Improving Reading in the Content Areas

GRADES 6–12   GRADUATE CREDIT: 3 SEMESTER HOURS

Students are better able to apply concepts meaningfully if they have a strong command of the subject matter. Educators in this course explore methods for teaching middle and high school students to read, write, think, and learn in ways that lead to thorough comprehension of content. Educators learn to plan lessons that teach content and nurture greater literacy. They explore pre-, during-, and post-reading strategies, along with informative assessment methods that give students a continual view of their literacy progress and achievement. Educators also learn about methods of teaching writing strategies that deepen students' understanding of subject matter, both in and out of the classroom.

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

COURSE TOPICS

- Content literacy
- Comprehension
- Vocabulary
- Pre-reading strategies
- During-reading strategies
- Post-reading strategies
- Integrated strategies
- Writing strategies
- Study strategies
- Planning units and lessons
- Assessing content literacy

COURSE OUTCOMES

By the end of the course, educators will:

- Define content literacy and state a rationale for developing literacy as part of instruction.
- Explain reading as a process of constructing, extending, and examining meaning.
- Help students understand the comprehension process so they can become active, strategic, and independent readers.
- Discuss the challenges to and opportunities for reading comprehension that digital technology poses.
- Explore and use a variety of strategies to make meaning from words, including contextual redefinition, word sorts, concept circles, and graphic organizers.
- Explain the purpose of pre-reading and explore a variety of strategies, including anticipation guide, prediction guide, active comprehension, and previewing text.
- Explain the key elements of during-reading activities and explore a variety of strategies.
- Explore a variety of strategies that can be used before, during, and after reading, including learning logs and double-entry journals.
- Develop activities in which students write using different text structures.
- Develop effective essay prompts using a variety of frameworks.
- Combine assessment methods to create a comprehensive view of student progress and achievement in content literacy.
- Help students select and employ the study strategies of constructing graphic representations, writing summaries, making and taking notes, and applying the survey-question-read-recite-and-review (SQ3R) strategy, as appropriate to the academic task.

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:

- *Improving Reading in the Content Areas*

→ The DVD:

- Laureate Education, Inc. (Executive Producer). (2009). *Improving reading in the content areas: Grades 6–12*. Baltimore: Executive Producer.

→ The course textbook(s):

- Wilson, E. A. (2004). *Reading at the middle and high school levels: Building active readers across the curriculum* (3rd ed.). Arlington, VA: Educational Research Service.

→ 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:

- Improving Reading in the Content Areas

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

- Laureate Education, Inc. (Executive Producer). (2009). *Improving reading in the content areas: Grades 6–12*. Baltimore: Executive Producer.

→ The course textbook(s):

- Wilson, E. A. (2004). *Reading at the middle and high school levels: Building active readers across the curriculum* (3rd ed.). Arlington, VA: Educational Research Service.

→ 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

Angela H. Brown, Ed.D.

Dr. Angela H. Brown is a professor and secondary education coordinator at the Athens campus of Piedmont College. She specializes in working with secondary educators to address multiculturalism, gender, and other diversity issues in the content-area classroom. She also has expertise in building reading and writing into the mathematics classroom.

Kathleen A. Hinchman, Ph.D.

Dr. Kathleen A. Hinchman is a professor and the director of doctoral programs at the Reading and Language Arts Center in the School of Education at Syracuse University. She sits on the steering committee of the International Reading Association's Commission on Adolescent Literacy and is a member of the editorial advisory board for the *Journal of Literacy Research*. Dr. Hinchman is co-author of *Teaching Adolescents Who Struggle With Reading* and co-editor of *Reconceptualizing the Literacies in Adolescents' Lives*.

David W. Moore, Ph.D.

Dr. David W. Moore is a professor of education in the College of Teacher Education and Leadership at Arizona State University, West Campus. He is a member of the International Reading Association's (IRA) Commission on Adolescent Literacy. Dr. Moore is co-author of *Developing Readers and Writers in the Content Areas K–12* and *Adolescent Literacy: A Position Statement for the Commission on Adolescent Literacy of the International Reading Association*.

John E. Readence, Ph.D.

Dr. John E. Readence is a professor emeritus of education in the Department of Curriculum and Instruction at the University of Nevada, Las Vegas. He has been an editor of *Reading Research Quarterly* published by the IRA/National Reading Conference. Dr. Readence is co-author of *Reading Strategies and Practices: A Compendium* and *Content Area Literacy: An Integrated Approach*.

Carol M. Santa, Ph.D.

Dr. Carol M. Santa is coordinator of Language Arts and Science for School District 5 in Kalispell, Mont. She is also co-director of Project Creating Independence Through Student-Owned Strategies (CRISS), a federally funded program that focuses on reading, writing, and studying across the curriculum. Project CRISS is being used by school districts in 37 states and in five European countries. She was a contributing writer to *Adolescent Literacy: A Position Statement for the Commission on Adolescent Literacy of the International Reading Association*.

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*.

Canter®

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.

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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.