carmen Alldredge, in Room 206 F of the Sharwan Smith Center or call (435) 865-8022. The Disability Office determines eligibility for and authorizes the provision of services.