



Professional Development Institute

Flex Course Syllabus

Reading Interventions for Middle School Students (6-8)

PDI Course Number: 25T02

UCSD Course Number: EDUC41433

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do you have readers in your class that are reading far below grade level? This course is designed for teachers who work with readers in grades 6-8 who are one to four years behind the appropriate reading level. The course materials are based on current best-practices research on helping students with reading difficulties. Topics addressed in the course include assessment and diagnosis of reading difficulties, differentiation strategies, fluency skills, vocabulary development, and cognitive reading strategies. Key comprehension strategies such as how to summarize and infer are presented along with fix-it strategies students can use when they begin to struggle. Specific vocabulary topics presented include the three tiers of words, self-collection, using context clues, and the importance of direct instruction. Teachers will also learn how to develop individual reading profiles and reading plans based on assessment data. Finally, teachers will learn how to best select appropriate reading materials for those who struggle. By the end of this course, teachers will know how to help students become better readers with improved comprehension skills.

Educational Outcomes

1. Teachers will understand the basics of administering various reading assessments.
2. Teachers will learn the importance of data collection.
3. Teachers will learn how to effectively collect individual reading data for students.
4. Teachers will learn how to assemble and teach flexible groups of readers.
5. Teachers will understand the zone of proximal development.
6. Teachers will understand how assessment should drive instruction.
7. Teachers will learn specific strategies for teaching summarization
8. Teachers will learn specific strategies for teaching inferring.
9. Teachers will learn how to write individual reading plans.
10. Teachers will understand the fundamentals of fluency instruction.
11. Teachers will understand and be able to teach cognitive reading strategies.
12. Teachers will learn the three tiers of vocabulary words.
13. Teachers will be able to use a variety of strategies to teach vocabulary.
14. Teachers will learn how to help student use context clues to determine unknown words as a strategy.
15. Teachers will be able to help students find books that best meet their needs.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Develop an Individual Reading Profile for a Case Study (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Introduction to Reading Data Collection
- Commonly Used Assessments Part One
- Commonly Used Assessments Part Two
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about reading interventions. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Using Assessment to Drive Instruction
- Individual Reading Profiles
- Zone of Proximal Development
- Individual Reading Plans
- Reading Groups
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Fluency Fundamentals
- Fluency Teaching Strategies
- **Assignment # 3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to interventions for reading problems and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Reading Comprehension and Cognitive Strategies
- Strategies to Teach Summarizing

- Strategies to Teach Inferring
- Strategies to Help Readers Make Connections
- Fix-It Strategies
- **Test #4**

Unit Five

- Teaching Vocabulary
- Three “Tiers” of Words
- Direct Vocabulary Instruction
- Using Context Clues
- Vocabulary Self-Collection
- **Test #5**

Unit Six

- Voice and Choice in Reading
- Using Hi/Lo Materials
- Using Non Fiction Books
- **Assignment #4**
Write an Individual Reading Profile for the student specified in the course. Include your interpretation of the student as a reader, the goal, and your plan to meet the goal. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.
- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Allen, J. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Portland, ME: Stenhouse.

Allington, R. L. (2001). *What Really Matters for Struggling Readers*. New York: Longman.

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press.

Beers, K. (2003). *When Kids Can't Read, What Teachers Can Do*. Portsmouth, NH: Heinemann.

Bromley, K. (2002). *Stretching Students' Vocabulary*. New York: Scholastic.

Fonutas, I. & Pinnell, G. (1996). *Guided Reading*. Portsmouth, NH: Heinemann.

Fonutas, I. & Pinnell, G. (2001). *Guiding Readers and Writers*. Portsmouth, NH: Heinemann.

Harvey, S., & Goudvis, A. (2000). *Strategies that Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse.

Herman, P. A., Anderson, R. C., Pearson, P. D., & Nagy, W. E. (1987). "Incidental acquisition of word meanings from expositions with varied text features". *Reading Research Quarterly*, 23, 263–284.

Johns, J. (2002). *Fluency: Evidence-Based Strategies*. Dubuque, IA: Kendall/Hunt Publishing Company.

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

Krashen, S. (2004). *The Power of Reading: Insights from the Research*. Portsmouth, NH: Heinemann.

London, J. (1903). *The Call of the Wild*. NY: Grosset & Dunlap

Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Rasinski, T. (2003). *The Fluent Reader*. Jefferson City, MO: Scholastic Professional Books.

Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L (1999). *Reading For Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey Bass.

Tovani, C. (2000). *I read it, but I don't get it*. Portland, ME: Stenhouse Publishers.

Winebrenner, S. (1996). *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge & Motivate Struggling Students*. Minneapolis, MN: Free Spirit Publishing. Alexandria, VA: ASCD.

Zimmermann, S. & Hutchins, C. (2003). *7 Keys to Comprehension: How to Help Your Kids Read it and Get it*. New York, NY: Three Rivers Press.

