COURSE SYLLABUS

Course: Elementary Reading Intervention Strategies

Presenters: Elaine McEwan-Adkins

Credits: 3 Graduate Credits

Required eBook: *40 Reading Intervention Strategies for K-6 Students* (McEwan-Adkins, Solution Tree Press, 2010)

Course Overview

Proactive reading instruction—in everything from phonics to comprehension—is required both to prevent problems with and to promote authentic literacy. This course offers elementary educators a research-based menu of reading intervention strategies that prepare educators to intervene immediately and effectively at the first signs of students' struggles. The course equips educators with routines and activities that will make confident, able readers of all their students.

Presenters' Bios

The recipient of multiple honors from multiple organizations, Dr. Elaine McEwan-Adkins is a former teacher, librarian, principal, and assistant superintendent for instruction. She is the author of more than 35 books for parents and educators, including *Teach Them All to Read: Catching Kids Before They Fall Through the Cracks, Ten Traits of Highly Effective Schools,* and *40 Reading Intervention Strategies for K-6 Students: Research-Based Support for RTI,* on which this course is based. Dr. McEwan-Adkins did her undergraduate work in education at Wheaton College, and received her master's degree in library science and her doctorate in educational administration from Northern Illinois University.

Course Objectives

After completing this course, educators will know:

- Proactive strategies to prevent literacy problems
- Reading interventions that address existing literacy problems

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Facilitate all elementary school students' literacy through research-based strategies
- Provide differentiated, systematic, direct instruction in essential reading skills

Unit 1: Interventions for Improving Instruction

This unit introduces the focus of this course: how to prevent and intervene when students are struggling with reading. Presenter and author McEwan-Adkins describes literacy instruction as a balancing act that requires early assessment and proactive interventions. She notes that educators need to lay a solid foundation for students by using research-based instruction, reducing the cognitive load while increasing cognitive processing, facilitating opportunities for students to practice beyond perfection, and aggressively teaching task engagement.

Unit Objectives

After completing this unit, educators will know:

- A framework for prevention and intervention with struggling readers

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Offer differentiated, explicit, and supportive instruction for struggling readers
- Develop and employ research-based instruction for teaching reading
- Reduce students' cognitive load while increasing cognitive processing
- Provide opportunities for students to practice beyond perfection
- Teach task engagement

Unit 2: eBook: Improving Instruction

Participants read Part 1 of their eBook, pp. 11 – 39, and reflect on its content in response to specific prompts.

Unit 3: Building a Word-Conscious School and Classroom

In this unit, presenter McEwan-Adkins argues that all elementary school teachers are English language teachers whose responsibilities include building word-conscious classrooms and schools. She explores research-based methods for teaching vocabulary that help students exercise control over their learning.

Unit Objectives

After completing this unit, educators will know:

- The critical role of vocabulary in effective reading instruction
- Effective strategies for teaching vocabulary

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Integrate a number of vocabulary strategies into their repertoire

Unit 4: eBook: Interventions for Building Vocabulary

Participants read Part 5 of their eBook, pp. 131 – 173, and reflect on its content in response to specific prompts.

Unit 5: Building Fluency

This unit focuses on the need to help each and every student achieve fluency. McEwan-Adkins provides specific strategies to do so, including incorporating "real reading" into the classroom. She challenges participants to distinguish between reading that requires genuine comprehension and reading based on rote memorization that leads to ominous gaps.

Unit Objectives

After completing this unit, educators will know:

- The importance of fluency for all students
- Strategies for promoting fluency

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Provide explicit, systematic, and supportive instruction with accessible texts
- Facilitate students' daily reading activities
- Engage students in "real reading"

Unit 6: eBook: Interventions for Building Fluency

Participants read Part 4 of their eBook, pp. 97 – 127, and reflect on its content in response to specific prompts.

Unit 7: Reading Comprehension Strategies

In this unit, participants explore how to promote genuine reading comprehension through such cognitive strategies as activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing,

and visualizing-organizing. McEwan-Adkins and classroom teachers model the especially effective cognitive task of think-alouds and other questioning strategies that lead students to fluency.

