

**Title**

RDLA 340 - Teaching Reading in the Content Areas (formerly RDLA140)

**Target Audience**

This course is intended for pre-service and in-service teachers of grades 3-12.

**Prerequisites**

To successfully participate and complete the assignments in this course, the learner must:

- Have access to a classroom and students to implement an activity plan.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Be familiar with elementary, middle, or high school educational content.

**Course Description**

This course is designed to give you strategies for teaching reading in the content areas and information on how to use reading strategies for all students in grades 3-12. You will explore learning environments that promote effective reading and learning, specific skills and knowledge that students need in order to read content material effectively, and strategies to help students become more effective readers and independent learners. You will also plan learning experiences that encourage students to access prior knowledge, set a purpose or target for reading, organize ideas, select appropriate strategies to make meaningful connections, summarize and take notes, and reflect on what they have discovered through their reading.

**Instructor/Facilitator**

See instructor/facilitator sheet

**Credits**

To be determined by college or university

**Goals**

By the end of this course, you will:

- Demonstrate an understanding of the importance of teaching students how to read to learn through journal writing and discussion.
- Synthesize research on the interactive elements of reading, strategic processing, and strategic teaching through the design and application of instructional activities based on this research.
- Explore your curriculum and analyze how you can incorporate reading-to-learn strategies.
- Create, implement, and reflect on a content area activity that incorporates a vocabulary strategy, an informal text strategy, or a reflection strategy.

**Outline of Content and Assignments**

After previewing the documents in the Course Information section, learners will proceed to the course content section to complete the six sessions described below, working through each in order. Throughout the sessions, learners are expected to articulate their ideas in various forms: reflections on their ideas and experiences in their online journals, online discussions that allow learners to gather information from other learners, and written responses that are submitted to the facilitator. Learners will create, implement, and reflect on a content area activity that incorporates a vocabulary strategy, an informal text strategy, or a reflection strategy.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and NCTE/IRA's *Standards for the English Language Arts*.

This course specifically addresses the following IRA/NCTE Standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Visit <http://www.ncte.org/about/over/standards/110846.htm> for a full list of the NCTE/IRA's *Standards for the English Language Arts* and more information about these standards.

This course specifically addresses the following ISTE NETS\*T:

**IV: ASSESSMENT AND EVALUATION.**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

**V: PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Visit [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html) for a full list of the ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and more information about these standards.

Session 1: Rationale for Teaching Reading in the Content Areas

In this session learners will read and think about a rationale for teaching reading in the content areas and discuss its importance to strategic teaching and learning. Learners will also explore a schema theory activity and complete a K-W-L chart about the five premises basic to the teaching of content area reading skills.

Learners will:

- Define their professional goals and expectations for this course.
- Explain their prior knowledge of teaching reading in the content areas.
- Discuss how their thinking about teaching reading in the content areas has changed as a result of reading "Rationale for Teaching Reading in the Content Areas".
- Identify some challenges of teaching reading in the content areas and some possible solutions.
- Use a KWL chart to identify five premises that are basic to the teaching of content area reading skills.
- Explain how they would use the KWL chart with students to summarize their learning.

Read

- "A Compendium of Standards and Benchmarks for K-12 Education."
- "Rationale for Teaching Reading in the Content Areas."
- "Five Premises to the Teaching of Content Area Reading Skill."
- "An Exploratory Study of Schema-Based Word-Problem-Solving Instruction for Middle School Students with Learning Disabilities: An Emphasis on Conceptual and Procedural Understanding" (not required)

Write in online journal

- Reflect on expectations, and goals for this course.
- Reflect on your prior knowledge and think about strategies your students have used to focus on and understand difficult reading passages and what strategic readers use to help them focus on and complete their reading.
- How would you have students summarize their learning after they have completed a K-W-L chart?

Participate in an online discussion

- Introduce yourself to other learners.
- How has your thinking about teaching reading in the content areas and its importance to strategic teaching and learning changed as a result of reading "Rationale for Teaching Reading in the Content Areas"? What are some challenges to teaching reading in the content areas and how may they be overcome?

Complete activities and assignments

- Complete the schema theory activity.
- Review the following lesson plans from PBS:

- “Visualizing Jazz Scenes of the Harlem Renaissance”
- “Let’s Go! Virtual Yellowstone Tour”
- Complete a K-W-L chart for "Five Premises to the Teaching of Content Area Reading Skill."

Additional Resources (not required)

- Reading and Writing Web site from PBS Parents
- "An Exploratory Study of Schema-Based Word-Problem-Solving Instruction for Middle School Students with Learning Disabilities: An Emphasis on Conceptual and Procedural Understanding" from LD Online
- The Works Progress Administration and the New Deal from PBS
- Postcards from Buster: Hit the Road with Buster! from PBS Teachers
- Chasing El Niño from NOVA
- A Giraffe Debate from Nature
- Huck Finn in Context: Exploring the Controversy from PBS

Session 2: Elements of Reading, Strategic Processing, and Strategic Teaching

In this session, learners will examine the three interactive elements of reading: the reader, the climate, and the text. They will also learn the importance of metacomprehension in the process of reading and what effective readers do before, during, and after they read. This session will also discuss what strategic teachers think about when planning a lesson and provides a self-evaluation checklist to help learners plan strategically.

