

T&L 558
Improving Comprehension Through Literature
Summer 2010, Tuesdays & Thursdays 6:00 to 9:20, VUCB Room 122



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Office Hours:
5:00-6:00 Tues & Thurs
or easily arranged.

College of Education Conceptual Framework: The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Teaching and Learning Mission Statement: The Department of Teaching and Learning seeks to advance knowledge and ethical practice in the field of education; we do so through collaboration among universities, schools, families, and local, regional and global communities in a manner that reflects the ideals of democracy, social justice, and ecological sustainability.

Teaching and Learning Outcomes for All Teachers:

1. Use enduring content and pedagogical knowledge to inform teaching.
2. Develop relevant, rigorous, and developmentally appropriate curricula.
3. Modify curriculum and instruction based on the individual needs of students.
4. Use assessment of students' learning and own teaching to inform future planning and teaching.
5. Attend to the social and civic development of students.
6. Work respectfully and collaboratively with colleagues and community to ensure quality instructional program and stewardship of public schools.

Teaching and Learning Expectations for Master's Degree Students:

1. Locate, analyze, and synthesize (research) literature and apply that synthesis to problems of practice.
2. Effectively communicate scholarly work through written, oral, and/or alternative means.
3. Skillfully inquire into areas of program-related interest.
4. Develop scholarly habits of curiosity, inquiry, critique, and data-based decision making.

Course Description: Key theoretical concepts and their implications for improved comprehension instruction, using children's literature.

Course Goals/Objectives: As a result of participating in this course you will become familiar with the following course goals. Imbedded in these goals are the theoretical underpinnings for this course.

1. Critically look at our own practice, reflect and make necessary adjustments in our teaching to enable our students to become readers (Calkins, 1994).
2. Define reading workshop and explore how to design and organize a workshop format in our classrooms or future classrooms (Atwell, 2007).
3. Understand that reading is thinking. Highlight the patterns of reading comprehension: background knowledge, making connections, visualizing, asking questions, determining importance, making predictions and inferences and synthesizing (Pearson, Rohler, Dole & Duffy, 1992).
4. Explore and create different tools, strategies and minilessons to assist students in comprehension and literacy development (Robb, 2000).
5. Discuss and understand various ways to help readers construct their own meaning from texts (Rosenblatt, 1938). Making sense of the text as a whole versus specific words (Routman, 2003).
6. Design a comprehension unit around a text set of children's books. Develop three comprehension strategies.

Academic Integrity: Washington State University, a community dedicated to the advancement of knowledge, expects all students to behave in a manner consistent with its high standards of scholarship and conduct. In accordance with WAC 509-25-300, students are expected to uphold these standards both on and off campus. As an institution of higher education, Washington State University is committed to principles of truth

and academic honesty. All members of the university community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. To that end, the University has established rules defining prohibited academic dishonesty and the process followed when such behavior is alleged. These rules incorporate Washington State University's Academic Integrity Policy, the University-wide document establishing policies and procedures to foster academic integrity. This policy is applicable to undergraduate and graduate students alike, as it pertains to dishonesty in course work and related academic pursuits. In cases of dishonesty in research and original scholarship, the University's Policy and Procedural Guidelines for Misconduct in Research and Scholarship may take precedence over the policies and procedures contained herein.

Disability Accommodation: Accommodations may be available for students if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services located in the Student Resource Center on the Lower Level of VSSC 360-546-9138.

Methods of Teaching: This is a hybrid course that is primarily asynchronous. We will use angel course management system, email and meet face-to-face for interactions and communication. Nine classes will be in person (face to face) and three classes will be online. It is critical that you have access to a computer with Microsoft Office Software and good internet service to participate in our class. The goal of a hybrid class is to create the habit of thinking and making connections all of the time rather than simply showing up and fulfilling requirements. Some course readings and other information will be posted on angel. Students are responsible for all content posted on angel.

Faculty Availability: I will check my email every day, Monday through Friday, and will endeavor to respond to all emails within 48 hours of receiving them unless it is a weekend or I am out of town. Drop in office hours are every Tuesday and Thursday from 5:00 to 6:00pm, but can be easily arranged for other times.

Washington State K-12 Reading Teacher Competencies:

1.0 Common Core – Foundational Knowledge: *Candidates have knowledge of the foundations of reading and writing processes and instruction.*

As a result, candidates:

1.1.3 Demonstrate knowledge of qualitative and quantitative reading research, the history of the teaching of reading, and best practices of reading instruction.

1.2 Demonstrate knowledge of the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).

1.2.6 Demonstrate knowledge of comprehension skills and strategies [e. g., monitoring, summarizing, generating and answering questions].

1.2.8 Demonstrate knowledge of literary terminology and concepts [e.g., identify main idea, genre, text features, inference, foreshadowing, author's purpose, fact v. opinion].

1.4 Know current state standards (GLEs) in reading, writing, and communication.

2.0 Common Core – Assessment, Diagnosis, and Evaluation: *Candidates demonstrate knowledge of the assessment /evaluation/instruction cycle and how to use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:*

2.2.6 Explain the purpose of ongoing and long-term monitoring of student progress.

3.0 Common Core – Instructional Strategies and Curriculum Materials: *Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates:*

3.1.2 Explain how to model and teach various reading strategies to students in essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).

