

Curriculum21/ CICU DRAFT – Course MAP

– University / College

College of New Rochelle

Department/ School/ Instructor

Graduate School of Education/ Dr. Kate Hathaway

COURSE TITLE:

LIT 502 Teaching Reading Comprehension (3 credits)

OVERVIEW – Purposes/ Pre-requisites

This course provides basic knowledge of theories of cognition and learning and how they support instruction in comprehension strategies. Students will demonstrate proficiency in developing a literacy curriculum, including instruction in vocabulary skills, building comprehension and constructing meaning. This course will include field experiences, 5 hours. No prerequisites.

Essential Understandings (Big Ideas)

- Pre-reading experiences assist learners in full understanding of an author's intent.
- Readers need strategies to engage text to making meaning.
- Return to text can deepen the reading experience.

Essential Questions:

- What information do the students need ahead of time in order to fully understand what the authors are trying to say?
- How will students be expected to become acquainted with the text?
- Which aspects of the text should be focus of the second read?

Curriculum21/ CICU DRAFT – Course MAP

Standards – (ALST / edTPA/ NY State)
NYS Standards: 52.21(b) (2)(ii)(c)(1) (ii, iv, v, vi, viii) 52.21(b) (2)(ii)(c)(1)(ii, iv, v, vii) INTASC Standards: 1.10-1.13, 1.22, 1.24, 1.32, 3.13-3.15, 1.36, 3.13, 3.14, 3.15, 4.12 INTASC Standards: 1.10-1.13, 1.22, 1.24, 1.32, 1.33, 1.35, 4.33, 4.34
Content Standards (CST)
IRA Standards: 1.1-1.4, 2.1-2.3, 5.1 IRA Standards: 2.2, 2.3, 4.1-4.4
CONTENT –Focus topics/issues

Curriculum21/ CICU DRAFT – Course MAP

- An Introduction to Close Reading; How Does It Feel to Read Difficult Text?
- Text Structure and Complex Text; In-Class Collaborative Article Critique
- Decoding and Fluency's Impact on Comprehension
- Prior Knowledge and its Impact on Comprehension
- Using Close Reading to Understand Poetry and Speeches
- Using Close Reading to Clarify Narrative Text
- Close Reading of Informational Text
- Constructing Meaning Through Responding
- Constructing Meaning Through Responding
- Using Writer's Workshop to Extend Comprehension
- Reading Comprehension in Middle and High School
- Differentiating Comprehension Instruction
- Viewing the Common Core and State Standards through the Eyes of a Reading Specialist

SKILLS/ STRATEGIES

Describe research-based strategies that enable students to comprehend narrative text

Describe Common Core standards and how they have changed practice

Evaluate readability and comprehensibility of texts

Write lesson plans addressing various aspects of reading comprehension skills

ASSESSMENTS/ Evidence/ASSIGNMENTS

NOTE: This course is offered in a hybrid format, which means that students will fulfill part of their obligations on line. Rather than meet weekly for 2 ½ hours, class will be held for 2 hours weekly. In addition, students will work on line to avoid necessitating a make-up date for Columbus Day, Monday, October 13th.

- Students will work collaboratively to review an article in class on Day 2. They will also participate in an on-line discussion group to critique articles pertaining to reading comprehension instruction. Details of this assignment will be given in class. On-line topics will

Curriculum21/ CICU DRAFT – Course MAP

be posted every four weeks.

- Students will analyze the readability and level of two popular texts appropriate for 3rd – 12th graders. They will use multiple methods and compare their findings. Details of this assignment will be discussed in class. The assignment will be due on Monday, September 29st.
- Students will create a lesson plan for reading an illustrated children’s book aloud to a class, including a lesson on one or more aspects of author’s craft. Details of this assignment will be discussed in class. The assignment will be due on Monday, October 20th.
- Students will select two poems, two speeches, or one poem and one speech appropriate for 3rd – 12th graders and create a close reading lesson plan. Details of this assignment will be given in class. This assignment will be due on Monday, November 10th.
- Students will select a novel appropriate for 3rd – 12th graders and create a unit plan for its use. Plans will include an outline of instruction for chapters at the beginning, middle and end of the book. Details of this assignment will be given in class. This assignment will be due on Monday, December 1st.
- Students will participate in a panel discussion on the Common Core addressing its impact on curriculum choices and state testing. Roles and articles will be assigned to students ahead of time. The panel discussion will be held in class on Monday, December 15th.

ASSESSMENT/Summative Grading

Grading

Grading will be determined by procedures in the Graduate School catalog. More specific explanations accompany each assignment. Weightings of assignments are as follows:

- | | |
|--|-----|
| • Assignment #1: Article Critiques | 20% |
| • Assignment #2: Analyzing Text Difficulty | 10% |
| • Assignment #3: Enhancing a Read-Aloud Experience | 15% |
| • Assignment #4: Creating a Close Reading Lesson Plan Using Poetry | 15% |
| • Assignment #5: Creating an Unit Plan for a Novel | 30% |
| • Assignment #6: In-Class Panel Discussion of the Common Core | 10% |

[LINK TO GUIDELINES/ RUBRICS for EACH ASSIGNMENT](#)

Curriculum21/ CICU DRAFT – Course MAP

Vocabulary: Professional TERMS

decoding
phoneme
lexile
fluency

Learning Plan through Course / Student Focus

Close Reading

- Boyles, N. (2012/2013). Closing in on close reading. *Educational Leadership*, 70(4), 36-41.

