



## **Professional Development Institute**

### **Flex Course Syllabus**

# **Reading to Learn: Developing Strategic Reading Skills (4-12)**

**PDI Course Number: 28T02**

**UCSD Course Number: EDUC41452**

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**

Why do excellent early readers often begin to struggle when they enter the middle grades? This online course focuses on helping teachers work with students on key reading skills. Teachers will learn how to develop active instructional strategies that facilitate student acquisition and development of standards-based reading skills in a variety of disciplines. Emphasis is on vocabulary development and comprehension strategies and specific strategies such as DRTA, using word roots, and effective graphic organizers are shared. However, for students who struggle, word attack strategies are provided. Issues with fluency are also explored as well as the importance of reading aloud to help build fluency. Teachers will also understand the importance of teaching students the features of text structure as students move from reading primarily narrative text to more expository text. Teachers will learn how to create text-dependent questions to help students develop close reading skills. Teachers will also learn how to establish guided reading groups to further develop their students' close reading skills. Finally, assessment options for tracking reading skills and improvement will also be explored. By the end of this course, teachers will have the tools and strategies needed to teach students how to effectively read to learn.

## **Educational Outcomes**

1. Teachers will learn about the Common Core Standards.
2. Teachers will learn the importance of and explicit methods for teaching word attack skills.
3. Teachers will learn specific directed reading strategies that develop and reinforce reading comprehension.
4. Teachers will learn ways to help students understand and identify text structures.
5. Teachers will learn ways to motivate students to develop lifelong, independent reading habits.
6. Teachers will learn ways to help students learn to use graphic organizers as an aid to comprehension.
7. Teachers will learn specific strategies for assessing comprehension skills.
8. Teachers will learn about issues with fluency.
9. Teachers will learn specific methods for working with low-performing readers and ELL students.
10. Teachers will learn how to integrate literature to inspire readers.
11. Teachers will learn where to locate resources for reading instruction, children's and adolescent literature, and content literacy.
12. Teachers will learn the importance of teaching words parts to increase students' vocabulary.
13. Teachers will learn creative ways to teach content area vocabulary.
14. Teachers will become familiar with using guided reading groups.
15. Teachers will learn the Making Words strategy and how to use it to increase vocabulary.
16. Teachers will learn how to help students build close reading skills.
17. Teachers will learn how to write text-dependent questions.
18. Teachers will understand the value in reading aloud to students.

## **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 Comprehension Questions (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- The Process of Reading
- Introduction to the Common Core State Standards
- Word Attack Strategies
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching effective reading comprehension skills. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Vocabulary Development
- Reading Comprehension
- Focus Strategy: DRTA
- **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

- Content Literacy: Strategies for Working with Text
- Close Reading
- Focus Strategy: Word Roots
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to improving comprehension skills 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**

- Encouraging Lifelong Reading
- Helping All Students Read to Learn
- Focus Strategy: Graphic Organizers
- **Test #4**

## **Unit Five**

- Reading Aloud
- Guided Reading Groups
- Issues with Fluency
- **Test #5**

## **Unit Six**

- Text Dependent Questions
- Focus Strategy: Making Words
- Comprehension Assessment
- **Assignment #4**

*Choose a chapter from a textbook (or several chapters from a piece of literature) you use with your students. Provide the title and author of the book as well as a minimum eight-sentence annotation of the plot/chapter. Write at least 30 comprehension questions for the chapter. You should have at least ten questions for each of the following levels of comprehension: literal, inferential, and applied. Label your questions according to the three categories. 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**