3.2 Demonstrate knowledge of how to select and use a wide-range of curricular materials.

3.2.1 Demonstrate knowledge of a wide range of curriculum materials to ensure effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

3.2.4 Demonstrate knowledge of the range of genre in classic and contemporary children's and young adult literature.

4.0 Common Core – Creating a Literate Environment: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments. As a result, candidates:*

4.2 Demonstrate understanding that creating a literate environment fosters interest and growth in all aspects of literacy including student choice in selection of reading materials.

4.3 Demonstrate understanding of the research base that grounds practice in creating a literate environment.

4.7 Demonstrate the process of and purpose for modeling think-alouds and read-alouds.

5.0 Common Core – Professional Development: *Candidates view professional development as a career-long effort and responsibility. As a result, candidates:*

5.1 Understand the importance of respecting socio-economic, cultural, linguistic, and ethnic diversity in the teaching process.

5.2 Understand the importance of keeping current in the knowledge of the field of literacy [e.g., reading professional journals and publications, data analysis and assessment, participating in professional organizations, conferences, professional book studies].

5.3 Understand the importance of collegiality through observation and discussion.

6.0 Common Core – Instructional Methodology: *Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of reading and writing. As a result, candidates:*

- 6.5 Select appropriate materials and demonstrate the ability to plan and implement effective reading instruction for all learners.
- 6.5.6 Select and use a range of activities and strategies before, during and after reading to increase students' comprehension.
- 6.5.7 Model and teach metacognitive reading strategies through literary/narrative and informational/expository text.
- 6.6 Provide students with the opportunity to become independent learners and to self advocate when appropriate.
- 6.6.3 Provide opportunities for creative and personal responses to literature [e.g., through discussion, writing, art, drama, storytelling, music].
- 6.6.4 Demonstrate gradual release of responsibility to scaffold independent reading.
- 6.6.5 Model reading as valued life-long activity and motivate learners to be life-long readers.

Education is not the filling of a pail but the lighting of a fire.
William Butler Yeats

Required Readings:

Professional Articles and Chapters: Access the course articles online through angel in documents at <https://lms.wsu.edu/>

Professional Book: Fisher, D., Frey, N., & Lapp, D. (2009). *In a reading state of mind: Brain research, teacher modeling, and comprehension instruction*. Newark, DE: International Reading Association.

Children's or Young Adult Books: Please purchase the following titles at Barnes and Nobel (Jantzen Beach) or check them out at a public or school library. There are 5 copies of each book on hold behind the desk under our course number and name. 1-888-283-2900.

Literature Circle Two: *Ghost's of War: The true story of a 19-year-old gi* (Smithson, 2009) **OR** *Purple heart* (McCormick, 2009)

Literature Circle Three: *Heart of a shepherd* (Parry, 2009) **OR** *Bull rider* (Williams, 2009)

Course Expectations:

Participation: This course is designed and organized to be highly collaborative and experiential, therefore your preparation and active participation in class and small group discussions are essential to the learning process. Participation is different from attendance. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners. To fully participate in this course the following participation must occur:

1. **Professional Articles and Chapters:** Full participation will require critically reading the required readings and engaging in discussions on angel and in small group and whole group discussions. Careful reading of all assignments must be completed before class (Highlight, write in margins, use Post-it's, or take notes). Be prepared to share your thoughts on the readings and ask questions on angel and in class. Bring the articles to assist you in these discussions. It is impossible to talk about an article without having it in your hands.
2. **Artifacts:** A couple of times throughout the semester you will be asked to bring an artifact to share with a small group in class. For those of you who may not have a classroom, find the required artifact on the Internet or in a professional book to share with others. For full participation in this class you need to have the artifact and be willing to discuss it with others.
3. **Reading Workshop:** Each week in class (after break) we will participate in reading workshop. Everyone needs to bring a children's or young adult book they are currently reading to class to read during the silent reading portion (approximately 15 minutes). I will have some books available, but please bring books that you are reading from home/school. During this workshop time we will have a reading minilesson on the class topic followed with time for you to practice with your own book. Part of workshop time may include small group discussions and literature circles (see below). Everyone needs to join goodreads.com to list all of the titles they are reading.
4. **Literature Circles:** Throughout the semester we will read some children's or young adult books and discuss them in small group literature circles. I will provide some of these titles but you will need to purchase or borrow some titles (see required reading above). To prepare for these literature circles you will need to complete a strategy such as sticky notes, bookmarks or multimodal collage. Bring the children's or young adult book and the strategy to each literature circle to help you fully participate in the discussions. Directions for all of these strategies will be discussed in class. After joining goodreads.com please friend everyone in our class so that you will be able to participate in the virtual literature circles the weeks we meet online.
5. **Small Group Discussions:** Full participation will require participating in face-to-face small groups and virtual small groups on the weeks we meet online. It is critical that you discuss issues or share your comprehension unit as a member of this class.

Attendance: Plan to attend all face-to-face classes because attendance is essential for this class. Since each class builds on your knowledge for the next class, everyone is allowed one absence for any emergency situation, illness, doctor appointment, or school/work meeting. More than **one** absence will lower your final grade. In case of absence make arrangements for a classmate to pick up materials for you and obtain information that you missed. Arriving late and leaving early is disruptive to the learning of others. Leaving class at break time is considered half an absence. Habitual tardiness or leaving early (more than 2 times) will lower your final grade. Absences cannot be made up because of the high amount of participation, small group activities and whole group discussions.

