Course Syllabus

Developing Good Comprehension Habits in All Readers

Geared towards teachers of grades K-8

Summer 2007

Instructor: Laura Johnsrud, Reading Specialist
School District of Sevastopol
4550 Highway 57, Sturgeon Bay, WI 54235
Work phone: 920-743-6282
Email: ljohnsr@sevastopol.k12.wi.us

Course Number: ED & HUD 795-6, 741 (0339C)

Credits: Three (3) Graduate Credits

Prerequisite: Graduate Standing (Must have earned bachelor's degree)

Location: Days Inn City Center, Green Bay

Date/Days/Times: Monday thru Friday, June 18-22, 2007 (8:00 a.m.-5:00 p.m.)

Course Emphasis:
Research based reading comprehension strategies will be presented along with practical classroom application and assessment.

Course Rationale:
Do you wonder how to help your students improve their reading comprehension? Are you confused about what to teach? What skill, strategies, and habits will really make a difference in a child's ability to understand the printed word? Learn to streamline your instruction by focusing on seven research based comprehension habits. Learn how proficient readers think about reading. Then take these proficient reader habits and teach them to all students.

Course Description:
How do we really teach students to comprehend the material they read? Is reading a story and answering questions enough? Is that really teaching comprehension? What do today's kids really need to know in order to be proficient readers? This course will streamline the choices teachers face when deciding what comprehension strategies to teach and how to teach them. Participants will be guided through the process of developing strategy study units that will engage students in thought provoking and enjoyable reading activities.
Course Objectives:
1. Participants will discover the reading habits they employ when reading different types of texts.
2. Participants will be able to define the seven research based reading comprehension habits.
3. Participants will understand how to develop and will create a comprehension strategy study lesson, incorporating the model, guided practice, and independent practice format for at least two of the comprehension strategies.
4. Participants will understand how to develop and will create an extended strategy study unit for at least one of the comprehension strategies.
5. Participants will understand how to develop and will create an assessment tool for evaluating student progress for at least two of the comprehension strategies.
6. Participants will understand the concept of anchor charts and how to utilize them during a strategy study.
7. Participants will develop a personalized "tool kit" of resources, activities, references, and ideas to be used in the classroom for teaching reading comprehension strategies.

Required Readings:

Various articles, stories, and excerpts provided by the instructor.

Course Requirements:
1. Participants will define all seven reading comprehension strategies.
2. Participants will create and implement at least two comprehension strategy lesson plans using the model, guided practice, and independent practice format.
3. Participants will create and implement an extended strategy study unit for at least one of the comprehension strategies.
4. Participants will create and utilize an assessment tool for evaluating student progress for at least one of the comprehension strategies.
5. Participants will create an anchor chart for at least one of the comprehension strategies.
6. Participants will create a personalized "tool kit" of resources, activities, references, and ideas to be used in the classroom for teaching reading comprehension strategies.
Evaluation and Assessment:
The following point scale will be used to evaluate course assignments:
1. Comprehension strategy lesson plans (2 lesson plans, 10 points each) 20 points total.
2. Extended strategy study unit (1) 30 points
3. Assessment tool (2) 10 points
4. Anchor chart (1) 10 points
5. Personalized tool kit of resources (1) 20 points
6. Final synthesis of learning reflection (1) 10 points

Total points possible: 100

Grading Scale:
A=95-100
B=90-95
C=85-90
D=80-85
F=75-80

Schedule:
Monday, June 18, 2007-8:00 A.M.-5:00 P.M.
Introduction to "Developing Good Comprehension Habits in All Readers"
1. Overview/introductions/purpose
2. Exercising your reading mind- activities
3. Thinking about yourself as a reader
4. Reading is like…
5. What are your comprehension habits?
6. What do we believe about comprehension instruction?

