



## Improving Reading Comprehension: Middle School | CEUs: 3

**Facilitator:** EYPD Faculty

**Phone:** 855-984-1756

**Email:** Registration@earnyourpd.org

**Address:** P.O. Box 4205 | Brandon, Mississippi 39047

**Technical Support:** helpdesk@earnyourpd.org

---

### Introduction:

Welcome to *Improving Reading Comprehension: Middle School*, an online professional development course geared primarily for educators serving students in middle school. Reading comprehension is the ability to read text, process it and understand its meaning. Reading comprehension can always be improved and enhanced as students prepare to advance. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. In today's world of academia, students are expected to perform at even higher levels. Understanding the reading material provides students with the ability to process the information to make better decisions. This course will provide educators with strategies to incorporate into their current teaching practices.

This course will focus on the following areas:

- **Developed ways for Strategic reading for students**
  - **Infuse and promote constant comprehension with your students**
  - **Building a strong vocabulary for your students**
  - **Implement ways of increasing the fluency of student reading: Speed, Accuracy, Expression**
- 

### Academic Integrity Statement

The structure and format of most online courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

**Academic Work** Coursework submitted by the individual shall be the educator's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

### Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.



*Violations of the aforementioned academic standards may result in loss of credit for the course.*

## **Level of Application**

This course is designed to be an informational course with application to educational settings. The strategies are appropriate for the remediation of challenging behavior in students.

---

## **Course Expectations:**

Upon completion of the unit in this online professional development course, educators should:

- ✓ Know the terminology to use when discussing reading comprehension
  - ✓ Utilize various resources relevant to teaching reading comprehension
  - ✓ Apply the strategies covered in the course
  - ✓ Increase the probability of students performing better academically
- 

## **Course Description**

The *Improving Reading Comprehension: Middle* was developed to provide educators with various approaches to teaching reading comprehension. By middle school many students should be pretty good readers, but reading comprehension can always be improved and enhanced as they prepare to head into the high school and college settings. Reading comprehension as well as general comprehension abilities are foundational in how successful a student will be in the educational process, and ultimately out in the workplace. The course discusses and supports several classroom techniques. These techniques allow educators to gain a knowledge and understanding of how to assist students with reading comprehension.

Essentially this course teaches educators how to effectively implement strategies to improve reading comprehension in students. Implementing the strategies taught in this course will cause students to process the information they've read and make better choices thus yielding better grades on assessments and positively impacting student academic achievement.

---



## Course Units

### Unit 1: “Developed ways for Strategic reading for students”

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on “**Developed ways for Strategic reading for students**”
- Score 90 to 100% on “**Developed ways for Strategic reading for students**” quiz.
- Share their ideas with other educators (workshop and school).

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit 1	Assignment	Complete reading assignments”	5%
	Discussion	“Developed ways for Strategic reading for students”	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%

**Unit 2:** Infuse and promote constant comprehension with your students Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on “**Infuse and promote constant comprehension with your students**”.
- Score 90 to 100% on “**Infuse and promote constant comprehension with your students**”.
- Share their ideas with other educators (workshop and school).

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 2	Assignment	Complete reading assignments	5%
	Discussion	“Infuse and promote constant comprehension with your students”	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



**Unit 3: Building a strong vocabulary for your students**

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on “**Building a strong vocabulary for your students**”.
- Score 90 to 100% “**Building a strong vocabulary for your students**” quiz.
- Share their ideas with other educators (workshop and school).

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 3	Assignment	Complete reading assignments	5%
	Discussion	<b>“Building a strong vocabulary for your students”</b>	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



**Unit 4:** Implement ways of increasing the fluency of student reading Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **“Implement ways of increasing the fluency of student reading”**.
- Score 90 to 100% on **“Implement ways of increasing the fluency of student reading”**.
- Share their ideas with other educators (workshop and school).

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit-week 4	Assignment	Complete reading assignments	5%
	Discussion	“Implement ways of increasing the fluency of student reading”	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



## Earn It – Final Wrap-up

Upon completion, the educators are expected to have more depths of knowledge on the course objectives.

Assessment	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Writing guidelines for reflection is located within course	Assessment	Complete the Reflection Assessment	<b>Required to Pass</b>

---

## References:

- Mack, Dinah (2009, November 09). Skimming and Scanning: Using The Times to Develop Reading Skills. Retrieved from [https://learning.blogs.nytimes.com/2009/11/09/skimming-and-scanning-using-the-times-to-develop-reading-skills/?\\_r=0](https://learning.blogs.nytimes.com/2009/11/09/skimming-and-scanning-using-the-times-to-develop-reading-skills/?_r=0)
- (2013, November 14). How to Teach Students the Skill of Preview Skimming for Improved Reading Comprehension. Retrieved from <http://www.marzanocenter.com/blog/article/how-to-teach-students-the-skill-of-preview-skimming-for-improved-reading-co/>
- (2014, January 19). Skimming: The Overlooked Close Reading Skill. Retrieved from <http://www.middleweb.com/12133/skimming-overlooked-close-reading-skill/>
- Thole, Abah (2009, June). Improving Reading Skills through Skimming and Scanning. Retrieved from [http://www.academia.edu/9024913/Improving\\_Reading\\_Skills\\_through\\_Skimming\\_and\\_Scanning\\_Techniques\\_at\\_a\\_Public\\_School\\_Action\\_Research](http://www.academia.edu/9024913/Improving_Reading_Skills_through_Skimming_and_Scanning_Techniques_at_a_Public_School_Action_Research)
- Klemm, Bill (2009, May 14). 8 Tips To Remember What You Read. Retrieved from <https://sharpbrains.com/blog/2009/05/14/8-tips-to-remember-what-you-read/>
- Bafile, Cara (2016, December, 15). Vocabulary and Spelling: Do Your Students Say ‘Boring’? Retrieved from [http://www.educationworld.com/a\\_lesson/lesson/lesson241.shtml](http://www.educationworld.com/a_lesson/lesson/lesson241.shtml)
- Alber, Rebecca (2014, January 16). Doing It Differently: Tips for Teaching Vocabulary. Retrieved from <http://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber>
- Wessling, Sarah (2014, January 16). Video Playlist: 5 Vocabulary Strategies. Retrieved from <https://www.teachingchannel.org/blog/2013/08/29/5-vocabulary-strategies/>
- Stancliffe, George (1999, October). Teach speed reading to your children even if you can’t speed read yourself. Retrieved from <http://www.backwoodshome.com/teach-speed-reading-to-your-children-even-if-you->





cant-speed-read-yourself/

- Kiehl, Kasey (2013, August 11). 5 STRATEGIES TO IMPROVE READING FLUENCY. Retrieved from <http://middleschoolteachertoliteracycoach.blogspot.com/2013/08/5-strategies-to-improve-reading-fluency.html>