Learners will:

- Discuss the challenges involved in implementing strategies to promote a positive classroom climate using a climate inventory.
- Reflect about strategic processing, its importance for reading in the content areas, and how this information will impact their instruction.
- Evaluate and revise a lesson plan using the Teacher's Self-Evaluation Checklist.

Read

- “Prior Knowledge”
- “Mental Disposition-Habits of Mind”
- “Vocabulary”
- “Chronological Sequence”
- “Compare and Contrast”
- “Concept Pattern/Definition”
- “Description Pattern”
- “Episode Pattern”
- “Generalization/Principle Pattern”
- “Process/Cause-Effect Pattern”
- "Questions Suggested by Organizational Patterns"
- "Strategic Processing"
- "Frontloading Lays a Foundation for Comprehension"
- "Text Comprehension Instruction"

Additional Resources (not required)

- "Strategic Teaching in Concert with New Technologies"
- "Step 6: Determine the Type of Adaptation That Will Enable the Student to Meet the Demand" (PDF)
- Issues: Adapting the Curriculum to Meet the Needs of Diverse Learners" from PBS Teachers
- "Reading Responses" from Misunderstood Minds
- "Strategies for Teaching Gifted Students in the Inclusive Classroom"
- "Understanding and Recognizing: Reading Disabilities" from PBS Parents
- "Reading for Meaning: Text Comprehension" from Reading Rockets

Write in online journal

- In 1-2 paragraphs, summarize what you have learned about strategic processing. Then reflect on why strategic processing is important for reading in the content areas and how you will change your instruction in the classroom because of what you have read in this session.

Participate in an online discussion

- Identify 2-3 areas in the Climate Inventory where you rated yourself a "1" or "2" and discuss what challenges you have faced in trying to implement these strategies.

Complete activities and assignments

- Complete a climate inventory.
- Use a checklist to plan to teach strategically by evaluating a lesson you have written.

Session 3: Vocabulary and the Content Area

In this session, learners will apply the concepts of the three interactive elements of reading, the importance of metacomprehension in the process of reading, and strategic teaching to vocabulary strategies that they can implement in the classroom.

Learners will:

- Discuss the importance of incorporating vocabulary instruction into their teaching practice.
- Reflect on how they will implement a vocabulary strategy, what words will be used with that strategy, and how the strategy will address the role of the reader, climate, and text structure.
- Write a plan for how they will implement two vocabulary strategies in your classroom instruction in the Reading to Learn Strategies Chart.

Read

- "Vocabulary"
- "Reading Instructional Handbook: VOCABULARY"

Additional Resources (not required)

- "Vocabulary: Students with Special Needs Considerations"
- "The Clarifying Routine: Elaborating Vocabulary Instruction"
- "What Research Says About Vocabulary Instruction for Students With Learning Disabilities"
- Frayer Model

- Florida History Strategies: Frayer Model
- Just Read Now! Frayer Model (
- Just Read Now! Student VOC Strategy
- Raising the Bar Through Mentoring: Student VOC Strategy
- Multisensory Vocabulary Instruction: Guidelines
- "Reading for Meaning: Text Comprehension" from Reading Rockets
- Postcards from Buster - Buster's Sweet Song from PBS KIDS
- Boohbah - What is Underwater? from PBS KIDS
- Zoboosmafoo - Mystery Animal from PBS KIDS
- NOVA - In Search of the First Language from NOVA
- Jazz - Learning Through the Duke from PBS
- Colonial House - Pray, Why Speakest Thou in Thusly? from PBS

Write in online journal

- Chose a vocabulary strategy you would use in your classroom. Describe when and how you would use your chosen strategy. How will the strategy address the reader, climate, and text structure? How could you decide which vocabulary words you could use with this strategy?

Participate in an online discussion

- Imagine a colleague in your school asks you why you are teaching vocabulary to your students. She remarks that there is no point in teaching vocabulary words to her students because she doesn't have enough time to cover the curriculum and her students never remember the words after they have completed the unit anyway. How would you respond to your colleague?

Complete activities and assignments

- Explore vocabulary strategies
- Explore the word sort interactive
- Complete the Reading to Learn Strategies Chart for vocabulary strategies

#### Session 4: Narrative and Informational Text

In this session, learners will explore concepts and numerous strategies for "reading to learn" by using narrative and informational texts.

Learners will:

- Describe a student who struggles with reading in a content area.
- Analyze student cases and discuss strategies to overcome the students' difficulties to read content-area texts.
- Reflect on the strategies demonstrated by the teacher in the "Think-Aloud" video.
- Plan how to use the think-aloud strategy and which texts they would choose and why.
- Write a plan for how they will implement two narrative and informational text strategies in their classroom instruction in the Reading to Learn Strategies Chart.