Studying: Your success will directly relate to the planning of your study schedule. Graduate classes in general require 3 hours of preparation outside of class for each hour spent in the classroom. Because this is a three-credit class multiplied by 3 hours of prep, you should expect 9 or more hours multiplied by 2 for weekly studying devoted to this class. Some weeks you may need to read and study more; whereas, other weeks you may need less. Summer school classes are condensed into 6 weeks and go much quicker than classes in a 15-week semester. It is imperative that you stay on top of the course readings and assignments. Create a routine schedule to read and write for this course.

Papers and Projects: Assignments are due on or before the specified due date by the beginning of class. Late assignments will **lower** your final grade. Even if you plan to be absent the assignment is still due on the assigned date at the beginning of the class. Please email me the assignment by the beginning of class if you plan to be absent. Assignments more than two weeks late will not be accepted.

For readers, there must be a million autobiographies, since we seem to find, in book after book, the traces of our lives.
Stan Persky

Learning Projects:

Discussion Board: Reflecting is an important element in learning. Your writing/discussing provides an opportunity for you to reflect on your learning, question what you are learning, explore relationships between what you are learning and your past experiences, and discover gaps in your knowledge. We often get so involved in teaching or in reading what others have said that we do not stop to make our own connections and sense of what we are doing and reading. Each week everyone will reflect on the professional readings (articles or chapters) online to encourage a dialogue between class members and gain a deeper understanding of the readings.

Before each Thursday class session (by 6:00pm) respond to the weekly professional readings (both Tuesday and Thursday readings) on Angel (<https://lms.wsu.edu/>). **Your response needs to include your personal reactions, questions, connections and growth.** Your thoughtful response could include critiquing an aspect, discussing how it relates to your teaching, relating the readings to topics raised in class, sharing what you have tried, expressing what you most learned and facing your challenges. You could share quotes (golden lines) or key ideas that have been inspirational followed with your response to these. Ask questions about issues or concerns that you really wonder about. Your response needs to be at least two single space pages in length using 12 point font (one page for Tuesday readings and one page for Thursday readings). Please note that there are reading choices each week. You may choose to read more than the required articles or chapters (such as some of the other article choices) to write a substantive response (two pages in length).

After reading all of the responses on our discussion board, comment in a professional manner as a critical friend, to **at least one or more** responses by the following week (Thursdays by 6:00pm). Use these sentence starters: 1) I particularly liked..., 2) Did you think about..., 3) You might want to look at..., 4) I wondered about..., or 5) I've seen others successful with similar activities when... Your comments should be at least one paragraph in length and include ideas for navigating difficulties, comparing/contrasting teaching situations, suggesting resources that may be helpful, or probing thinking via thought provoking questions.

Discussion Board Checklist and Assessment (total of 5 responses and 5 comments over the course of the summer session)

1. In each thoughtful response, did you include your **personal reactions, questions, connections and growth** to all professional chapters/articles for the week? (1 response each week for a total of 5 responses)
2. Did you read all other students' responses and comment on at least one or more of the responses—giving feedback and ideas? (1 comment each week for a total of 5 comments)
3. Did you demonstrate quality, effort and substance through a clear reflective response?
4. Is your response at least two pages in length? Are your comments at least one paragraph in length?
5. Were your responses and comments completed on time?

Reading is the greatest single effort that the human mind undertakes and one must do it as a child.
John Steinbeck

Comprehension Unit and Text Set: Everyone will create a comprehension unit around a text set of children's or young adult literature on a current topic/theme/issue. Identify a 21st century topic/theme/issue that will help you select 15 or more children's or young adult books for a text set. Please do not choose a historical topic/theme or a unit you presently teach. The goal is to identify a 21st century topic/theme/issue that 21st children would be interested in that you have never taught before. If you are currently working with children, ask them what they would like to learn more about.

As part of the unit, write an introduction that explains the overarching topic/theme/issue and how the books you collected fit this theme. Discuss the intended grade level, characteristics of the students and how everything aligns to the Washington state reading standards. Pearson, Rohler, Dole and Duffy (1992) identified seven strategies that good readers use to make meaning from a text: accessing background knowledge, making connections, monitoring comprehension, visualizing, asking questions, determining importance, making predictions and inferences and synthesizing. Think about which of these seven strategies could be taught in your comprehension unit and would benefit your students. Choose three different comprehension strategies to outline in your unit using the Fisher and Frey (2008) components: 1) focus lesson, 2) guided instruction, 3) productive group work, and 4) independent learning (See next page for details). Look at Lapp, Fisher and Grant's (2008) article and books to help you write the dialogue (script) for each of these components. Include supporting material such as handouts or worksheets. Write a conclusion that wraps up the unit and discuss other activities that you might do as part of the unit. This comprehension unit and text set is due on **June 15**. Everyone will present his/her comprehension unit and text set on **June 15** or **June 17** in a 30-minute interactive presentation.

