ED 589: Building Reading Comprehension in Primary Grades, Grades PK-3

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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:

The building blocks to effective reading comprehension begin in the primary grades with explicit
instruction, teacher modeling and lots of guided practice. Under this umbrella, participants will
learn to teach reading comprehension effectively through strategy that builds student capacity.
Story structure, graphic representation, reciprocal questioning, retelling and summarizing are
some of the approaches under study. All strategies overviewed will include tools for
implementation.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
   • Acquire and defend the skills needed to effectively teach reading comprehension in
     primary grades.
   • Summarize in writing, and follow up with implementation of strategies that build student
     capacity through teacher modeling guided practice.
   • Produce and apply new strategies in classrooms, reflect on the experience and modify
     lessons.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES**:**

Required Text:
   • Allington, R. (2015). *What Research Says About Text Complexity and Learning to Read*.
     International Literacy Association:
     http://onlinelibrary.wiley.com/doi/10.1002/trtr.1280/epdf
   • Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). "She's my best reader; she
     just can't comprehend": Studying the relationship between fluency and

comprehension. *The Reading Teacher, 62*(6), 512-521. Retrieved from http://search.proquest.com/docview/203276963?accountid=458
- Coleman, R., & Goldenberg, C. (2012). The common core challenge FOR ELLs. *Principal Leadership, 12*(6), 46-51. Retrieved from http://search.proquest.com/docview/916791977?accountid=35812
- Hernandez, D.J. (2011).Double Jeopardy: How third grade reading skills and poverty influence High school graduation. Annie E. Casey Foundation, Baltimore.
- Mills, K. A. (2009). Floating on a Sea of Talk: Reading Comprehension through Speaking and Listening. Reading Teacher, 63(4), 325-329.
- Reutzel, R. (2015). *The Habits of Close Reading: Renewing our focus on the essential skills of comprehension*. Curriculum Associates.

Recommended Text:
- Fisher, D., Frey, N. (2010). *Reading and the Brain: What Early Childhood Educators Need to Know*. Journal of Early Childhood Education 38:103–110
- Fisk, C., & Hurst, B. (2003). Paraphrasing for comprehension. Reading Teacher, 57(2), 182-185.
- Gill, S. R. (2008). The comprehension matrix: A tool for designing comprehension instruction. *The Reading Teacher, 62*(2), 106-113. Retrieved from http://search.proquest.com/docview/203281871?accountid=458
- 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.
- Palumbo, A., & Sanacore, J. (2009). Helping Struggling Middle School Literacy Learners Achieve Success. *Clearing House*, *82*(6), 275-280.

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%
Lesson and/or unit Plans	50%

Grade Scale:

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