What is strategy instruction? What are the strategies?
1. Sharing, discussion on Mosaic of Thought reading
2. What is this about? Activity
3. The strategies!
4. Building a context for strategy instruction/ video
5. Self Assessment
6. Planning a modeling lesson/conducting a modeling lesson.
7. What is a "think aloud?"
8. Introduction to "schema."
9. Modeling of schema lesson: "Eleven"
Tuesday, June 19, 2007- 8:00 A.M.-5:00 P.M.
Activating schema and questioning
1. Sharing, discussion on Mosaic of Thought reading.
2. Response activities for schema.
3. Developing an anchor chart for schema.
4. Assessing the use of schema.
5. Trade books to use for teaching schema
6. Introduction to "questioning"-comprehending a cereal box!
7. Exercising your reading mind- "An Unspoken Hunger."
8. Lateral thinking puzzles- questioning activities
9. "Teacher Tamer" questioning practice

Wednesday, June 20, 2007- 8:00 A.M.-5:00 P.M.
Questioning and Making Inferences
1. Sharing/discussion of Mosaic of Thought reading
2. Where are answers to questions found?
3. Questioning response options
4. Trade books for teaching questioning
5. Assessing the use of questioning
6. Strategy study lesson planning
7. Developing anchor charts- a guide
8. Strategy assessment- rubric samples
9. Introduction to "inferring"- "What is this about?"
10. Exercising your reading mind: how do you infer? What does it mean to infer?
11. The ultimate inference: "Licked" (modeling, guided practice, independent practice)
12. Assessing the use of inferring
13. Tradebooks for teaching inferring.

Thursday, June 21, 2007- 8:00 A.M.-5:00 P.M.
Visualizing/Determining Importance
1. Sharing/discussion of Mosaic of Thought reading
2. Introduction to "visualizing"- Dante's Inferno
3. Using your senses when you read- "Horses in the Wind" CD
4. Modeling a visualizing lesson- Hatchet sculptures
5. Visualizing with wordless books/pictures
6. Visualizing with expository text
7. Developing an anchor chart for visualizing
8. Assessing the use of visualizing
9. Trade books for teaching visualizing
10. Introduce "Determining Importance"- Chinese astrology activity
11. Why do we need to be able to determine what is important?
12. "House" activity
13. Nonfiction scavenger hunt- identifying the features of nonfiction
14. The Important Book
15. Go for the Gold- activity
16. Determining importance response options
17. What is needed to create a quality written summary
18. Thieves- determining importance strategy for textbooks
19. Developing an anchor chart for determining importance

Friday, June 22, 2007- 8:00 A.M.-5:00 P.M.

Synthesizing/Monitoring Comprehension
1. Sharing/discussion of Mosaic of Thought reading
2. Strategy study planning and models
3. Straw skyscrapers
4. Taking the mystery out of synthesizing
5. Word splash activity- what is synthesizing?
6. Introduce and begin final synthesis project
7. Dramatic interview- modeling of synthesis lesson- "Thank You, Ma'am" by Langston Hughes
8. Meaningful responses to literature that involve synthesis
9. Texts for teaching synthesis
10. Sharing/discussion of Mosaic of Thought reading
11. Perform dramatic interview
12. Synthesizing anchor chart
13. Querencias- finish and share
14. Introduction to "monitoring comprehension"- Getting poetry!?
15. Monitoring one's own comprehension- elements
16. What does motivation have to do with monitoring comprehension?
17. How do I know when I am stuck?
18. Response options for monitoring comprehension
19. Self assessment
20. You only have so much time!
21. Final comprehension experience.
The following Wisconsin Standards for Teacher Development and Licensure are assessed in this course:

#1 Teachers know the subjects they are teaching: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

#2 Teachers know how children grow: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

#3 Teachers understand that children learn differently: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

#4 Teachers know how to teach: The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

#5 Teachers know how to manage a classroom: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#7 Teachers are able to plan different kinds of lessons: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

#9 Teachers are able to evaluate themselves: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.