<p>Focus lesson—modeling or demonstrating</p> <ul style="list-style-type: none"> • Teacher establishes purpose, states learning target(s) • Teacher builds students’ background and interest in lesson. • Teacher explains the strategy • Teacher demonstrates how to apply the strategy • Teacher thinks aloud, models the mental processes 	<p>Focus lesson for comprehension strategy</p> <ul style="list-style-type: none"> • List strategy and related EALRs and GLEs. • State purpose and learning target(s). • List the children’s book or young adult book you will use. • Provide a timeline for modeling (day, time, etc). • Provide the sentences (script) you will say while modeling for five pages from the children’s or young adult book (include photocopies of the pages of the children’s book).
<p>Guided instruction</p> <ul style="list-style-type: none"> • Teacher and students practice the strategy together • Goal is to give more responsibility to the students • Teacher scaffolds the students’ attempts and supports student thinking, giving feedback during classroom discussions and individual conferences. • Teacher and students construct anchor chart using the strategy with a specific children’s book. 	<p>Guided instruction for comprehension strategy</p> <ul style="list-style-type: none"> • Explain how you will structure students’ opportunities to practice the strategy. Detailed instructions/directions. • What text will you and students be using? Page numbers. • Provide a timeline for guided instruction. • Explain how you will learn about students’ use and understanding of the strategy in discussions and/or conferences. • Explain how you will provide students’ feedback. • Include anchor chart
<p>Productive group work</p> <ul style="list-style-type: none"> • Students share their thinking processes with each other during paired reading and small group discussions. • Students support each other using supportive materials. • Teacher gives supportive feedback. 	<p>Productive group work for comprehension strategy</p> <ul style="list-style-type: none"> • Explain how you will structure opportunities for cooperative (students working with each other in small groups) experiences? Detailed instructions/directions • What text will the students be using? Page numbers. • Provide a timeline for productive group work. • Explain how you will learn about how productive the group work was for students. • State how you will provide groups with feedback.
<p>Independent learning</p> <ul style="list-style-type: none"> • After working with the teacher and with other students, the students practice the strategy on their own. • The students receive regular feedback from the teacher and other students. • Students apply the clearly understood strategy to a new book. • Students demonstrate the effective use of the strategy in more difficult text. 	<p>Independent learning for comprehension strategy</p> <ul style="list-style-type: none"> • During reading workshop suggest books students can use while trying out the strategy on their own. • Explain how you will encourage students to complete strategy on their own. What will you collect? • List the titles of books you will suggest. • How will students share their successes and failures? • How will students receive feedback? • Explain how you will monitor students’ application of the strategy.

<p>Comprehension Unit Text Set Checklist and Assessment</p> <ol style="list-style-type: none"> 1. Chose a 21st century topic/issue/theme and collected 15 or more children’s books or young adult books for a text set. 2. Effectively organized a comprehension unit with an introduction, three strategy lessons and conclusion. In the introduction, explained topic/theme/issue and how the books fit this theme. Shared intended grade level and how everything aligns to the Washington state reading standards. Briefly described the text set. In the conclusion discussed other activities or lessons you might do as part of unit. 3. Referred to Pearson, Rohler, Dole and Duffy’s (1992) seven strategies that good readers use to make meaning from a text: accessing background knowledge, making connections, monitoring comprehension, visualizing, asking questions, determining importance, making predictions and inferences and synthesizing within the unit. 4. Outlined three different comprehension strategies following the Fisher and Frey (2008) components: 1) focus lesson, 2) guided instruction, 3) productive group work, and 4) independent learning. Used children’s or young adult books in these components. Explained in detail each component using the above 8 box grid and how these strategies could enhance student learning. 5. Organized comprehension unit into a three ring binder with three different tabs for the three individual lessons. Included supporting material such as handouts or worksheets for each lesson. 6. Cited at least 6 professional references throughout unit (use professional readings and choice articles). 7. Carefully edited comprehension unit using spell check and grammar check. Unit is readable and professional. 8. Wrote paper with attention to academic style. Followed APA guidelines throughout (citations, running head, 12 point font, page numbers, reference page, 1 inch margins, double space, etc).

9. Exchanged unit with a peer for feedback and suggestions.
10. Turned in comprehension unit on time.
11. Rehearsed and planned a 30 minute presentation on comprehension unit. Included visuals, props and collection of children's or YA books. Explained how/why you chose strategies and activities, discussed what you learned. Shared a couple of book talks. Involved us in the presentation. Kept presentation to the point.

*A mind stretched to a new idea never goes back to its original dimensions.
Oliver Wendell Holmes*

Evaluation: Self-evaluation and reflection are essential components to learning and this course. In your angel responses you should reflect on your work and progress in this course by stating what you are learning and gaining. At the end of the semester, you will write an overall self-evaluation of your learning, participation, and projects due on **June 17**. Focus questions will be provided for the final self-reflection.

Your grade will be based on both your and my evaluation of your growth and learning, the quality of your assignments, your thoughtful attention to the issues explored in class discussions, your attendance, participation, and preparation for each class. Grades will be lowered 1/2 a letter grade for more than one absence, habitual tardiness or leaving early (2 times or more equals one absence), and/or each late assignment.

Please email me or talk to me before/after class concerning my feedback on your angel responses and your grade for this course throughout the semester. I welcome the opportunity to meet with every student individually to discuss progress and his/her course grade.

