

Educational Research & Dissemination Program (ER&D)

Course Title:	Reading Comprehension
Credits/Fees:	3 Graduate Credits (GFT Members: \$450/Non-Members: \$600)
Course Length:	45 Contact Hours / Fall 2011
Instructor:	Geraldine Rector, (cell) 486-8905 / (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: GFT Union Hall, Mangilao
- ✓ Days/Time: MWF, 3:30 p.m. to 6:30 p.m.
- ✓ Dates: September 26, 28, 30, October 3, 5, 7, 10, 12, 14, 17

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 (Submit 5 reflection papers / 5% each paper)
- ✓ Research Concept Presentation (50%)—Participants will present information and strategy on the implementation of a research concept.

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

- ✓ Plan out instructional implementation of research concept
- ✓ Schedule your presentation to the class

Reading Comprehension Syllabus

- ✓ Prepare and submit a lesson plan to me prior to your presentation
- ✓ Lesson plan format: lesson title, duration, concept 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
 1. State your name, worksite, and grade level: (pass out copies of lesson plan)
 2. Briefly explain the outcome of your lesson

Course Outline:

Date	Topic/Activity	Date	Topic/Activity
9/26	Introductions/Housekeeping; ESEA/ER&D—The Perfect Fit; Changes to ESEA; Evolution of the Traditional Comprehension Curriculum	10/7	Presentation Prep Time
9/28	Article: <i>Making Research Serve the Profession</i> (pp.A1-A8); Schema-Based Approach; Article: <i>Role of the Reader's Schema in Comprehension, Learning & Memory</i> (pp.A87-101)	10/10	Presentation Prep Time
9/30	Intro to Coherence; Local and Global Coherence; Understanding Narrative Texts, Improving Comprehension of Narrative Texts; The Guided/Directed Reading Lesson; Understanding Expository Text	10/12	Research Concept Presentations
10/3	Identifying text structures in an Expository Text; Improving Comprehension of Expository Texts; Questioning the Author (QtA)	10/14	Research Concept Presentations
10/5	Reciprocal Teaching; After Reading Activities; Vocabulary Development; Effective Vocabulary Instruction	10/17	Research Concept Presentations; Reflection Papers Due