Read

- "Content Area Textbooks: Friends or Foes"

Additional Resources (not required)

- L517: Advanced Study of the Teaching of Secondary School Reading
- Reciprocal Teaching
- North Central Regional Educational Laboratory
- Structured Note-Taking
- Structured Note-Taking for History
- Arthur - The Question Game from PBS KIDS
- Arthur - Fern, The Effective Detective from PBS KIDS
- Arthur - Story Scramble from PBS KIDS
- American Roots Music - Finding the Story in the Song from PBS
- The Blues - Poetry: Blues Style from PBS
- In Search of Shakespeare - Language Arts: Shakespeare's Sonnets from PBS
- Postcards from Buster - Neighborhood Map from PBS KIDS
- Between The Lions - Home Sweet (Rock) Home from PBS KIDS
- Maya & Miguel - Mayan Pyramid from PBS KIDS
- The Living Edens - Yellowstone: Native American Myths from PBS

Write in online journal

- Which strategies did the teacher model in the "Think-Aloud" video? How could you use this strategy with your student population? What type of texts would you choose for this strategy and why?

Participate in an online discussion

- Think about a student you have taught who finds it hard to read content-area texts. Provide a brief description of the student (grade-level, background, etc.) and describe a specific instance when the student struggled to read content-area text.

Complete activities and assignments

- Explore narrative text strategies
- Explore informational text strategies
- Complete the Reading to Learn Strategies Chart for narrative and informational text strategies
- Explore the Graphic Organizer Tool (not required)
- Explore the Story Map Interactive (not required)

Watch videos

- SQ3R
- Think-Alouds

Session 5: Reflection – Questioning, Writing, and Discussing in Content Areas

In this session, learners will explore different strategies that will assist students in becoming effective readers by taking the time to reflect on what they are learning, both during and after the reading process. Learners will choose two strategies from this session to complete their Reading to Learn Strategies Chart and create an activity plan.

Learners will:

- Discuss opportunities for modeling strategies and ways to incorporate reflection in their reading instruction.
- Reflect on the advantages of using reflection strategies in their reading instruction
- Make a plan for how they will include reflection strategies in their curriculum and how they will overcome implementation barriers.
- Write a plan for they you will implement two reflection strategies in their classroom instruction in the Reading to Learn Strategies Chart.

Read

- "High Standards Necessary to Raise Literacy Levels of All Students"
- "When Students Can't Read by Age 9"

Additional Resources (not required)

- Backyard Jungle - Nature Journaling from PBS KIDS
- Backyard Jungle - Plant Survey: Native and Exotic Plants from PBS KIDS
- American Family - Community Journals from PBS
- 1900 House - Living Without Technology from PBS

Write in online journal

- What are the advantages of using reflection strategies in your reading instruction? How can you plan to include reflection strategies in your curriculum? Make a plan for how you will overcome some of the barriers to implementing reading instruction (time, students' different needs, resistance to reading, etc.)

Participate in an online discussion

- The teacher in the video modeled the QAR strategy. What other opportunities are there in an elementary, middle, or high school classroom for modeling and incorporating reflection strategies?

Complete activities and assignments

- Explore reflection strategies
- Complete the Reading to Learn Strategies Chart for reflection strategies
- Complete Part 1 of the Final Project: Create a reading to learn activity plan using a strategy from the Reading to Learn Strategies Chart
- Review another learner's activity plan in the discussion forum

Watch videos

- Question-Answer Relationship (QAR)

Session 6: Implementing and Reflecting on Reading-to-Learn

In this course, learners will use the several strategies for teaching reading in the content areas they have learned in Sessions 1-5 to implement an activity plan. Learners will reflect on the experience of implementing their activity plan, the knowledge they acquired from the course and their professional goals and expectations.

Learners will:

- Describe two or three concepts or ideas from this course that will positively affect their students' learning.
- Reflect on the implementation of the Reading to Learn strategy in their classroom.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge in a journal activity.
- Analyze the learning experience in this course by reflecting on their professional goals and expectations in the online journal.

Final Project

- Complete Part 2 of the Final Project: Implement the reading to learn activity plan with a group of students.
- Complete the reflection paper assignment

Participate in an online discussion

- Take some time to add any concluding thoughts to the discussion forum and say good-bye to your fellow learners.

Write in online journal

- What have you learned and what skills have you acquired from the course? Identify the essential ideas and strategies you gained from this course and how you plan to incorporate them into your current or future classroom.
- How does this learning experience compare with your goals and expectations? Were there any professional goals you were unable to achieve? Why? How do you plan to address these areas of professional development in the future?

Complete activities and assignments

- Complete the post-course evaluation survey

**Schedule**

This course is scheduled to take approximately 30 hours to complete readings, activities, video, assignments, reflections, and a final project.

**Requirements**

Learners are expected to:

- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.

- Ask for assistance when they need it.

**Materials** (hardware, software, plug-ins)

**Technical Requirements**

- Word processor
- Internet service provider
- E-mail

**Academic Dishonesty Policy**

To be determined by university institution only.

**Evaluation**

This course can be taken for graduate credit on a pass/fail basis, or for a letter grade and graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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