Grade Descriptions

A	Exceptional	Goes beyond requirements and expectations of the assignments and the course. Work is consistently exemplary. Has a positive attitude.	Completes all assignments on time
A-	Excellent	Completes the required work. Work is excellent. Has a positive attitude. Good work	Completes all assignments 2-3 late assignments or 2 absences
B+	Very good	Completes the required work. Work is very good. Has a positive attitude	Completes all assignments 2-3 late assignments or 3 absences
B	Good	Fully accomplished all objectives for the course assignments, a complete understanding of the concepts, processes, theories, approaches of the course assignments. Good work.	Completes the majority of the assignments 2-3 late assignments or 4 absences
B-	Substantial accomplishment		
C+	Satisfactory		
C	Minimal satisfactory	Partial accomplishment, minimal requirements of the course assignments accomplished, lack of evidence of thorough understanding or evidence exists for a superficial understanding of the concepts, processes, theories, approaches of the course assignments.	

Tentative Class Schedule

Announcements
Presentations/Demonstrations
Discussions
Break
Minilessons/Invitations
Reading Workshop
Sharing/Reflection
Break
Literature Circles
Small Groups
Next Class

The following schedule is *tentative* and changes may be introduced as needed.

Date	Class Topic	Required Readings to be Read Before Class	Assignments Due
May 11 Tuesday Class 1 F2f	Introduction Review syllabus Get to know one another Think aloud strategy Brainstorm 21 st century topics How do we develop a literacy community?	<p><u>Think Aloud Articles: Choose one</u> Oster, L. (2001). Using the think-aloud for reading instruction. <i>The Reading Teacher</i>, 55(1), 64.</p> <p>McKeown, R. G., & Gentilucci, J. L. (2007). Think-aloud strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. <i>Journal of Adolescent & Adult Literacy</i>, 51(2), 136-147.</p>	Information Sheet
May 13 Thursday Class 2 F2f	Reading workshop Reading attitude survey Making connections	<p><u>Syllabus</u></p> <p><u>In a reading state of mind:</u> Chapter 1</p> <p><u>Reading Workshop Articles: Choose one</u> Swift, K. (1993). Try reading workshop in your classroom. <i>The Reading Teacher</i>, 46(5), 366.</p> <p>Lause, J. (2004). Using reading workshop to inspire lifelong readers. <i>English Journal</i>, 93(5), 24.</p> <p>Larson, L.C. (2008). Electronic reading workshop: Beyond books with new literacies and instructional technologies. <i>Journal of Adolescent & Adult Literacy</i>, 52(2), 121.</p>	#1 Angel response Artifact: Bring a reading attitude survey that you use with students. Look for one on the internet if you do not have one. Join goodreads.com and friend everyone in our class.
May 18 Tuesday Class 3 F2f	Brain research Modeling Characterization	<p><u>In a reading state of mind:</u> Chapter 2</p> <p><u>Brain Article:</u> Jensen, E.P. (2008). A fresh look at brain-based education. <i>Phi Delta Kappan</i>, 89(7), 409.</p> <p><u>Literature Circle One:</u> <i>Sunrise over Fallujah</i> (Myers, 2008)</p>	Artifact: think aloud strategy and post-it notes
May 20 Thursday Class 4 F2f	Background knowledge Strategies vs. skills Reading motivation Engagement	<p><u>In a reading state of mind:</u> Chapter 3</p> <p><u>Motivation Articles: Choose one</u> Cole, J.E. (2002/2003). What motivates students to read? Four literacy personalities. <i>The Reading Teacher</i>, 56(4),326.</p>	#2 Angel response and #1 comment Sign up to meet with Deanna individually about comprehension unit. Please come with a topic/theme/issue and a list of books you may use. Have a tentative outline of the three strategies that you may use.

