

## 1.0 Graduate Credit - ONLINE

### ED 589: Close Reading Strategies: What are they, how do we teach them? Grades 3-8

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

#### COURSE DESCRIPTION:

While many students will develop their own methods to read complicated text, answer high-level questions and respond with written products, many do not. We now know there are numerous strategies to teach close reading with, all of them working in numerous ways to parcel through multiple layers of text complexity. From chunking to note-taking with purpose, participants will gain a repertoire of strategies with which to teach close reading.

#### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Summarize and analyze what it means to read closely with strategy.
- Gain insight into the close reading requirements of the National Common Core Standards, and apply them to curriculum.
- Locate and employ new strategies for teaching close reading to students.

#### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

##### Required Text:

- Palumbo, A., & Sanacore, J. (2009). Helping Struggling Middle School Literacy Learners Achieve Success. *Clearing House*, 82(6), 275-280.
- Burke, B. (2015). *A close look at close reading: Scaffolding students with complex texts*.
- Dreher, M., & Gray, J. (2009). Compare, Contrast, Comprehend: Using Compare-Contrast Text Structures With ELLs in K-3 Classrooms. *Reading Teacher*, 63(2), 132-141.
- Fisher, D. & Frey, N. (2012, November). Close reading in elementary schools. *The Reading Teacher*, 66, 3, 79-188.

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- Hiebert, E.H., & Lubliner, S. (2008). The nature, learning, and instruction of general academic vocabulary. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about vocabulary instruction* (pp. 106–129). Newark, DE: International Reading Association.

### Recommended Text:

- Katz, L., & Carlisle, J. (2009). Teaching students with reading difficulties to be close readers: a feasibility study, *Language, Speech & Hearing Services In Schools*, 40(3), 325-340. doi: 10.1044/0161-1461(2009/07-0096)
- Ogle, D., & Correa-Kovtun, A. (2010). Supporting English-Language Learners and Struggling Readers in Content Literacy With the "Partner Reading and Content, Too" Routine. *Reading Teacher*, 63(7), 532-542.
- Strickland, D. S. (2012). Planning Curriculum to Meet the Common Core State Standards.

### COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

### In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

### GRADE DISTRIBUTION AND SCALE:

#### Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%

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Lesson and/or unit Plans

50%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.