

SYLLABUS
Using Templates for Reading Instruction

Course Dates:

This course is set to run TBD

Course Description:

How do students connect to literature? Does visualizing a text help students to improve comprehension? Wouldn't it be great to design reading handouts that can be used with all of the literature you cover in the classroom? Using Laura Robb's theory of reading comprehension instruction as a model, this course is designed to review reading strategies to improve comprehension, provide a forum for ELA educators to discuss best practices, and provide an opportunity for teachers to design templates for reading comprehension instruction in the classroom.

Facilitator: Vikki Rella

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Welcome! As your facilitator, I hope to help you "fine-tune" your reading comprehension instruction. I have over ten years' teaching experience in ELA, Social Studies, and Writing, both in the private and public schools, and have used these strategies and this instruction in my classroom with much success. I currently teach on the middle school level in the Smithtown Central Schools on Long Island. I have earned my Master's degree and am currently working to get my advanced Master's in administration as a School Building Leader. I have experience working with and planning curriculum with reading teachers, and I have served as instructional specialist in my current building. As an educator, I seek ways to use creative materials for literature in the classroom that can be applied to more than one text, and I believe creating the types of templates we will in this course will help you to do so too. I am readily available via email or cell phone (see contact info above) should you need assistance. Glad to have you in this course!

Goals, Outcomes, and Objectives:

*Weeks 1-2-3

Objectives:

-Participants will become familiar with the Caucus system

-Participants will identify the Robb theory and the following strategies: *building background knowledge for students, predicting, and questioning, visualizing, making inferences, retelling, synthesizing/summarizing, choosing essential details, self-monitoring and re-reading, questioning the author, making connections, comparing and analyzing to identify common themes*

Outcomes: Participants will...

- Determine navigation of Caucus system
- Distinguish between the four reading strategies listed per week
- Analyze use of strategies in the classroom

*Weeks 4 -5-6

Objective:

-Participants will learn to create templates by utilizing new information regarding reading comprehension strategies

Outcome: Participants will...

- Reflect ability to create original materials for reading comprehension instruction
- Analyze use of templates in the classroom

NYS Standards Addressed

- ELA learning standards 1, 2, 3, 4
- Technology standards 2, 5

Pre-Requisite Skills & Software Required:

- Internet access
- Ability to attach and upload documents
- Microsoft Word
- Knowledge of Microsoft Publisher (preferred)

Suggested Supplemental Reading

Robb, Laura. *Teaching Reading in Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Thinking*. Scholastic Professional Books: New York. 2000.

Recommendation for In-Service Credit

Participants will be recommended for a total of 15 in-service hours upon successful completion of all weeks' work/assignments at a satisfactory level. Unsatisfactory work, late work, or any deduction in seat time equivalency will be taken into consideration at the end of the course and could result in a recommendation for partial credit.