



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 515-Active Reading Strategies for Middle and High School

Instructor Information:

Instructor Name:	Elissa Kruse, M.Ed
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Instructor Background:	Elissa Kruse is an upper elementary school teacher in a diverse district in the western suburbs of Chicago, IL. She teaches language arts, math, science, and social studies. She has a Bachelor's Degree in Elementary Education from Western Illinois University. She also has a Master's Degree in Teaching from Aurora University. Elissa has a middle school endorsement, and she holds endorsements in reading and language arts as well. She likes blogging about her teaching adventures and creating original resources, aligned with the Common Core State Standards, for students and teachers to enjoy.

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits from our partnering universities. You can choose which university to receive your graduate credits when you register.

Required Books and Materials	<ul style="list-style-type: none"> ● Textbook: Wilson, E. (2004). <i>Reading at the Middle and High School Levels: Building Active Readers Across the Curriculum</i>. Arlington, VA: Educational Research Service. ● Internet access ● LMS- Canvas Account and Login
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> ● Identify the factors that lead to student motivation for reading. <ul style="list-style-type: none"> ○ INTASC Standards 1, 2, 3 ● Develop and implement multiple approaches to reading and comprehension strategies for active learners. <ul style="list-style-type: none"> ○ INTASC Standard 4, 6, 8 ● Determine the purpose of assessment and methods to assess reading comprehension. <ul style="list-style-type: none"> ○ INTASC Standard 6, 8 ● Identify reading issues that are specific to different teaching areas. <ul style="list-style-type: none"> ○ INTASC Standard 7, 8 ● Gain support for reading programs throughout the district. <ul style="list-style-type: none"> ○ INTASC Standard 9, 10 	
<p>Course Description: <i>Active Reading Strategies for Middle and High Schools</i> is designed to help teachers find ways to integrate a variety of reading skills and strategies into their classrooms. The goal is to identify why students struggle, determine what they need to become more successful readers, and develop strategies for them to be successful. This course provides approaches for motivating students to be lifelong learners and describes ways to ensure that the reading program is supported throughout the school district.</p>	
<p>Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.</p>	
<p>Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.</p>	

Assessments		Approximate contact hours for each assessment
<p>Answer and Discuss- Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.</p>	45 points	6 hours
<p>Reflect and Respond to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.</p>	90 points	9 hours

Application Assignments#1 and #2 (45 points ea)	90 points	10 hours
Research Project- Due end of week # 4	100 points	10 hours
Evaluation/Reflection Paper- Due end of week #5	100 points	10 hours
Total	425 points	45 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i>		
<p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

Answer and Discuss Rubric- 5 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.

Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

Week 1

- Read Text Sections 1-4
- Reply to the discussion question posted by the teacher by Tuesday night
- Read the posts from other students and respond to at least 2 by Thursday night
- Research Project due by Sunday night

Week 2

- Read Text Section 5
- Reply to the discussion question posted by the teacher by Tuesday night
- Read the posts from other students and respond to at least 2 by Thursday night
- Application Assignment #1 must be completed by Sunday night

Application # 1

Chapter 5 refers to strategies that can be implemented while students are pre-reading and during their reading. Choose a unit in your subject area (or one in which you're interested in if you don't teach one) and develop a lesson plan that uses one or some of these strategies. The lesson can be just one day or can span several days. This should be a minimum of 2 typed pages and should include the following:

- The Focus of the Unit/ Topic or Subject
- The types (before or during) of reading strategies and the names of the strategies you chose
- Students Learning Objectives
- District, State and/or Local Standards addressed (whichever set is most relevant to you)
- The Lesson (step-by-step directions for how the lesson is implemented)

Week 3

- Read Text Sections 6 and 7
- Reply to the discussion question posted by the teacher by Tuesday night

- Read the posts from other students and respond to at least 2 by Thursday night

Application #2

Assume that you have been placed in control of creating an organizational structure to support a district-wide reading initiative. Based on the information that you have learned, paying particular attention to chapter 8, develop a 2-3 page paper explaining how to effectively integrate the program. It is highly recommended that you use the framework available, starting on page 91.

Week 4

- Read Text Section 8
- Reply to the discussion question posted by the teacher by Tuesday night
- Read the posts from other students and respond to at least 2 by Thursday night
- Application Assignment #2 must be completed by Sunday night

Research Project

Text Section 3 refers to motivational factors related to reading. Being aware of your students' attitudes toward reading and the external factors that influence their attitudes can be very powerful for the teacher. Create a way to gather data or find out more about your students' attitudes about reading. This can be in the form of a survey, questionnaire, or some other way of gathering data about student attitudes about reading. Use the information in Section 3 to help you determine what will be the best format for you. You'll also need to reflect on why you chose the type of item you created to gather this information. This should be at least 3 typed pages. Your project should include:

- An explanation of what you hope to learn about the students
- The form or item that you created to conduct your research about student attitudes
- A rationale for the format you used and the content you included (Why was this best way to collect data about your specific students?)
- Cite any sources

Week 5

- Reply to the discussion question posted by the teacher by Tuesday night
- Read posts from other students and respond to at least 2 by Thursday night
- Evaluation/Reflection Assignment must be completed by Sunday night

Final Evaluation/Reflection Assignment

After reading the text, complete the following:

1. Develop a Google Slide, PowerPoint or Prezi Presentation you would utilize during a professional development session to inform your peers about reading strategies that can be used in a variety of settings and with a variety of students. In the presentation, complete the following:

- Identify and explain at least 5 before and/or during reading strategies
- Provide a "how to" or an example of at least one before and one during reading strategy
- Identify and explain at least 2 strategies for building vocabulary
- Provide a "how to" or an example of at least one vocabulary building strategy
- Identify and explain at least 2 content-area reading strategies
- Provide a "how to" or an example of at least one content-area reading strategy
- Identify strategies for specific learners (gifted, ESL/ELL, special needs, unmotivated, etc.) and why they are effective with those students
- Explain how the strategies fit in with your district's mandates

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The INTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.