



## **Professional Development Institute**

### **Flex Course Syllabus**

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

**PDI Course Number: 28T02**

**ACE Course Number: LE5761**

**UCSD Course Number: EDUC41452**

If you would like information about receiving 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.*

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