Unit Objectives

After completing this unit, educators will know:

- Methods for developing students' reading comprehension skills

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Engage their students in the 7 strategies of highly effective readers:
  - Activating
  - Inferring
  - Monitoring-clarifying
  - Questioning
  - Searching-selecting
  - Summarizing
  - Visualizing-organizing
- Model and engage their students in think-alouds
- Employ a range of questioning techniques

Unit 8: Summary and Inference

In this unit, McEwan-Adkins and her workshop members delve into the critical task of teaching students to infer. Participants will watch classroom footage at different grade levels wherein the teachers and their students practice that essential aspect of reading comprehension. They also explore the process and role of summarizing in achieving understanding.

Unit Objectives

After completing this unit, educators will know:

- The importance of directly teaching the art of inference
- The importance of directly teaching the art of summary

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Teach their students to infer
- Teach their students to summarize

Unit 9: eBook: Interventions for Facilitating Comprehension
Participants read Part 6 of their eBook, pp. 181 – 265, and reflect on its content in response to specific prompts.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- Reflection questions   25%
- Quizzes   15%
- Midterm   25%
- Final   35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: < 2.0

Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the specific questions posed. Participant has not responded to all reflection questions. Participant has copied from the course transcript without synthesis or analysis.

Midterm

The midterm requires you to compare one of your reading intervention strategies (either for building vocabulary or for building fluency) with one of McEwan-Adkins'. How does each enable or not enable differentiation, explicit instruction, systematic instruction, and supportive (or scaffolded) instruction? How does each reduce students' cognitive load and increase students' cognitive processing? How does each allow for practice beyond perfection?

Please do the following:
1. Choose one of your own reading interventions and one of McEwan-Adkins' to compare.
2. Present each one succinctly.
3. Analyze each intervention for its capacity to be differentiated and to be presented by explicit, systematic, and supportive instruction.
4. Analyze each to explore how it reduces students' cognitive load and increases students' cognitive processing.
5. Analyze each to explore how it allows for practice beyond perfection.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Choose one of your own reading interventions and one of McEwan-Adkins' to compare. **Present each one succinctly.**	Participant has succinctly but with sufficient detail presented one of McEwan-Adkins' and one of his or her own reading intervention strategies to compare. The strategies are highly appropriate for a comparison.	Participant has succinctly presented one of McEwan-Adkins' and one of his or her own reading intervention strategies to compare.	Participant has either presented the two comparisons too succinctly to justify a comparison or they two strategies are not sufficiently alike to compare.	Participant has not presented two strategies to compare.
Analyze each intervention for its capacity to be differentiated and to be presented by explicit, systematic, and supportive instruction.	Participant has analyzed in depth each intervention (and defining the term in the process) for its capacity to be: • differentiated • presented by explicit, systematic, and supported instruction	Participant has analyzed each intervention for its capacity to be: • differentiated • presented by explicit, systematic, and supported instruction	Participant has analyzed how each intervention can be: • Differentiated **OR** • Presented by explicit, systematic, and supported instruction Participant's analysis may be unpersuasive.	Participant has not analyzed how each intervention can be: • Differentiated • Presented by explicit, systematic, and supported instruction
Analyze each to explore how it reduces students' cognitive load and increases students' cognitive processing.	Participant has analyzed in depth and with supporting examples each strategy for how it reduces students' cognitive load and increases students' cognitive processing.	Participant has effectively analyzed each strategy for how it reduces students' cognitive load and increases students' cognitive processing.	Participant has analyzed, though not wholly effectively, either how each strategy reduces students' cognitive load or how each increases students' cognitive processing. Or, participant has not reached sound conclusions.	Participant has not analyzed how each strategy reduces cognitive load or increases cognitive processing.
Analyze each to explore how it allows for practice beyond perfection.	Participant has analyzed in depth and with supporting examples how each	Participant has effectively analyzed how each strategy allows for practice	Participant has analyzed, though not wholly effectively, how each strategy	Participant has not analyzed how each strategy allows for practice beyond

	strategy allows for practice beyond perfection.	beyond perfection.	allows for practice beyond perfection.	perfection.
Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.