		<p>Miller, D. (2010). Becoming a classroom of readers. <i>Educational Leadership</i>, 67(6), 30.</p> <p>Gallagher, K. (2010). Reversing readicide. <i>Educational Leadership</i>, 67(6), 36.</p>	
<p>May 25 Tuesday</p> <p>Class 5 Online</p>	<p>Vocabulary Making predictions and inferences</p>	<p><u>In a reading state of mind</u>: Chapter 4</p> <p><u>Vocabulary articles: Choose one</u> Kindle, K. J. (2009). Vocabulary development during read-alouds: Primary practices. <i>The Reading Teacher</i>, 63(3), 202-211.</p> <p>Ruddell, M.R., & Shearer, B.A. (2002). "Extraordinary," "tremendous," "exhilarating," "magnificent": Middle school at-risk students become avid word learners with the vocabulary self-collection strategy (VSS). <i>Journal of Adolescent & Adult Literacy</i>, 45(5), 352.</p> <p>Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal of Adolescent & Adult Literacy</i>, 50(7), 528.</p> <p><u>Literature Circle Two</u>: See choices in syllabus in required readings. Sign up in class.</p>	<p>Literature circle online at goodreads.com Join the book group for the book you are reading.</p> <p>Artifact: Bookmarks</p> <p>Discuss your tentative plans and/or ideas for your comprehension unit on angel.</p>
<p>May 27 Thursday</p> <p>Class 6 F2f</p>	<p>Text structures Determining importance Synthesizing</p>	<p><u>In a reading state of mind</u>: Chapter 5</p> <p><u>Graphic organizer articles: Choose one</u> Merkley, D.M., & Jefferies, D. (2000/2001). Guidelines for implementing a graphic organizer. <i>The Reading Teacher</i>, 54(4), 350.</p> <p>McMackin, M.C., & Witherell, N.L. (2005). Different routes to the same destination: Drawing conclusions with tiered graphic organizers. <i>The Reading Teacher</i>, 59(3), 242.</p>	<p>#3 Angel response and #2 comment</p> <p>Artifact: Bring something regarding your comprehension unit.</p>
<p>June 1 Tuesday</p> <p>Class 7 Online</p>	<p>Text features Fix-up strategies</p>	<p><u>In a reading state of mind</u>: Chapter 6</p> <p><u>Article Choice</u>: Choose one article to read that pertains to your comprehension unit from the choices at the end of the syllabus or do an ERIC search.</p> <p><u>Literature Circle Three</u>: See choices in syllabus in required readings. Sign up in class.</p>	<p>Literature circle online at goodreads.com</p> <p>Artifact: Weaving strip</p> <p>Discuss your comprehension unit on angel. Give an update.</p>
<p>June 3 Thursday</p> <p>Class 8 F2f</p>	<p>Questioning</p>	<p><u>Questioning Articles: Choose one</u> Find articles on questioning</p> <p><u>Article Choice</u>: Choose one article to read that pertains to your comprehension unit from the choices at the end of the syllabus or do an ERIC search.</p>	<p>#4 Angel response and #3 comment</p> <p>Artifact: Bring something to share regarding your comprehension unit.</p>
<p>June 8</p>	<p>Visualizing, sensory images</p>	<p><u>Visualizing Articles: Choose one</u></p>	<p>Reflection: After viewing the class</p>

Tuesday Class 9 Online		Hibbing, A.N., & Rankin-Erickson, J.L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. <i>The Reading Teacher</i> , 56(8), 758. Rader, L. (2010). Teaching students to visualize: Nine key questions for success. <i>Preventing school failure</i> , 54(2), 126. <u>Article Choice:</u> Choose one article to read that pertains to your comprehension unit from the choices at the end of the syllabus or do an ERIC search.	powerpoint there will be an activity/sharing.
June 10 Thursday Class 10 F2f	Visual arts Sign systems	<u>Visual arts articles: Choose one</u> Hoyt, L. (1992). Many ways of knowing: Using drama, oral interactions, and the visual arts to enhance reading comprehension. <i>The Reading Teacher</i> , 45(8), 580. Cowan, K., & Albers, P. (2006). Semiotic representations: Building complex literacy practices through the arts. <i>The Reading Teacher</i> , 60, 124. Short, K., Kauffman, G., & Kahn, L.H. (2000). Responding to literature across multiple sign systems. <i>The Reading Teacher</i> , 54(2), 160.	#5 Angel response and #4 and #5 comment Artifact: Bring rough draft of comprehension unit to gain feedback and comments from a peer.
June 15 Tuesday Class 11 F2f	Comprehension unit celebrations and presentations		Comprehension unit and text set Treat to sahare
June 17 Thursday Class 12 F2f	Comprehension unit celebrations and presentations		Final self-reflection Bring the "last line" from 2 children's or young adult books to share Treat to share

Recommended Articles for Article Choice: Most of these articles are available online through WSUV library but some may need to be ordered through the library system. If you find an article on comprehension strategies that is not on this list please let me know. I would be happy to add other articles to the article choice list.

Afflerbach. (1990). The influence of prior knowledge on expert readers' main idea construction strategies. *Reading Research Quarterly*, 25(1), 31-46.

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying Differences Between Reading Skills and Reading Strategies. *The Reading Teacher*, 61(5), 364-373.

Armbruster, B. B., Anderson, T. H., & Ostertag, J. (1987). Does text structure/summarization instruction facilitate learning from expository text? *Reading Research Quarterly*, 22(3), 331-346.

Block, C. C. (1993). Strategy instruction in a literature-based reading program. *The Elementary School Journal*, 94(2), 139-151.

Borduin, B. J., Borduin, C. M., & Manley, C. M. (1994). The use of imagery training to improve reading comprehension of second graders. *The Journal of Genetic Psychology*, 155(1), 115.

Boulware, B. J., & Crow, M. L. (2008). Using the Concept Attainment Strategy to Enhance Reading Comprehension. *The Reading Teacher*, 61(6), 491-495.

Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R. M. (2007). Instruction of Metacognitive Strategies Enhances Reading Comprehension and Vocabulary Achievement of Third-Grade Students. *The Reading Teacher*, 61(1), 70-77.

Brett, A., Rothlein, L., & Hurley, M. Vocabulary Acquisition from Listening to Stories and Explanations of Target Words. *The Elementary School Journal*, 96(4), 415-422.

- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 50(7), 528-537.
- Brown, R. (2008). The Road Not Yet Taken: A Transactional Strategies Approach to Comprehension Instruction. *Reading Teacher*, 61(7), 538-547.
- Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with low-achieving second-grade readers. *Journal of Educational Psychology*, 88(1), 18-37.
- Conrad, N. K., Gong, Y., Sipp, L., & Wright, L. (2004). Using text talk as a gateway to culturally responsive teaching. *Early Childhood Education Journal*, 31(3), 187-192.
- Dewitz, P., Carr, E. M., & Patberg, J. P. (1987). Effects of inference training on comprehension and comprehension monitoring. *Reading Research Quarterly*, 22(1), 99-121.
- Dickinson, D. K., & Smith, M. W. (date). Long-Term Effects of Preschool Teachers' Book Readings on Low-Income Children's Vocabulary and Story Comprehension. *Reading Research Quarterly*, 29(2), 105-122.
- Dole, J. A., Valencia, S. W., Greer, E. A., & Wardrop, J. L. (1991). Effects of two types of prereading instruction on the comprehension of narrative and expository text. *Reading Research Quarterly*, 26(2), 142-159.
- Dorr, R. E. (2006). Something Old Is New Again: Revisiting Language Experience. *The Reading Teacher*, 60(2), 138-146.
- Downing, J. A., Bakken, J. P., & Whedon, C. K. (2002). Teaching Text Structure to Improve Reading Comprehension. *Intervention in School and Clinic*, 37(4), 229.
- Duffy, G. G., Roehler, L. R., Meloth, M. S., Vavrus, L. G., Book, C., Putnam, J., et al. (1986). The relationship between explicit verbal explanations during reading skill instruction and student awareness and achievement: A study of reading teacher effects. *Reading Research Quarterly*, 21(3), 237.
- Duffy, G. G., Roehler, L. R., Sivan, E., Rackliffe, G., Book, C., Meloth, M. S. (1987). Effects of explaining the reasoning associated with using reading strategies. *Reading Research Quarterly*, 22(3), 347.
- Durkin, D. (1978-1979). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 14(4), 481.
- Ezell, H. K., & Koler, F. W. (1992). Use of peer-assisted procedures to teach QAR reading comprehension strategies to third-grade children. *Education and Treatment of Children*, 15(3), 205.
- Fang, Z. (2008). Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal of Adolescent & Adult Literacy*, 51, 476.
- Fisher, D., Frey, N., & Lapp, D. (2008). Shared Readings: Modeling Comprehension, Vocabulary, Text Structures, and Text Features for Older Readers. *The Reading Teacher*, 61(7), 548.
- Fordham, N. W. (2006). Crafting Questions That Address Comprehension Strategies in Content Reading. *Journal of Adolescent & Adult Literacy*, 49(5), 390.
- Gambrell, L., & Bales, R. (1986). Mental imagery and the comprehension-monitoring performance of fourth- and fifth-grade poor readers. *Reading Research Quarterly*, 21(4), 454.
- Gambrell, L., & Jawitz, P. B. (1993). Mental imagery: Text illustrations, and children's story comprehension and recall. *Reading Research Quarterly*, 28(3), 265.
- Garner, J. K., & Bochna, C. R. (2004). Transfer of a listening comprehension strategy to independent reading in first-grade students. *Early Childhood Education Journal*, 32(2), 69.
- Gill, S. R. (2008). The Comprehension Matrix: A Tool for Designing Comprehension Instruction. *The Reading Teacher*, 62(2), 106.
- Gregory, A.E., & Cahill, M.A. (2010). Kindergartners can do it, too! Comprehension strategies for early readers. *The Reading Teacher*, 63(6), 515.
- Guthrie, J. T., Britten, T., & Barker, K. G. (1991). Roles of Document Structure, Cognitive Strategy, and Awareness in Searching for Information. *Reading Research Quarterly*, 26(3), 300.
- Guthrie, J. T., Meter, P. V., McCann, A. D., Wigfield, A., Bennett, L., Poundstone, C. C., et al. Growth of Literacy Engagement: Changes in Motivations and Strategies during Concept-Oriented Reading Instruction. *Reading Research Quarterly*, 31(3), 306.
- Hibbing, A. N., & Rankin-Erickson, J. L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The Reading Teacher*, 6(8), 758-770.
- Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The effects of storytelling and story reading on the oral language complexity and story comprehension of young children. *Early Childhood Education Journal*, 32(3), 157-163.
- Keene, E.O. (2010). New horizons in comprehension. *Reading to Learn*, 67(6).
- Ketch, A. (2005). Conversation: The comprehension connection. *The Reading Teacher*, 59(1), 8.
- King, A. (1994). Guiding knowledge construction in the classroom: Effects of teaching children how to question and how to explain. *American Educational Research Journal*, 31(2), 338-368.
- Lapp, D., Fisher, D., & Grant, M. (2008). "You can read this text—I'll show you how": Interactive comprehension instruction. *Journal of Adolescent and Adult Literacy*, 51, 372.
- McCrudden, M. T., Schraw, G., Lehman, S., & Poliquin, A. (2007). The effect of causal diagrams on text learning. *Contemporary Educational Psychology*, 32(3), 367-388.
- Migyanka, J. M., Policastro, C., & Lui, G. (2005). Using a think-aloud with diverse students: Three primary grade students experience Chrysanthemum. *Early Childhood Education Journal*, 33(3), 171-177.
- Myers, P. A. (2005). The Princess Storyteller, Clara Clarifier, Quincy Questioner, and the Wizard: Reciprocal teaching adapted for kindergarten students. *The Reading Teacher*, 59(4), 314-324.
- Nokes, J. D. (2008). The Observation/Inference Chart: Improving Students' Abilities to Make Inferences While Reading Nontraditional Texts. *Journal of Adolescent & Adult Literacy*, 51(7), 538-546.
- Pardo, L. S. (2004). What Every Teacher Needs to Know About Comprehension. *The Reading Teacher*, 58(3), 272-280.

