



## **Reading for Meaning**

### **EDUO 9208 One Unit, 15 hours**

Instructor – Ryan Pickett

Welcome to **EDUO 9208 Reading for Meaning**. This class was created by Dominican University of California in conjunction with Educational Development and Services as part of a six course series entitled **CORE STRATEGIES**. The other five courses in the series are:

- **EDUO 9209 Compare & Contrast**
- **EDUO 9210 Inductive Learning**
- **EDUO 9211 Circle of Knowledge**
- **EDUO 9212 Write to Learn**
- **EDUO 9213 Vocabulary CODE**

This series is designed to help teachers learn strategies that will significantly improve their ability to teach the Common Core State Standards. The content learned in the class, Reading for Meaning, will afford you the skills necessary to implement the research based strategy of reading for meaning. This strategy can help all readers make sense of challenging texts. By meeting the requirements of this class, participating teachers will earn one semester unit of graduate level extension credit from Dominican University of California, a fully accredited university.

All six courses in the Core Strategies series require one book entitled The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey Silver, Thomas Dewing, & Matthew Perini. This book is available for purchase at [www.Amazon.com](http://www.Amazon.com).

## Course Objectives

After completing the course Reading for Meaning, you will demonstrate or indicate:

1. Knowledge of the strategy Reading for Meaning
2. Knowledge of how Reading for Meaning can help students meet the new standards
3. The ability to plan lessons or activities that utilize the strategy Reading for Meaning

## Grading Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
All work is well organized.	Most work is well organized.	Work shows little or no organization.
Units and activities relate to appropriate grade level and student level.	Units and activities relate fairly well to grade level and student ability.	Plans are vague and unrelated to grade level and student ability.
Work is free of spelling and grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling And/or grammatical errors.

## ASSIGNMENTS

After reading the Forward, Introducing the Core Six, Chapter 1, and the Conclusion in the book The Core Six: Essential Strategies for Achieving Excellence with the Common Core, complete assignments 1-5. Place each assignment **1-5** on a separate page, clearly labeled with assignment number and name.

1. **Common Core State Standards**
2. **Blog**
3. **In-Service**
4. **Lesson Plans**
5. **Achievement**

Review everything that you have learned while reading the book, The Core Six: Essential Strategies for Achieving Excellence with the Common Core, and completing the above assignments. After your review, describe how utilizing what you learned in this class will help your students achieve success with the Common Core State Standards.

**Course assignments should be carefully numbered in one or more Word files that may be web-posted to the Assignments Drop Box in the course or emailed to your instructor, Ryan Pickett at [rpickett@dominicancaonline.com](mailto:rpickett@dominicancaonline.com).**