



Reading Comprehension, Fluency & Vocabulary

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Description:

In this four-week (25+) class you will learn practical strategies to improve reading comprehension, fluency, and vocabulary and as well as the research that supports these strategies. All class chats, class content and discussion boards will be monitored and moderated by the instructors.

Goals:

Participants will be able to identify and implement strategies for improving reading comprehension.
Participants will be able to identify and implement strategies for improving reading fluency.
Participants will be able to identify and implement strategies for improving vocabulary development.

Requirements:

Participants will be expected to complete the assigned readings.
Participants will be expected to view PowerPoint presentations and instructional videos.
Participants will be expected to complete and submit assignments (e.g. discussion boards).

Evaluation:

Participants will be evaluated on their participation on the discussion boards, completion of all class assignments and weekly quizzes.

Week One – Overview of Dyslexia

- Defining Dyslexia
- What is Structured Literacy
- Participate in a reading simulation.
- Overview of how to teach word recognition skills with structured literacy strategies.
- Read posted article(s) and discuss on discussion boards.

Week Two – Reading Comprehension

- What is Reading Comprehension
- Building Background Knowledge
- Sentence Comprehension
- Close Reading
- Monitoring Comprehension

Week Three – Reading Fluency

- What is Fluency
- How to assess fluency
- Word reading fluency
- Sentence fluency
- Passage fluency

Week Four – Vocabulary

- What is Vocabulary
- How to assess vocabulary
- Vocabulary Acquisition
- Levels of Understanding Word Meaning
- Word Choice

Knowledge and Practice Standards (KPS) for Teachers of Reading Covered in this Course:

4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

Requirement for participants taking this course for graduate credit. Directions for registering for graduate credits and all requirements will be provided in a discussion post on the class website.