



LILIE, LLC Course Information

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Title of Course (45 hours): Understanding the Reading Process

Course Description:

Teachers will become familiar with the aspects of the reading process and be able to determine strengths and weaknesses in students' abilities. This course will also examine the causation for reading comprehension weakness and strategies that help remediate those weaknesses.

Overall Course Objective and Expectation(s):

Teachers will:

- Learn aspects of the reading process, including the strengths and weaknesses that affect reading comprehension.
- Learn casual factors for reading comprehension and why they have a negative impact on reading.
- Understand Ken Goodman's theory on miscues and Brian Chambourne's conditions of Literacy Learning.

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):

- Ambrusler, Bonnie B., Lehr, Fran, and Osborn Jean. Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, Maryland. National Institute for Literacy at Rd Pubs, 2001.
- Cavuto, George J. PH.D. Naturalistic Classroom Based Assessment. Dubuque, Iowa. Kendall Hunt Publishing Company, 2002.
- Cavuto, George J. PH.D. and Schlichting, Kathleen A. PH.D. From Naturalistic Classroom Based Assessment to Informed, Balanced Instruction. Dubuque, Iowa. Kendal Hunt Publishing Company, 2004.

- Goodman, Ken. On Reading. Portsmouth, NH. Heinmann, 1996.
- Leslie, Lauren and Coldwell, Joanne Schudt. Qualitative Reading Inventory-5. New York, New York. Pearson Education, Inc., 2011.
- McLaughlin, Maureen and Allen, Mary Beth. Guided Comprehension: A Teacher Model For Grades 3-8. International Reading Association, 2002.
- McLaughlin, Maureen and Allen, Mary Beth. Guided Comprehension in Action: Lessons for Grades 3-8. International Reading Association, 2002.
- Pinnell, Gay Su and Fountas, Irene C. Word Matters : Teaching Phonics and Spelling in the Reading/Writing Classroom. Portscouth, NH. Heinemann, 1998.
- Robb, Laura. Teaching Reading in Middle School. New York, New York. Scholastic, Inc., 2000.
- Smith, Frank. Understanding Reading. Mahwah, New Jersey. Lawrence Erlbaum Associates Publishers, 2004.
- Trelease, Jim. The Read- Aloud Hand book. 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):

- Introductions
- Reading Process Overview
- Prediction
- Background Knowledge/Schemata
- Connections

Objectives:

- To understand how prediction and background knowledge play a major role in reading comprehension.

Impact on Classroom Instruction:

- Understanding how lack of schema/Schemata affects the ability to predict while reading.
- Introduction to the causal factors for reading comprehension weaknesses
- Recognizing how Frank Smith, Literacy Theorist, believes proficient readers continually predict as they read.

Learner Outcomes:

- Educators will begin to examine their students' reading processes
- Educators will consider the following aspects in the reading process and relate it to personal and professional experiences: importance of fluency in comprehension, purpose of prediction, role of schema/schemata, consequences in lacking schemata.

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

- Post responses to articles assigned on The Reading Process, Prior knowledge and Comprehension, Cognitive Model of Learning, Monitoring Comprehension, Understanding the Nature of Reading Comprehension.
- Respond to classmates' posts
- Relate personal and professional experiences
- Post and discuss answers to the assigned topics of "aspects of the reading process"



Week II

Topic(s):

- Metacognition
- Metacomprehension Strategies

Objectives:

- To understand how metacognition and metacomprehension strategies create an active, engaged reader.
- To have knowledge of Tap-Down and Bottom-Up Reading Processes
- To understand Noam Chomsky's Triparte Theory of Language

Impact on Classroom Instruction:

- An awareness of readers who use metacognition and self-monitor their reading
- Recognizing the importance of using Top-Down and Bottom-Up Processing simultaneously, known as Reader-Text Transaction
- Identifying the structure level of readers: surface/deep structures

Learner Outcomes:

Educators will consider the following while observing readers:

- Metacognition/metacomprehension: Why it is important
- How and why the lack of metacognition/metacomprehension strategies negatively affect reading comprehension.
- How we know a reader is using self-monitoring skills
- Noam Chomsky's Triparte Theory of Language: Surface structure, Deep Structure, Transformational Grammar

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

- Post observations of readers, who use or do not use metacomprehension strategies, and discuss
- Respond to classmates' observations and knowledge of given topics
- React to assigned articles on Metacognition, Metacomprehension, Self-Monitoring, Top-Down/Bottom-Up Processing, Chomsky's Triparte Theory of Language, Thinking Strategies used consistently by proficient readers.



Week III

Topic(s):

- The Three Cueing Systems
- Miscue Analysis

Objectives:

- To understand how the three cueing systems can reveal the strengths and weaknesses of a child's reading process
- To be introduced to Ken Goodman, miscues, and the miscue analysis

Impact on Classroom Instruction:

- Deeper understanding of how Assessment Drives Instruction
- Knowledge of readers use lack of use of The Three Cueing Systems and why cross checking is important
- Identifying lack of use of cue systems as a casual factor for reading comprehension weakness

Learner Outcomes:

- Educators will observe the strengths and weaknesses of readers in their classroom
- Educators will determine the casual factors affecting the reading comprehension of their students
- Educators will use The Three Information Systems to identify the necessary instruction for readers in their classrooms

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

- Post and respond to classmates comments
- Respond/react to assigned articles on Cognitive Framework, Reading and the Three Cueing Systems, Using Assessment to Drive Instruction



Week IV

Topic(s):

- Cambourne's Conditions of Literacy Learning
- Positive Attitude's Role in Reading
- Strategies for the classroom

Objectives:

- To understand how Brian Cambourne's Conditions of Literacy Learning create a positive learning environment
- To apply strategies in the classroom that will address students' strengths and weaknesses

Impact on Classroom Instruction:

- Knowledge of the reading process and how its components work together for better reading comprehension
- Ability to recognize strengths and weaknesses in the students' reading
- Better understanding of how remediate weaknesses in students' reading using Cambourne's Conditions

Learner Outcomes:

- Educators will identify casual factors of reading comprehension weakness in at least one of their readers in the classroom
- Educators will plan a lesson including Cambourne's Conditions of Literacy Learning
- Educators will post this lesson to discuss with classmates

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

- Post reaction to articles assigned: Brian Cambourne's Seven Conditions of Learning, Children's Attitudes Toward Reading and Literacy Development, Metacomprehension Strategies, Word Study and Reading Comprehension, Literacy Games, Building Vocabulary Skills.
- Respond to classmate's postings
- Post lesson that addresses one casual factor for reading comprehension weakness