

T&L 2900 – Improving Reading Comprehension Skills in Content Area Classes

Course at a Glance

Instructor/Presenter: Naomi McGaughey
Length: 30 hours, complete in 4 months
Dates: Enroll Anytime
Number of Professional Development Credits: 2

Introduction

The reading comprehension skills you will learn in this course are tools that good readers use, consciously or subconsciously, to help them make meaning from what they read. These strategies will not address decoding skills or the most basic of reading skills, however, you can use them to enhance what is already occurring in your classroom. We have found that learning these strategies empowers readers at all levels of competency to become more proficient at making meaning, to comprehend text more fluently, and to become more engaged in their reading. These skills will help them to learn your content area. You will learn to teach these strategies explicitly, using the gradual release of responsibility model.

Learning Objectives

Upon completing this course, you should be able to accomplish the following objectives:

- Identify the strategies proficient reader use.
- Examine the value of explicitly teaching comprehension strategies within your content area and why it is important to teach reading comprehension in all content areas.
- Analyze the use of schema within your own reading practices. What strategies do you use when reading for your own pleasure and your own learning?
- Design a series of lessons within your content area to teach one of the proficient reader strategies, using the gradual release of responsibility model.

Required Textbook and Materials

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse. ISBN-10: 157110089X or ISBN-13: 9781571100894.

*You will need access to a video camera to produce a 10-15 minute video of yourself modeling the connection strategy.

Suggested Supplemental Sources - If you want to know more, read the following books:

- Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann. ISBN-10: 0435072374 or ISBN-13: 9780435072377.

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- Miller, D. S. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse. ISBN-10: 1571103074 or ISBN-13: 9781571103079.

Format of the Course

You will need to complete the following six lessons with assignments in order to complete all the requirements for this course. Below are the overall goals for each lesson. Go to each lesson individually for specific lesson requirements. As you complete and submit each lesson, please wait for a response and feedback from the instructor before moving on to the next lesson.

Lesson 1	Getting to Know You A short biography and background information on your personal reading history, style, and preferences, as well as your philosophy about teaching reading in your subject area.
Lesson 2	Here's What You Need to Know Introduction to the strategies and the gradual release of responsibility model. Read the Harvey chapter and respond.
Lesson 3	Dryland Training Read Tovani text and respond using the Access Tools provided.
Lesson 4	Get Your Feet Wet! Create a video of you modeling the connection strategy. You will also write a two-page reflection paper about your video-taped lesson and how you feel it went. **Contact the instructor for further instructions on how to submit the video portion of this lesson.
Lesson 5	Dive In! Design a unit for your own class on a proficient reader strategy of your choice, using the gradual release of responsibility model.
Lesson 6	Look How Far You've Come! Summarize your understanding of the material, the feasibility of incorporating this into your curriculum, and how your feelings about "teaching reading" have or have not changed.

Grading

You will be evaluated using established and presented criteria for each assignment. To earn a Pass in the course, you must complete every assignment at a passing level. If needed, we will give you feedback and guidance and you can resubmit assignments until they are of passing quality.

Lesson 1	10 Points
Lesson 2	10 Points
Lesson 3	30 Points
Lesson 4	40 Points
Lesson 5	40 Points
Lesson 6	50 Points
Total	180 Points

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You can view your grade by clicking on the Course Tools button under Tools on the navigation bar to your left and then click on My Grades.

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>

Course Communication

If you have any questions or comments regarding a lesson, please email me at naomi.mcgaughey@und.edu. I normally respond to emails within 2-3 business days. For more information about me, click on the Faculty button. For technical or administrative questions, click on the Help Button.