

Newburgh Teacher Center
In-service Course Proposal
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Return by March 2, 2009

Title:	Reading Comprehension	
Curriculum Area:	ELA	
Learning Standards:	ELA 1,2,3,4	
Presenter(s):	M Riverol	Email: mriverol@newburgh.k12.ny.us
Dates:	7/13/09 – 7/20/09	
Time:	8:00 – 4:00 (1/2 hr lunch)	
Location:	New Windsor School	
Credit(s):	3	
Hours:	45	
Target Audience:	Classroom Teachers and Teaching Assistants in grades K - 8	
Course Description:	<p>This third strand of AFT's Reading Program (together with Early Reading Intervention and Teaching Beginning Reading) uses research-based methodology to improve student's comprehension in all content areas. Includes E.D. Hirsch's and other researchers' works on narrowing the achievement gap and how to combat the 4th grade slump.</p>	
Course Requirements:	<ol style="list-style-type: none"> 1. Attendance at all sessions. 2. Sharing reflections and analysis with other participants. 3. Applying learned concepts in classroom. 4. Developing Reading in Content Area units 5. Reporting on application of (#'s 3 and 4) above 	
Maximum Enrollment:	24	

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Credit and permission granted by Jay McTighe – UBD

Name of In-service Proposal: Reading Comprehension

Name of Instructor(s): Marisol Riverol

Desired Results

Goal(s): Improve student’s comprehension in all content areas

Understanding(s):

Historical Perspectives
 A schema based approach to Reading Comprehension Instruction

Coherence and Instruction
 Nature of the Narrative Text
 Improving Comprehension of Narrative Text
 Strategy Instruction in Metacognition

Exploring the Nature of Expository Text
 Improving Comprehension of Expository Text

Questioning the Author

Reciprocal Teaching

Teaching Reading Vocabulary

Essential Question(s):

"Role of a Reader's Schema in Comprehension, Learning, and Memory"

"Developing Questions that Promote Comprehension: The Story Map"

"Developing Expertise in Reading Comprehension"
 "Filling the Void..."
 "Reading Comprehension Requires..."

"Implementation of the Reciprocal Teaching Procedure"

Vocabulary Instruction
 "Getting at the Meaning" and Projects" A Means, Not an End"
 "Teaching Vocabulary"
 "What Reading Does for the Mind"
 "Early Catastrophe" and "Taking Delight in Words"

Knowledge/Skills:

Schema, Coherence, Narrative Text, Metacognition, Expository Text, Questioning the Author, Reciprocal Teaching, Teaching Reading Vocabulary

Assessment Evidence

Direct Evidence:

All the above can be observed in formal and informal observations.

Learning Plan

Learning Activities:

Presentation of Research
Research Action Plans
Discussion – small and large group
Activities that incorporate the research e.g. vignettes, scenarios, carousel activities, quizzes, discovery, etc.