

The Art of Reading Comprehension with CCSS in Mind

EDUO 9249 3 Semester Credits/Units

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Course Syllabus

Course Overview:

Discover how the Brain learns to read and gain knowledge of the skills of what good readers do when reading fiction and nonfiction texts. Participants will learn the seven core reading strategies used most often by good readers and will ultimately be able to practice and internalize these core strategies when reading for school, work, or pleasure. Participants in the Reading course will also learn how to actively participate and collaborate within peer groups as they come to understand what good readers do. Participants will learn to inspire through reading, and how this will be connected to the CCSS.

Course Background

According Harvard School of Education & Medical School “Despite a bevy of research and best-selling books on the topic, many teachers still downplay emotional intelligence as a “touchy-feely” soft skill, But evidence suggests quite the opposite: that high emotional intelligence (EI/EQ) is a stronger predictor of success in our schools & professional life . In fact, high EI bolsters the hard skills, helping us think more creatively about how best to leverage our learning capability”.

Recent studies indicate that emotional intelligence is a powerful key to effective leadership. This valuable online course delivers the in-depth knowledge and practical emotional intelligence skills you need to ensure that you are a strong, emotionally intelligent leader. You will learn how to apply emotional intelligence to specific classroom situations to gain the authority and success you strive for as a leader. You will also keep current on cutting-edge developments in leadership & brain research to help you better collaborate and manage your students.

We know that all learning takes place in a social context and that relationships of enquiry are critical in an effective classroom. We also know that teachers are the architects of these learning relationships. How does teacher emotional intelligence affect student learning? What impact does teacher self-knowledge have on how we select our perception or construct our expectations of students? How well do we really know our professional personalities? More than three decades of research show that students who get along well with others are more successful than those who lack emotional intelligence, also known as “soft skills” or “personality.” We all know about the B students who became highly successful because they have strong people skills. These days, primary and secondary schools and higher education institutions are increasingly offering formalized emotional intelligence training.

Course Objectives: This course will give you opportunity to:

- Three keys to growing proficient, lifelong readers and learner
- How keen readers think-and how skilled writers compose

- Activities that support students before, during, and after reading (based on multiple intelligences & CCSS research)
- Reading comprehension and discussion
- Broadening students' reading diets
- Teaching techniques
- Procedures in supporting struggling readers
- Mini lessons that enhance comprehension and discussion skills
- Preparing students to fall in love with reading
- To develop the ability to use reading materials for specific purposes
- To develop a connection to common core
- Describe learning to read and reading to learn

Course Relation to CCSS, NGSS or other Professional Standards:

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Be able to read & comprehend
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details
- Be able to emphasize in a focused, coherent manner with relevant evidence.
- Integrate visual displays into presentations to clarify information
- Presentation of Knowledge and Ideas form the text
- Present information, findings, and supporting evidence clearly, concisely, and logically
- Have a Perspective on reading, such as listening, questioning, and following the line of reasoning
- Strategic use of context clues

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Assignments

Studies show that reading for pleasure makes a big difference to children's educational performance. Evidence & research suggests that children who read for enjoyment every day not only perform better in any types of tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a student does well at school than their social or economic background. Learning to read is about learning how our Brain learns to read, it is about associations in the Brain; it is about listening skills and understanding technique & procedures as well as. As children start to learn to recognize the letters & the sound, they come to associate things in their Brain with those symbols & sounds, reading becomes a pleasure or an unpleasant chore.

Assignment 1: Readings to acquaint you with Reading Comprehension

This assignment will help you to understand & reflect on what you have read about reading and how you can transfer this knowledge to your classroom. There are 2 activities to complete.

Objective: Read, reflect & connect to what can be transferred & synthesis to your classroom & your standards. You will:

- Describe practical applications of these concepts into your classroom environment.
- Connect how this content will help meet the academic standards in your curriculum

Activities:

1. Create one, multiple-page document to submit to the Assignment 1 Dropbox in Moodle. Note that you are asked to write a one-page reflection about each reading, and a one-paragraph reflection for each video. The reflections must include a connection of content read or watched, to your classroom learning environment, teaching method and learning standards.

2. Create a 1–2-page summary of how, what you have learned in this assignment can be transferred to your classroom & CCSS or other standards.

Readings: Found in Moodle Course

Videos: Watch each video & write one paragraph reflection

Benefit of reading <https://youtu.be/xqMozc4K4pg>

Brain & reading <https://youtu.be/5kB7GgLIR7M>

Improving reading comprehension through games <https://youtu.be/qDSwvFL3mdQ>

What is dyslexia? <https://youtu.be/zafiGBrFkRM>

Why we should all be reading aloud to children <https://youtu.be/ZBuT2wdYtpM>

https://youtu.be/I_M0k-jubQ

More Reading:

How Does The Reading Brain Work? <https://youtu.be/GPhV9SyVmWA>

Good reader <https://youtu.be/5kB7GgLIR7M>

Memory and Reading <https://youtu.be/fzqvnMrRFsE>

Reading brain https://youtu.be/BgcJ8D_24TE

How Does Your Brain Learn To Read <https://youtu.be/zIU9S5maABk>

Reading Games <https://youtu.be/dJsyoKpGQrc>

Question chart <https://youtu.be/psakxRT9hdA>

6 reading strategies <https://youtu.be/ErCcnRR-39I>

6 questions song <https://youtu.be/0Bz4-1YKI1M>

Making connection <https://youtu.be/uqI0IIIMJDY>

How books can open your mind | Lisa Bu <https://youtu.be/6ibCtsHg3Y>

Multitasking <https://youtu.be/tiANn5PZ4BI>

Power of storytelling <https://youtu.be/-FJD68y7LNo>

Assignment 2: Action Plan

Objective: To produce creative activities to teach reading comprehension

Activities: Utilizing the Action Plan Template located in the course Moodle page, put into practice what you have learned from Assignment 1. In your Action Plan, focus especially on the following elements: - Detail all your responses.

- Reflect on the concepts included in your written assignment above and select a goal
- Identify 3 classroom objectives that should be tied to the content of the course
- Include a sequential list of 5 activities designed toward meeting those objectives.
- Identify 3 main benefits of teaching the topic & why

Assignment 3: Lesson Plan and Presentation

Objective: Create a detailed, multi-paged, 3-Day lesson plan for applying reading & comprehension concepts in your classroom. Use content, where appropriate, from Assignment 2 to help fulfill lesson plan requirements.

Activities:

1. Using the Lesson Plan Template located in the course Moodle page write one, three-day multi-paged, detailed lesson plan, incorporating ideas from assignments 1 and 2 and implement these lessons with your students. The lesson plan needs to indicate state and/or national Content Standards that can be addressed through your plan.
2. Create a 10-slide Powerpoint or Google Slides project based on 5 articles of the Extra Readings found in Moodle, to present to an audience of peers. The presentation's goal is to communicate the meaning of reading comprehension, its connection to learning and its applications in K-12 classrooms to support learning.
 - Include Presenter Notes. The notes would aid in supporting your narrative when presenting or if the presentation was simply viewed. Cite in the notes section, where fitting, the Extra Reading(s) used.

Assignment 4: Forum Posting

Objectives: Share your experience with course participants

- Place a 3-4 paragraph reflection on knowledge gained from this course and how you hope to use that knowledge as an educator and (optional) if applicable, as a parent.
- Respond to a peer posting

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- **Multiple readings provided in the course syllabus and Moodle**
- **Extra Readings. There are 36 articles located in the course LMS page.**
- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
 - For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
 - For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>