



## LILIE, LLC Course Information

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**Title of Course (45 hours):** Active Reading Strategies in the Content Area

### **Course Description:**

Incorporating active reading strategies in any classroom where students must read to acquire knowledge will promote better levels of critical thinking. This class will focus on the various active reading strategies teachers may use to ensure comprehension, connection, evaluation, and clarification of material while taking tests and during daily lessons. Participants will evaluate information and resources, and discuss the use of aids such as graphic organizers and annotating as techniques for actively reading.

### **Overall Course Objective and Expectation(s):**

- To define active reading
- To promote an awareness of necessary processes for engagement in reading
- To explore why some students have difficulty connecting with the text
- To understand how educators can provide tools for active reading
- To apply course knowledge of active reading in various content areas

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

### **Suggested Readings (subject to change):**

- Cavuto, George J. PH.D Naturalistic Classroom Based Assessment. Dubuque, Iowa. Kendal Hunt Publishing Company, 2002.
- Cavuto, George J. PH.D. From Naturalistic Classroom-Based Assessment to Informed Balanced Instruction. Dubuque, Iowa. Kendal Hunt Publishing Company, 2004.
- Krista, Janice V. and Bamford, Rosemary A. Nonfiction in Focus. New York, New York. Scholastic.

- McLaughlin, Maureen and Allen, Mary Beth. Guided Comprehension: A Teacher Model for Grades 3-8. The International Reading Association, 2002.
- McLaughlin, Maureen and Allen, Mary Beth. Guided Comprehension in Action: Lessons for Grades 3-8. International Reading Association, 2002.
- Robb, Laura. Teaching Reading in Middle School. New York, New York. Scholastic, Inc, 2000.
- Smith, Frank. Understanding Reading. Mahwah, New Jersey. Lawrence Erlbawn Associates Publishers, 2004.
- Tompkins, Gail E. 50 Literacy Strategies: Step by Step. Upper Saddle River, New Jersey. Prentice Hall, 2008.
- Trelease, Jim. The Read-Aloud Handbook. New York, New York. Penguin Group, Inc., 2006.

### **Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week 1*

#### Topic(s):

- Personal Introductions
- Definitions
- World and Word Knowledge
- Before Reading

#### Objectives:

- Students will provide classmates with a personal introduction
- Students will formulate working definitions for active reading/readers
- Students will examine where active reading/learning begins
- Students will explore how world and word knowledge affect active reading
- Students will recognize how prediction and inference are ongoing processes for active, engaged readers

#### Impact on Classroom Instruction:

- Improved ability to recognize readers lacking word and world knowledge
- Better understanding of how world knowledge is necessary component of Active Reading
- Identifying how active readers continually predict while reading
- Recognizing how pre reading strategies set readers up for success

#### Learner Outcomes:

- Students will share and discuss observations of readers' world and word knowledge
- Students will share personal and profession experience on active learning/reading
- Students will begin to identify the elements of active reading

#### *Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):*

- Introduce self and respond to classmates' postings
- Post to discuss board as outlined in the course expectations
- Post reactions to articles on word and world knowledge, Predictions, and reading aloud to children
- Share experiences on active and passive readers in your classrooms



## Week II

### Topic(s):

- Before and During Reading Activities
- Good Questions makes a difference for Active Reading
- Making connections while reading
- Self-Monitoring and Metacomprehension Strategies

### Objectives:

- Students will examine Before and During Reading Strategies
- Students will evaluate the need for active participation through discussion
- Students will analyze results when students make connections to the text
- Students will understand the importance of modeling

### Impact on Classroom Instruction:

- An awareness of the positive student response as a result of effective “Before and During” Reading Strategies
- Better understanding of setting a purpose for reading
- Authentic and purposeful tasks help to create active, engaged readers

### Learner Outcomes:

- Students will create and Anticipation Guide to set purpose for reading
- Students will share positive effects of good questioning
- Students will create lessons using post-it notes or outlining
- Students will observe readers and their self-monitoring skills

### Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Discuss with classmates strategies that are successfully utilized
- Post reactions from assigned articles informing educators of strategies/activities that develop active, engaged readers
- Relate the content of articles with personal and professional experiences



### *Week III*

#### **Topic(s):**

- After Reading Strategies
- Classroom Activities
- Self-Questioning Strategies for Reading Tasks

#### **Objectives:**

- Students will utilize “After Reading” Strategies in their classroom
- Students will assess students’ levels of active, engaged reading post instruction and practice of “Before, During, and After” reading strategies
- Students will share their practices in active reading/learning

#### **Impact on Classroom Instruction:**

- Deeper understanding of active, engaged reading and its direct correlation with reading comprehension
- Recognizing the need for setting purpose for reading and practicing metacomprehension strategies

#### **Learner Outcomes:**

- Students will use various “after-reading” strategies to evaluate success
- Students will observe readers’ motivation while using these strategies
- Students will determine if strategies were effective and why (or why not)

#### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Post the “after-reading” strategies used in the classroom
- Discuss the level of motivation when utilizing meaningful strategies
- Respond to classmates’ postings
- React/respond to assigned articles on Active Reading with Activities, Sketch to Sketch, Teaching After Reading Self-Questioning Strategies, Active Reading in the Classroom



## Week IV

### Topic(s):

- Application of Active Reading Strategies

### Objectives:

- Students will be able to create literacy lessons which include active reading components
- Students will understand how before, during, and after reading strategies help to create active reading/learning

### Impact on Classroom Instruction:

- Increased knowledge of meaningful and purposeful strategies that encourage and develop Active Reading
- Better understanding of how active reading increases reading comprehension

### Learner Outcomes:

- Students will create lesson using active reading strategies before, during, an after reading
- Students will post their lesson for discussion with classmates
- Students will comment on classmates lessons

### Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post lesson for classmates
- Respond to classmates' lessons using active reading strategies
- Discuss the benefit of classmates' lessons
- React to assigned articles on SQ3R, KWL, Semantic Mapping, Various Activities to Help Plan Lessons