- Peters, E. E., & Levin, J. R. (186). Effects of a mnemonic imagery strategy on good and poor readers' prose recall. *Reading Research Quarterly*, 21(2), 179-192.
- Pressley, M. (1976). Mental imagery helps eight-year-olds remember what they read. *Journal of educational psychology*, 68(3), 355-359.
- Pressley, M., Johnson, C. J., Symons, S., McGoldrick, J. A., & Kurita, J. (1989). Strategies that improve children's memory and comprehension of text. *The Elementary School Journal*, 90(1), 3-32.
- Rinehart, S. D., Stahl, S. A., & Erickson, L. G. (1986). Some effects of summarization training on reading and studying. *Reading Research Quarterly*, 21(4), 422-438.
- Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research*, 64(4), 479-530.
- Schuder, T. (1993). The genesis of transactional strategies instruction in a reading program for at-risk students. *The Elementary School Journal*, 94(2), 183-200.
- Soalt, J. (2005). Bringing together fictional and informational texts to improve comprehension. *The Reading Teacher*, 58(7), 680-683.
- Stahl, S. A., & Fairbanks, M. M. The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis. *Review of Educational Research*, 56(1), 72-110.
- Taylor, B. M., & Beach, R. W. (1984). The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text. *Reading Research Quarterly*, 19(2), 134-146.
- Taylor, B. M., & Samuels, S. J. (1983). Children's Use of Text Structure in the Recall of Expository Material. *American Educational Research Journal*, 20(4), 517-528.
- Walmsley, S. A. (2006). Getting the big idea: A neglected goal for reading comprehension. *The Reading Teacher*, 60(3), 281-285.

Recommended Professional Books:

- Allen, P.A. (2009). *Conferring: The keystone of reader's workshop*. Portland, ME: Stenhouse.
- Block, C. C., & Pressley, M. (2002). *Comprehension instruction: Research-based best practices*. New York: Guilford Press.
- Collins, K. (2004). *Growing readers: Units of study in the primary classroom*. Portland, ME: Stenhouse.
- Dauris, S., & Iams, M.C. (2007). *Text savvy: Using a shared reading framework to build comprehension, grades 3-6*. Portsmouth, NH: Heinemann.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
- Hoyt, L. (2008). *Revisit, reflect, retell: Time-tested strategies for teaching reading comprehension*. Portsmouth, NH: Heinemann.
- Keene, E.O. (2008). *To understand: New horizons in reading comprehension*. Portsmouth, NH: Heinemann.
- Keene, E. O., & Zimmermann, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction* (2nd ed.). Portsmouth, NH: Heinemann.
- Kelley, M.J., & Clausen-Grace, N. (2007). *Comprehension shouldn't be silent: From strategy instruction to student independence*. Newark, DE: International Reading Association.
- Layne, S.L. (2009). *Igniting a passion for reading: Successful strategies for building lifetime readers*. Portland, ME: Stenhouse.
- McLaughlin, M. (2003). *Guided comprehension in the primary grades*. Newark, DE: International Reading Association.
- McLaughlin, M., & Allen M.B. (2009). *Guided comprehension in grades 3-8*. Newark, DE: International Reading Association.
- Miller, D. (2002). *Reading for meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.
- Opitz, M., Ford, M., & Zbaracki, M. (2006). *Books and beyond: New ways to reach readers*. Portsmouth, NH: Heinemann.
- Rasinski, T. V., & Padak, N. (2008). *Evidence-based instruction in reading: A professional development guide to comprehension*. Boston: Pearson.
- Santman, D. (2005). *Shades of meaning: Comprehension and interpretation in middle school*. Portsmouth, NH: Heinemann.
- Serafini, F. (2008). *More (Advanced) lessons in comprehension: Expanding students' understandings of all types of texts*. Portsmouth, NH: Heinemann.
- Serafini, F. (2006). *Around the reading workshop in 180 days: A month-by-month guide to effective instruction*. Portsmouth, NH: Heinemann.
- Serafini, F. (2004). *Lessons in comprehension: Explicit instruction in the reading workshop*. Portsmouth, NH: Heinemann.
- Serafini, F. (2001). *The reading workshop: Creating space for readers*. Portsmouth, NH: Heinemann.
- Serravallo, J., & Goldberg, G. (2007). *Conferring with readers: Supporting each student's growth and independence*. Portsmouth, NH: Heinemann.
- Smith, M.W., & Wilhelm, J.D. (2010). *Fresh takes on teaching literary elements: How to teach what really matters about character, setting, point of view, and theme*. New York: Scholastic.
- Smith, M.W., & Wilhelm, J.D. (2006). *Going with the flow: How to engage boys (and girls) in their literacy learning*. Portsmouth, NH: Heinemann.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME.: Stenhouse.
- Van Kleeck, A., Stahl, S. A., & Bauer, E. B. (2003). *On reading books to children: Parents and teachers*. Mahwah, NJ.: L. Erlbaum Associates.
- Zwiers, J. (2010). *Building reading comprehension habits in grades 6-12: A toolkit of classroom activities*. Newark, DE: International Reading Association.