- ACT, Inc. (2009). *The condition of college readiness 2009*. Iowa City, IA: Author.
- Adams, M. J. (2009). *The Challenge of Advanced Texts: The Interdependence of Reading and Learning*. NY: Guilford Press.
- Akhondi, M., F. Malayeri, & A. Samad. (2013). How to Teach Expository Text Structure to Facilitate Reading Comprehension. Retrieved from <http://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension>
- Antonacci, P.A., C.M. O’Callaghan, & E. Berkowitz. (2015). *Developing content area literacy: 40 strategies for middle and secondary classrooms*. Thousand Oaks, CA: SAGE Publications.
- Beck, I., M. McKeown, & L. Kucan (2015). “Choosing Words to Teach.” Retrieved from <http://www.readingrockets.org/article/choosing-words-teach>
- Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.
- Breiseth, L. (2015). “What You Need to Know About ELLs: Fast Facts.” Retrieved 23 July 2018 from <http://www.colorincolorado.org/article/what-you-need-know-about-ells-fast-facts>
- California Reading Task Force. (1995). *Every Child a Reader: The Report of the California Reading Task Force*. CA: California Department of Education.
- Cunningham, P. M. (1995). *Phonics They Use: Words for Reading and Writing* (second edition). New York: Harper Collins.
- Dolan, T. (2016). *The Power of Reading Aloud in Middle School Classrooms*. Education Week. Retrieved from <https://www.edweek.org/tm/articles/2016/03/22/the-power-of-reading-aloud-in-middle.html>
- Elley, W.B. (1994). *The IEA Study of Reading Literacy: Achievement and Instruction in Thirty-Two School Systems*. UK: Emerald Group Pub Ltd.
- Fielding, L.G., & Pearson, P.D. (1994). Reading Comprehension: What Works. *Educational Leadership*, Feb 1994 v51 n5 p62(6).

- Fisher, D. (2008). Effective Use of the Gradual Release of Responsibility Model. Retrieved from [https://www.mheonline.com/treasures/pdf/douglas\\_fisher.pdf](https://www.mheonline.com/treasures/pdf/douglas_fisher.pdf)
- Fuhler, C.J., & Walther, M.P. (2012). *Literature Is Back!* NY: Scholastic.
- Gold, J., & Gibson, A. (2015). Reading Aloud to Build Comprehension. Retrieved from <http://www.readingrockets.org/article/reading-aloud-build-comprehension>
- Goodman, K. (1996). *Ken Goodman on Reading*. Portsmouth, NH: Heinemann.
- Graves, M. F., J.F. Baumann, C.L. Blachowicz, P. Manyak, A. Bates, C. Cieply, & H.V. Gunten (2013). “Words, Words Everywhere, But Which Ones Do We Teach?” *The Reading Teacher*, 67(5), 333-346.
- Graves, M.F., Juel, C., Graves, B.B., & Dewitz, P. (2010). *Teaching Reading in the 21<sup>st</sup> Century*. NY: Pearson.
- Heilman, A. W. (1997). *Phonics in Proper Perspective*, 8<sup>th</sup> Edition. NY: Merrill Publishing Company.
- Herber, H. L. (1978). *Teaching Reading in the Content Areas*. 2nd Ed. Englewood Cliffs: Prentice-Hall, Inc.
- Jacobs, J.S., & Tunnell, M.O. (2015). *Children’s Literature, Briefly*. NY: Pearson.
- Kiefer B.Z., & Tyson, C.A. (2013). *Charlotte Huck’s Children’s Literature*. NY: McGraw-Hill.
- Linan-Thompson, S., & S. Vaughn. (2007). *Research-based methods of reading instruction for English language learners, grades K-4*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Longman, D. and Atkinson, R. (1999). *College Learning and Study Skills*. NY: Thomson Learning.
- Lukens, R.J. (2012). *A Critical Handbook of Children’s Literature*. NY: Pearson.
- Marchessault, J.K., & Lewin K.H. (2013). Structured Read-Aloud In Middle School: The Potential Impact On Reading Achievement. *Contemporary Issues in Education Research*. Second Quarter 2013 Volume 6, Number 2.
- Marzano, R.J. & J.A. Simms (2013). *Vocabulary for the Common Core*. Bloomington, IN: Marzano Research.
- McEwan, E. (2015). “Root Words, Roots and Affixes.” Retrieved from <http://www.readingrockets.org/article/root-words-roots-and-affixes>