Vocabulary instruction

- Kindle, K. J. (2009). Vocabulary development during read-alouds: Primary practice. *The Reading Teacher*, 63(3), 202-211.
- Blachowicz, C. L. Z., & Fisher, P. (2004). Vocabulary lessons. *Educational Leadership*, 61(6), 66-69.
- Berne, J. I., & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher*, 62(4), 314-323.

Fluency practice

- Faver, S. (2008). Repeated reading of poetry can enhance reading fluency. *The Reading Teacher*, 62(4), 350-352.

Curriculum21/ CICU DRAFT – Course MAP

- Reutzel, D. R., Jones, C. D., Fawson, P. C., & Smith, J. A. (2008). Scaffolded silent reading: A complement to guided repeated oral reading that works! *The Reading Teacher*, 62(3), 194-207.
- Worthy, J., & Broaddus, K.(2001/2002). Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher*, 55(4), 334-343.

Comprehension instruction

- Scharlach, T. D. (2008). START comprehending: Students and Teachers Actively Reading Text. *The Reading Teacher*, 62(1), 20-31.
- Vaughn, S., & Edmonds, M. (2008). Reading comprehension for older readers. *Intervention in School and Clinic*, 41(3), 131-137.
- Gill, S. R. (2008). The comprehension matrix: A tool for designing comprehension instruction. *The Reading Teacher*, 62(2), 106-113.

Overall online communication

Key RESOURCES:

1. Required Readings:

- Allington, R. L. (2015). *What Really Matters for Middle School Readers: From Research to Practice*. Boston: Pearson Education, Inc. ISBN: 978-0-205-39319-0
- Elish-Piper, L, & L'Allier, S. K. (2013). *Literacy Strategies for Teacher Candidates*. Boston: Pearson Education, Inc. ISBN: 978-0-13-715589-7

2. ADDITIONAL Readings and References:

Berne, J. I., & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher*, 62(4), 314-323.

Curriculum21/ CICU DRAFT – Course MAP

- Billings, L., & Roberts, T. (2012/2013). Think like a seminar. *Educational Leadership*, 70(4), 68-72.
- Blachowicz, C. L. Z., & Fisher, P. (2004). Vocabulary lessons. *Educational Leadership*, 61(6), 66-69.
- Brooks, J. G., & Dietz, M. (2012/2013). The dangers & opportunities of the Common Core. *Educational Leadership*, 70(4), 64-67.
- Boyles, N. (2012/2013). Closing in on close reading. *Educational Leadership*, 70(4), 36-41.
- Dobler, E. (2013). Authentic reasons for close reading: How to motivate students to take another look. *Reading Today*, 30(6), 13-15.
- Doorey, N. (2012/2013). Coming soon: A new generation of assessments. *Educational Leadership*, 70(4), 28-34.
- Doorey, N. (2014). The Common Core assessments: What you need to know. *Educational Leadership*, 70(4), 57-60.
- Faver, S. (2008). Repeated reading of poetry can enhance reading fluency. *The Reading Teacher*, 62(4), 350-352.
- Frey, N., Fisher, D., & Nelson, J. (2013). It's all about the talk. *Phi Delta Kappan*, 94(6), 8-13.
- Gill, S. R. (2008). The comprehension matrix: A tool for designing comprehension instruction. *The Reading Teacher*, 62(2), 106-113.
- Greene, K. (Fall, 2012). Common Core: Fact vs. Fiction. *Instructor*, 122(2), 23-26.
- Jago, C. (2012). Opening the literature window. *Educational Leadership*, 69(6), 40-43.
- Kindle, K. J. (2009). Vocabulary development during read-alouds: Primary practice. *The Reading Teacher*, 63(3), 202-211.
- Kist, W. (2013). New literacies and the Common Core. *Educational Leadership*, 70(6), 38-43.
- Kletzien, S. B. (2009). Paraphrasing: An effective comprehension strategy. *The Reading Teacher*, 63(1), 73-77.
- Loveless, T. (2012/2013). The Common Core initiative: What are the chances of success? *Educational Leadership*, 70(4), 60-63.
- Marzano, R. J. (2009). Six steps to better vocabulary instruction. *Educational Leadership*, 67(1), 83-84.
- Reutzel, D. R., Jones, C. D., Fawson, P. C., & Smith, J. A. (2008). Scaffolded silent reading: A complement to guided repeated oral reading that works! *The Reading Teacher*, 62(3), 194-207.
- Scharlach, T. D. (2008). START comprehending: Students and Teachers Actively Reading Text. *The*

Curriculum21/ CICU DRAFT – Course MAP

Reading Teacher, 62(1), 20-31.

Shanahan, T. (2012/2013). The Common Core ate my baby. *Educational Leadership*, 70(4), 11-16.

Shanahan, T. (2014). This is NOT close reading (but we'll tell you what is). *Instructor*, 123(4), 28-30.

Stahl, K. A. D. (2011). Applying new visions of reading development in today's classrooms. *The Reading Teacher*, 65(1), 52-56.

Tregenza, J. (2008). Beyond simple comprehension. *Literacy Today*, 57, 24-26.

3.

Vaughn, S., & Edmonds, M. (2008). Reading comprehension for older readers. *Intervention in School and Clinic*, 41(3), 131-137.

Worthy, J., & Broaddus, K. (2001/2002). Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher*, 55(4), 334-343.