

COURSE SYLLABUS

Course: Elementary Reading Intervention Strategies

Presenters: Elaine McEwan-Adkins

Hours: 45

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)
- eBook (chapters and exercises from the eBook)
- 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 and eBook content)

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.

Passing Requirements:

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.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade



KDS Self-Assessment Rubric:

| | Distinguished | Proficient | Basic | Unsatisfactory |
|----------------|----------------------|-------------------|--------------|-----------------------|
| Quizzes | 100% Correct | 80% Correct | 60% Correct | 0-40% Correct |

| | Distinguished | Proficient | Basic | Unsatisfactory |
|-----------------------------|--|---|---|---|
| Reflection Questions | Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful | Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions | Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully | Participant includes no content from the course in his or her responses Participant does not address the questions posed |