- McKenna, M.C., & Robinson, R.D. (1990). Content Literacy: A Definition and Implications. *Journal of Reading*, v34 n3 p184-86.
- McLaughlin, M. & Allen, M.B. (2002). *Guided Comprehension*. Newark, DE: International Reading Association.
- Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*. Bristol: Multilingual Matters.
- Moats, L, & Tolman, C. (2009). *Language Essentials for Teachers of Reading and Spelling (LETRS): The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (Module 2)*. Boston: Sopris West.
- Moore, P., & Lyon, A. (2005). *New Essentials for Teaching Reading in PreK-2*. NY: Scholastic.
- National Institute for Literacy. (2016). *Put Reading First*. DC: National Institute for Literacy.
- National Writing Project & Nagin, C. (2006). *Because Writing Matters: Improving Student Writing in Our Schools*. San Francisco, CA: Jossey-Bass.
- Ogle, D.C. Blachowicz, P. Fisher, & L. Lang (2016). *Academic vocabulary in middle and high school: Effective practices across the disciplines*. New York, NY: The Guilford Press.
- Pennington, M. (2010). "How to Teach Prefixes, Roots, and Suffixes." Retrieved from Pennington Publishing Blog <http://blog.penningtonpublishing.com/reading/how-to-teach-prefixes-roots-and-suffixes/>
- Pikulski, J., and S. Templeton (2004). "Teaching and Developing Vocabulary: Key to Long-Term Reading Success." *Current Research in Reading and Language Arts*.
- Rasinski, T.V., N. Padak, R. Newton, & E. Newton (2008). *Greek and Latin roots: Keys to building vocabulary*. Huntington Beach, CA: Shell Education.
- Renaissance. (2018). <https://www.renaissance.com/2018/01/23/blog-magic-15-minutes-reading-practice-reading-growth/>
- Roe, B.D., & Smith, S.H. (2018). *Teaching Reading in Today's Elementary Schools*. MA: Cengage Learning.
- Ruddell, R.B. (2008). *How to Teach Reading to Elementary and Middle School Students: Practical Ideas from Highly Effective Teachers*. NY: Alyn and Bacon.
- Ruddell, M.R. (1997). *Teaching Content Reading and Writing*. NY: Wiley Press.

Sedita, J. (2005). "Effective Vocabulary Instruction." *Insights on Learning Disabilities*, 2(1), 33-35.

Shanahan, T., & Shanahan, C. (2018). Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy. *Harvard Educational Review*, 78(1), p. 44.

Shanahan, T., & Shanahan, C. (2012). What is Disciplinary Literacy and Why Does it Matter? *Top Language Disorders*, Vol. 32, No. 1, pp. 7–18.

Simmons, E. (2002). *Visualizing Vocabulary*. Retrieved from <https://www.nwp.org/cs/public/print/resource/quarterly/Q2002no3/simmons.html>

Spear-Swerling, L. (1995). *Independent Reading*. Retrieved from <http://www.readingrockets.org/article/independent-reading>

Sprenger, M. (2013). *Teaching the Critical Vocabulary of the Common Core: 55 Words that Make or Break Student Understanding*. Alexandria, VA: ASCD.

Stahl, K. (2008). *The Effects of Three Instructional Methods on the Reading Comprehension and Content Acquisition*. *Journal of Literacy Research* 40(3).

Strickland, D.S. (1998). *Teaching Phonics Today: A Primer for Educators*. Newark, DE: International Reading Association.

Tallman, M. (2017). "Teaching Greek and Latin Roots." *Got to Teach*. Retrieved from <http://gottoteach.com/2015/06/teaching-greek-and-latin-roots.html>

Wisconsin Department of Public Instruction. (2016). "Learning Vocabulary in Science." Retrieved from <https://dpi.wi.gov/science/disciplinary-literacy/vocabulary>

Young, C., & Rasinski, C. (2009). Implementing Readers Theatre as an Approach to Classroom Fluency Instruction. *The Reading Teacher*, 63(1), pp. 4–13.

Young, C., & Rasinski, C. (2016). *Tiered Fluency Instruction*. MN: Capstone Publishers.