Final

For your midterm, you compared one of your own reading intervention strategies with one of McEwan-Adkins'. For your final, you will revise your own to increase its capacity for differentiation and explicit, systematic, and supportive instruction; to reduce students' cognitive load and increase their cognitive processing; and to allow for practice beyond perfection. If your intervention is relevant to building vocabulary, incorporate opportunities for whole-group, small-group, and individual work. If your intervention is relevant to building fluency, incorporate opportunities for students to use at least one of these cognitive strategies: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and/or visualizing-organizing.

Please do the following:
1. Briefly present your original reading intervention.
2. Revise the intervention to:
    a. Increase its capacity for differentiation
    b. Increase its capacity for explicit, systematic, and supportive instruction
    c. Reduce students' cognitive load
    d. Increase students' cognitive processing
    e. Allow for practice beyond perfection
3. If your intervention is designed to build vocabulary, write a reflection addressing how your revised intervention makes best use of whole-group, small-group, and individual practice.
4. If your intervention is designed to build fluency, write a reflection addressing how your revised intervention emphasizes one of the cognitive strategies of activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and/or visualizing-organizing.

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Briefly present your original reading intervention.	Participant has succinctly but with sufficient detail presented an original intervention.	Participant has presented an original intervention.	Participant has either presented the intervention too succinctly, or without clarity as to the purpose of the intervention.	Participant has not presented an intervention.
Revise the intervention to: **a) Increase its capacity for differentiation** **b) Increase its capacity for explicit, systematic, and supportive instruction** **c) Reduce students' cognitive load** **d) Increase students' cognitive processing** **e) Allow for practice beyond perfection**	Participant has revised the intervention explicitly and systematically to: • Increase its capacity for differentation • Increase its capacity for explicit, systematic, and supportive instruction • Reduce students' cognitive load • Increase students' cognitive processing • Allow for practice beyond perfection	Participant may not have made explicit each revision but has revised the intervention to: • Increase its capacity for differentation • Increase its capacity for explicit, systematic, and supportive instruction • Reduce students' cognitive load • Increase students' cognitive processing • Allow for practice beyond perfection	Participant has revised the intervention, though neither explicitly nor systematically, to do 3-4 of the following: • Increase its capacity for differentation • Increase its capacity for explicit, systematic, and supportive instruction • Reduce students' cognitive load • Increase students' cognitive processing • Allow for practice beyond perfection	Participant has revised the intervention addressing 0-2 of the following: • Increase its capacity for differentation • Increase its capacity for explicit, systematic, and supportive instruction • Reduce students' cognitive load • Increase students' cognitive processing • Allow for practice beyond perfection
If your intervention is designed to build vocabulary, write a reflection addressing how your revised intervention makes best use of whole-group, small-group, and individual practice.	Participant has written a thoughtful and persuasive reflection, addressing, with specific examples, how the intervention makes best use of whole-group, small-group, **and** individual practice.	Participant has written a reflection addressing how the intervention makes best use of whole-group, small-group, **and** individual practice.	Participant has written a reflection addressing how the intervention makes best use of whole-group, small-group, **or** individual practice. His or her argument may not be especially persuasive.	Participant has either not written a reflection or addressed how the intervention makes best use of **either** whole-group, **or** small-group, **or** individual practice, and not persuasively.

If your intervention is designed to build fluency, write a reflection addressing how your revised intervention emphasizes one of the cognitive strategies of activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and/or visualizing-organizing.	Participant has written a thoughtful and persuasive reflection addressing, with specific examples, how the intervention emphasizes one or more of the cognitive strategies: • Activating • Inferring • Monitoring-clarifying • Questioning • Searching-selecting • Summarizing • Visualizing-organizing	Participant has written a reflection addressing how the intervention emphasizes one of the following cognitive strategies: • Activating • Inferring • Monitoring-clarifying • Questioning • Searching-selecting • Summarizing • Visualizing-organizing	Participant has written a reflection addressing how the intervention emphasizes one of the following cognitive strategies: • Activating • Inferring • Monitoring-clarifying • Questioning • Searching-selecting • Summarizing • Visualizing-organizing His or her argument, however, is not persuasive.	Participant has either not written a reflection or not addressed any cognitive strategies in that reflection.
Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.