



EDIS 589

(1.0 CREDIT HOUR)

Reading Comprehension Strategies

Amherst County, Virginia

OCTOBER 26; NOVEMBER 2 & 9, 2000

4:00 pm – 9:30 pm

Instructor Information

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CURRY SCHOOL OF EDUCATION
McGUFFEY/TEMPO READING OUTREACH
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES
UNIVERSITY OF VIRGINIA

235 Ruffner Hall
Curry School of Education
405 Emmet Street
Charlottesville, VA 22903-2495

COURSE DESCRIPTION

Reading Comprehension Strategies is an intensive training session devoted to practical strategies for reading, writing, discussion, studying, and vocabulary in all content areas. The emphasis will be on learning a range of content and comprehension strategies that lead to greater independence by student learners and more effective instruction by teachers. The course sessions will serve concurrently as a training session in Project CRISS: CReating Independence through Student-owned Strategies.

COURSE GOALS

The participants will:

- learn to activate and assess students' prior knowledge, actively engage them with text, and promote student reflection on learning
- learn instructional techniques for guiding students' thinking through a text and helping them become independent learners
- evaluate a text and determine what makes it easy or difficult to comprehend
- encounter strategic approaches and techniques for promoting student discussion, questioning, writing, and vocabulary skills
- learn techniques for helping students consolidate, organize, and study what they have read
- reflectively examine, as professionals, our own practice in search both of affirmation and adjustment

REQUIRED TEXTBOOK

Santa, C., Havens, L., & Maycumber, E. (1996). *Project CRISS: CReating Independence through Student-owned Strategies*, 2nd edition. Dubuque, IA: Kendall/Hunt Publishing Company.

This text is not available to the general public. It is only available to participants in an approved Project CRISS inservice training.

REQUIREMENTS & STIPULATIONS

1. The course is both pragmatic and highly experiential. Both the learning and the assessment of course participants will be tied to in-class instructional sequences and endeavors. Therefore, attendance at all class sessions is required and participation is expected and needed. Because this is a short course with a focus on learning practical strategies for engaging students in content, it is not necessary to require extensive tasks outside of class.
2. By the end of the course, all participants will have been trained in the first level of Project CRISS. Students are encouraged to continue the conversation about strategic instruction and to collaborate, compare notes, and consult with one another after the class concludes.
3. The University of Virginia has a long tradition of honor in conduct and academic endeavors among its students. The Honor System requires that all work must be pledged:

On my honor as a student, I have neither given nor received aid or assistance on this assignment.

Further information regarding the Honor System and expectations of students may be found in the *Graduate Record*.

4. If you are a student with special needs, please let the instructor know as soon as possible, particularly if discussion of special considerations, alterations, or modifications is needed.

COURSE OUTLINE & AGENDA

	Strategies & Topics	Tasks
OCT 26	Introduction & Overview of Project CRISS Premises of Strategic Instruction Text Structure/Author's Craft Think Alouds Power Thinking/Notes Selective Underlining/Highlighting Pattern Puzzles KWL	needs assessment text assessment power thinking outline essay reconstruction strategy implementation
	Strategies & Topics	Tasks
NOV 2	Discussion Strategies Questioning Summarizing Reciprocal Teaching Column Notes Opinion-Proof/Thesis Proof Problem-Solution	"Ordeal By Cheque" strategy implementation consensus disposition
	Strategies & Topics	Tasks
NOV 9	Graphic Organizers Story Maps & Grammars Writing Vocabulary DRTA Evaluation and Wrap-up	collaborative mapping story organization & summarization short reflection/RAFT

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