

Materials for Reading Instruction

Dates: Summer Institute, Session 2 (June 24 – July 5)

Facilitator: Erin Brown

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Course Description

This course is designed to assist teachers in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Teachers should leave this course with an understanding of research-supported programs, approaches, and methods, so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent, and independent readers. Participants will use a variety of texts and other materials to promote student independent reading. Participants will be prepared to involve parents and members of the school and surrounding community to promote daily reading inside and outside of school.

Required Text

No printed text required

Recommended Texts

The Consumer's Guide for Evaluating a Core Reading Program

<http://www.nj.gov/education/grants/docs/AppendixF.pdf>

Maryland Common Core Standards-Reading/ELA

<http://mdk12.msde.maryland.gov/instruction/curriculum/reading/index.html>

Required Technology

This course will run 100% online. Enrolled students should have access to an internet connected computer for the duration of the course. Resources may be accessed via mobile device or a tablet, but not all features will be fully functional. All resources should be accessed using an updated modern web browser on a desktop or laptop computer.

Learner Outcomes

Through this course participants will

- Compare and contrast various programs based on criteria identified in scientifically based reading research.
- Determine the merits of a given program and how to utilize the program with an identified population.
- Align instruction with recommendations from reading research, such as "The Consumer's Guide for Evaluating a Core Reading Program."

- Evaluate children's literature to develop a resource guide.
- Develop a multi-level text guide (approximately ten books) to support a content area topic.
- Create a presentation to provide differentiated instruction in alignment with identified purposes.
- Critique and categorize a variety of materials to determine their appropriateness in addressing student needs and diverse perspectives, especially in alignment with state standards.
- Select materials for establishing a print-rich classroom environment.

Course Assignments: 100 points total

Discussions: 20 points

Reflections: 20 points

Book Genre Activity: 30 points

Common Core Guide: 30 points

Course Schedule

	Topic	Date
Module 1	Strategic Reading and Literary Response, Arts Integration, The Art of the Picture Book	June 24-25
Module 2	Journal Writing, Expository Writing, Literature as a Model for Writing, Descriptive Writing	June 26-27
Module 3	Matching Readers to Texts, Traditional Tales, Modern Fantasy, Poetry, Multicultural and International Literature	June 28-29
Module 4	Text Analysis, Realistic/Historical Fiction, Biography, Informational Books	June 30-July 5

Grading

80-100: Passing

0-79: Failing (no credit given)