

Educational Research & Dissemination Program (ER&D)

Course Title: Reading Comprehension (3 graduate credits)

Course Length: 45 Contact Hours / Spring 2012

\$450=GFT Member / \$600=Non-Member (\$75 deposit required to begin)

Instructor: Geraldine Rector

(C)486-8905 (I can help with registration so do not hesitate to call me)

(email) priceteacherg4@yahoo.com

Course Objective:

Participants will implement effective research-based teaching strategies that will help students acquire strong reading comprehension skills.

Course Description:

This course focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. It provides participants with a synthesis of the research on reading comprehension instruction and vocabulary development. Participants examine, discuss, and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skills. Strategies are presented for increasing student comprehension of both narrative and expository texts—including content area textbooks. In addition, approaches are presented to help students monitor their own comprehension and apply appropriate “fix-up” strategies when comprehension is not achieved. This course is appropriate for all K-12 teachers who need to help increase their students’ comprehension of text—whether that text is a literature selection or a subject area textbook.

Class Location/Dates:

- ✓ Location: Maria A. Ulloa Elementary School, Dededo
- ✓ Days/Time: MWF from 2:30 p.m. to 6:30 p.m.
- ✓ Dates: April 9, 11, 13, 16, 18, 20, 23, 25, 27

Resources:

All coursework materials will be provided by the American Federation of Teachers ER&D Program in conjunction with GFT, Guam’s Local Union, Local 1581.

Evaluation:

- ✓ Daily Attendance/Active Participation (25%)
- ✓ Reflection Papers (25%)—Submit a reflection paper on a research topic (5 reflections need to be submitted / 5% each paper) **Due on or before 4/27/12**
- ✓ Research Concept Presentation (50%)—Participants will present information and strategy on the implementation of a research concept.

Reading Comprehension Syllabus

Research Concept Presentation Criteria: (Individual Assignment / 5 Minutes)

- ✓ Plan out instructional implementation of research concept
- ✓ Schedule your presentation to the class (April 23, 25, 27)
- ✓ Prepare and submit a lesson plan to me prior to your presentation
- ✓ Lesson Plan Format: lesson title, duration, concept objective: (use this objective) *To have students understand that the purpose of reading is to gain meaning and that a good reader employs a variety of strategies to accomplish this goal*; lesson objectives, materials, vocabulary, procedures, evaluation/assessment
- ✓ Demonstrate how the concept was utilized in the classroom setting
- ✓ Prepare copies of your lesson plan for each participant
- ✓ Oral Presentation: (*pass out copies of lesson plan*)
 1. State your name, worksite, and grade level
 2. State lesson title, concept objective, and lesson objectives
 3. Briefly explain the outcome of your lesson

*Check out www.coreknowledge.org to see a sample lesson plan

Course Outline:

4/9	Introduction/Housekeeping; ESEA/ER&D—The Perfect Fit; Changes to ESEA; Evolution of the Traditional Comprehension Curriculum	4/20	Presentation Prep Time
4/11	Article: Making Research Serve the Profession (pp.A1-A8); Schema-Based Approach; Article: Role of the Reader’s Schema in Comprehension, Learning & Memory (pp.A87-101)	4/23	Research Concept Presentations
4/13	Intro to Coherence; Local and Global Coherence; Improving Comprehension of Narrative Texts; The Guided/Directed Reading Lesson; Improving Comprehension of Expository Text	4/25	Research Concept Presentations
4/16	Questioning the Author (QtA); Reciprocal Teaching; After Reading Activities; Vocabulary Development; Effective Vocabulary Instruction	4/27	Research Concept Presentations Reflection Papers Due
4/18	Presentation Prep Time		