

Reading Comprehension Instruction

3 graduate credits issued by the University of Rhode Island

Course Description:

This course examines research and exemplary practices for acquisition of reading comprehension strategies. Participants scrutinize a range of strategies that support the comprehension process. Instructional frameworks are included for both narrative and expository texts. Discussions also include Reciprocal Teaching and meeting your Grade Level Expectations (GLEs).

Course Goals:

After completing this course, participants will be able to:

- Discuss the scientific research base for Reading Comprehension Instruction (RCI);
- Demonstrate that understanding by using classroom practices that apply the RCI knowledge base;
- Select and use appropriate instructional strategies based upon students need.
- Select and use appropriate instructional strategies based upon understanding texts.
- Integrate the state and local Grade Level Expectations (GLEs) and Primary Literacy Standards into classroom practice.

Course Schedule (for READING FIRST):

- Reading First Summer Institute participation – participants may choose which week
- After-school sharing session with Reading First Institute Team Leaders – to be scheduled during Fall 2005

Course Requirements: In order to receive 3 graduate credits, a participant must complete all the course requirements listed:

1. Class Participation – Being actively engaged in the learning process requires that each participant participate in group and class discussions and activities. An individual may also be asked to “report out” on behalf of his/her group. You will also be asked to response to research and/or strategies presented (10). Before lunch and at the end of each day, participants will take five minutes to complete an entry in the journal. Rationale: Because the content will be delivered over five intensive days of instruction, this activity will allow participants to “capture” thoughts, ideas and possible ideas for the required lesson plans.
2. Narrative Text Story Map Lesson Plan: Each student will choose a piece of narrative text and complete a story mapping activity: as a teacher planning activity devised by Isabel Beck. From the story map, a set of student questions will be produced.

- Completed story maps and questions will be shared with grade level colleagues.
- 3. Expository Text Lesson Plan: Using a piece of expository text, one good lesson is to be designed. This assignment offers lesson-planning options – one of the following:
 - a lesson that explicitly teaches a specific text structure;
 - a lesson that reinforces text structure learning through writing; or
 - a vocabulary lesson that uses the conceptual approach to vocabulary instruction.
- *Expository Text lesson plans* will be shared with grade level colleagues.
- 4. Class Attendance – Due to the intensity of instruction and the specific requirements of the Reading First Program, participants **MUST** attend each day, (5 consecutive days) for the scheduled length of time. You will also have to attend one after school follow up session, Fall 2005.
 - Emergency circumstances will be considered on a case-by-case basis
- 5. Assignment: Reflective Journal *Requirement: 8 entries*
 - Explanation to follow.

Grading:

Attendance & Participation: 30%
 Narrative & Expository Lesson Plans: 40%
 Response Journals: 30%

Required Texts:

1. Improving Comprehension with Think-Aloud Strategies by Jeffrey D. Wilhelm, Ph.D. – will be provided
2. Reciprocal Teaching at Work Strategies for Improving Comprehension by Lori D. Oczkus
3. *Bringing Words to Life* – received at the Reading First Winter Institute
4. Reading Comprehension Instruction manual – to be provided
5. Various articles – to be provided

Teachers should also bring their copy of the READING Grade Level Expectations (Kindergarten through Grade 5).

URI Statement of Accommodation: If you have a documented disability that requires accommodations, please make an appointment with the instructor by the end of the first day. We will discuss how to meet your individual needs to ensure your full participation and fair assessment procedures.

Participants who have not previously taken a course at the University of Rhode Island will be responsible for a nominal, one-time fee (approximately \$35).

Summer Schedule:

Day	Session	Topic(s)
MONDAY	Morning	<ul style="list-style-type: none"> ▪ Evolution of Reading Comprehension ▪ Current Approach to Reading Comprehension Instruction
ARTICLE: <i>What Reading Does for the Mind</i>		
MONDAY	Afternoon	<ul style="list-style-type: none"> ▪ Overview of the National Reading Panel ▪ The Nature of Reading Comprehension
ARTICLE: <i>Role of the Reader's Schema in Comprehension Learning and Memory</i>		
TUESDAY	Morning	<ul style="list-style-type: none"> ▪ Coherence and Structure ▪ Narrative
ARTICLE: <i>Developing Questions That Promote Comprehension: The Story Map</i>		
TUESDAY	Afternoon	<ul style="list-style-type: none"> ▪ Improving Comprehension of Narrative Text ▪ Story Mapping
ARTICLE: <i>The Case for Informational Text</i>		
WEDNESDAY	Morning	<ul style="list-style-type: none"> ▪ Expository Text ▪ Improving Comprehension of Expository Text
ARTICLE: <i>The Case for Informational Text</i>		
WEDNESDAY	Afternoon	<ul style="list-style-type: none"> ▪ Improving Comprehension of Expository Text ▪ Before Reading Activities
ARTICLE: <i>Filling The Void... and Reading Comprehension Requires... by Hirsh</i> <i>What Every Teacher Needs to Know about Comprehension by Laura Pardo</i> Reference: Developing Expertise in Reading Comprehension (Appendix B in RCI manual)		
THURSDAY	Morning	<ul style="list-style-type: none"> ▪ During Reading Activities
Book: <u>Improving Comprehension with Think-Aloud Strategies</u>		
THURSDAY	Afternoon	<ul style="list-style-type: none"> ▪ Vocabulary
ARTICLE: <i>Teaching Vocabulary</i>		
FRIDAY	Morning	<ul style="list-style-type: none"> ▪ Reciprocal Teaching
Book: <u>Reciprocal Teaching at Work Strategies for Improving Comprehension</u>		
FRIDAY	Afternoon	<ul style="list-style-type: none"> ▪ Reciprocal Teaching
Book: <u>Reciprocal Teaching at Work Strategies for Improving Comprehension</u>		

Daily Schedule:

8:00 AM – classes convene

NOON – lunch

1:00 PM – classes resume

4:00 PM – daily dismissal

LESSON PLAN TEMPLATE

Grade level:

TITLE OF THE LESSON:	
Objectives	<ul style="list-style-type: none"> ▪ What will your students know and be able to do as a result of this lesson?
GLEs	<ul style="list-style-type: none"> ▪ Which GLEs are targeted with this lesson?
Assessment	<ul style="list-style-type: none"> ▪ How will you determine what the students know and are able to do during and/or as a result of this lesson?
Instructional Materials & Resources	<ul style="list-style-type: none"> ▪ What materials, texts, manipulatives etc. will you need for this lesson? ▪ What technology resources (if any) will you need?
Learner Factors	<ul style="list-style-type: none"> ▪ How does this lesson accommodate different developmental levels of students? ▪ How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences, and/or include provisions for students with particular learning needs?
Environmental Factors	<ul style="list-style-type: none"> ▪ What student groupings will be used? ▪ What changes will you need to make in the classroom due to instruction, materials, etc.?
<p><u>Lesson Sketch:</u></p> <ul style="list-style-type: none"> ○ Explain/model ○ Guided practice ○ Independent practice 	<p>In this section, give an overview of the lesson's sequence.</p> <ul style="list-style-type: none"> ▪ How will you explain / model the lesson? ▪ Which activities/tasks will reinforce the teaching of the GLEs and objectives? ▪ How will you close the lesson?

Assignment: Reflective Journal

Requirement: 8 entries

1. Review the template, **Implementing Research-based Practice**, for the Reflective Journal.
2. Make 8 copies of the **template**. You may duplicate it and write the reflections OR you may use a word processing program.
3. During the school year, review the research based practices you learned at the Reading First Institute and incorporate them into your teaching.
4. Write your journal entries by reflecting upon the research and its implication for your classroom practice.
5. Use the rubric to guide you (to be distributed during class).
6. Put all eight reflections together, add a cover sheet with your name, and bring to the Fall 2005 class (TBA).
7. **Journals will be evaluated and count as 40% of your grade.**

Implementing Research-based Practice (Template)

Think about your students and your instructional practices.

New concept/strategy you would like to try with your students:

Plan for implementing this concept/strategy:

After you have implemented the concept/strategy in your classroom, comment on how well it work. If you feel that it worked, reflect on the changes that you observed. If the concept/strategy didn't seem to work, reflect on possible reasons.

What happened in the classroom?

Why do you think that happened?

Next steps (with this concept/strategy) . . .