Canter®

Helping Struggling Readers With Content-Area Learning

GRADES 6–12   GRADUATE CREDIT: 3 SEMESTER HOURS

Middle-level and secondary-level content-area educators in this course acquire strategies to help students who have difficulty reading and thus struggle with content-area learning and achievement. Educators examine how to assess their students' needs and create a supportive learning environment. They also apply research-based strategies that address students' reading problems, and they discover how to collaborate with others in and outside the school to support student success.

This course is designed for grade 6–12 classroom teachers, lead teachers, subject teachers, curriculum coordinators, and reading specialists.

COURSE TOPICS

- Supporting English language learners and students with learning disabilities
- Assessing the literacy needs of struggling readers
- Supporting adolescent literacy and learning
- Creating supportive academic learning environments
- Vocabulary
- Comprehension
- Fluency
- Writing
- Technology
- Texts
- Motivation
- External support for struggling readers

COURSE OUTCOMES

By the end of the course, educators will:

- Evaluate why a struggling learner is struggling and consider whether reading plays a role in the learner's difficulties.
- Evaluate academic and affective factors in a classroom environment in terms of the degree to which they support students who struggle with reading and learning.
- Analyze current teaching practices with regard to goals for positively impacting struggling learners.
- Create a unit/lesson plan that includes the use of vocabulary and reading comprehension strategies that will assist struggling readers and learners.
- Plan a content-area lesson to include instructional practices/strategies that support English language learners and/or students with learning disabilities.
- Evaluate the benefits and challenges of writing in content areas and plan a writing activity to foster student learning.
- Analyze the relationship between students' reading and content learning and the role of assessment in content-area learning and teaching.
- Locate and evaluate a reading intervention program that can contribute to improved student reading and learning.
- Use readability formulas to assess the difficulty of content-area text.
- Evaluate their teaching practices related to fostering student motivation.
- Evaluate the use of technology practices to enhance literacy achievement.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

→ The print study guide:

- *Helping Struggling Readers With Content-Area Learning*

→ The DVD:

- Laureate Education, Inc. (Executive Producer). (2006). *Helping struggling readers*. Baltimore: Executive Producer.

→ The course textbook(s):

- Chapman, C. M., and King, R. S. (2009). *Differentiated instructional strategies for reading in the content areas*. (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Davis, D.; Spraker, J.; and Kushman, J. (2004). *Improving adolescent reading: Findings from research*. Portland, OR: Northwest Region Educational Laboratory.

→ The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

→ Access to the online classroom for:

- Helping Struggling Readers With Content-Area Learning

→ Access to the video programs in the online classroom as well as a backup DVD:

- Laureate Education, Inc. (Executive Producer). (2006). *Helping struggling readers*. Baltimore: Executive Producer.

→ The course textbook(s):

- Chapman, C. M., and King, R. S. (2003). *Differentiated instructional strategies for reading in the content areas*. Thousand Oaks, CA: Corwin Press.
- Davis, D.; Spraker, J.; & Kushman, J. (2004). *Improving adolescent reading: Findings from research*. Portland, OR: Northwest Region Educational Laboratory.

→ Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at **www.mozilla.org**.

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EDUCATION EXPERTS

Richard Allington, Ph.D.

Dr. Richard Allington is a professor of education at the University of Tennessee. He is author/co-author of more than 100 research articles and several books, including *Classrooms That Work: They Can All Read and Write* (co-authored with Patricia Cunningham).

Douglas Fuchs, Ph.D.

Dr. Douglas Fuchs holds the Nicholas Hobbs Chair in Special Education and Human Development at Peabody College of Vanderbilt University. He is author/co-author of more than 200 articles in peer-reviewed journals and has won several "best paper" awards. Among many other accolades, Dr. Fuchs was awarded the Council for Exceptional Children's Career Research Award.

Kenji Hakuta, Ph.D.

Dr. Kenji Hakuta is the founding dean of the School of Social Sciences, Humanities, and Arts at the University of California, Merced. An experimental psycholinguist by training, he is best known for his work in the areas of bilingualism and the acquisition of English in immigrant students. He is the author and editor of several books, including *Mirror of Language: The Debate on Bilingualism* and *In Other Words: The Science and Psychology of Second Language Acquisition*.

Judith Langer, Ph.D.

Dr. Judith Langer, an internationally known scholar in literacy and education, is chair of the Department of Educational Theory and Practice at the University at Albany, State University of New York (SUNY). Her publishing achievements include *Getting to Excellent: How to Create Better Schools*, *Effective Literacy Instruction: Building Successful Reading and Writing Programs*, and *Envisioning Literature: Literary Understanding and Literature Instruction*.

Dorothy S. Strickland, Ph.D.

Dr. Dorothy S. Strickland is the retired Samuel DeWitt Proctor Professor of Education at Rutgers University. She has published more than 100 articles and books, including *Bridging the Literacy Achievement Gap, Grades 4–12*; *Improving Reading Achievement Through Professional Development*; and *Language Arts: Learning and Teaching*.

Richard T. Vacca, Ph.D.

Dr. Richard T. Vacca is a professor emeritus in the Department of Teaching, Leadership, and Curriculum Studies in the College of Education at Kent State University in Ohio. A past president of the International Reading Association (IRA), Dr. Vacca has served as co-chair of the IRA's Commission on Adolescent Literacy. He is the co-author of *Content Area Reading: Literacy and Learning Across the Curriculum* and *Reading* and *Learning to Read*.

ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.