

Teaching Reading Strategies

Improve Comprehension Across the Curriculum

Online Graduate Course

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Course Description

Students must read to learn to be successful in school. The focus for teachers should be on how to ensure all students can read and read at a level that will insure success in school. Since reading is essential for success across the curriculum, teachers in all grade levels and content areas need to possess the skills and strategies to make certain students have the ability to read content-rich materials and textbooks. It is the goal of this course to give teachers the expertise required to meet this challenge and give their students the skills to become independent learners.

This course is designed to assist teachers (elementary through high school) in the development of specific skills and strategies needed to effectively teach strategic reading that improves comprehension across the curriculum in all content areas. These methods will be used as a tool for thinking and learning in all content areas. The course will include strategies for comprehending non-fiction, expository/informational, and narrative text, vocabulary development, Reciprocal Teaching, reflective strategies, writing strategies that construct and extend meaning, higher order thinking skills, and strategic lesson planning.

A framework for teaching reading will be established by examining current research and effective practices that will allow the teacher to develop content area literacy for them and their students.

Reading is a complex process and teachers will gain an understanding of the metacognitive skills and strategic reading strategies needed to effectively utilize specific skills to facilitate student growth in the reading process in content areas.

Required Text

The required textbook for this course is *Teaching Reading in the Content Area If Not Me Then Who?* Written by Dr. Rachel Billmeyer and Mary Lee Barton. “Recommended Reading List” provided and updated for each term. The course content includes many online readings, website reviews, research reading assignments, and other written projects.

Hardware & Computer Skills Requirements

Computer & Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Learner Outcomes

Students will:

- examine the five essential components of an effective reading program.
- analyze the importance of teaching reading across the curriculum.
- develop a rationale for developing literacy as part of content-area instruction.
- develop a sound understanding of characteristics, strategies, and key issues in content area reading.
- analyze the three interactive elements of reading.
- assess students' reading abilities as a basis for planning effective instruction in the content areas.
- analyze the importance of acquiring cognitive tools for reading to help students become strategic readers.
- assess the function of teaching the think-aloud process to help with self-monitoring techniques to focus on comprehension and identify when the comprehension is incorrect.
- analyze four key cognitive strategies of reading: summarizing, questioning, predicting, and clarifying.
- develop activities that integrate the four key cognitive strategies for reading comprehension instruction based on content-area curriculum standards.
- analyze the various roles and methods used during the Reciprocal Teaching process.
- develop activities using Reciprocal Teaching for reading comprehension instruction based on content-area curriculum standards.
- analyze the characteristics of informational/expository text and its features.
- distinguish between the characteristics of good and poor reading as they participate in before, during, and, after reading strategies.
- implement strategies to build story schema (background knowledge about stories) by showing how narrative text has recurring elements (story grammar): characters, settings, conflicts, major events, resolutions, and themes.
- develop lessons and activities that use narrative text strategies designed to encourage metacognition, promote thoughtful interaction with text, and ensure high levels of comprehension.

- develop lessons and activities that help students learn concepts and vocabulary necessary for interacting with and comprehending content-area text materials.
- integrate effective writing activities into text-based content-area lessons and activities.
- develop a unit that will help students independently use reading strategies designed to increase comprehension and retention of content area material.

Course Requirements

In the online format this is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules One through Nine will be completed one per week. Module Ten will be completed over a two-week period so students will have time to revise and complete the final integration project.

Student Requirements

1. Participation: Actively participate in all activities.
2. Assignments: Complete all reading and reflection assignments, reading strategies activities, lesson format, and unit lesson plan.

Grading Criteria

<u>Assignment</u>	<u>Points</u>	<u>Grading Scale</u>	
Talking Points	8	85 – 91	A
Reading and Reflections	23	80 – 84	B
Strategic Reading Activities	30	72 - 79	C
Content Area Unit Plan	30		
TOTAL	91		

*Note: The 2012 Graduate Catalog (pp.20-21) and The College's online **course** grading system TEI instructors use does not make any provision for B-,C+ or D.*

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

Course Outline

Module One: Foundations of Teaching Reading Across the Curriculum

Content:

1. Introductions
2. Establishing class/group expectations and norms
3. Course overview
4. Establishing individual course expectations and goals
5. Course requirements
6. Course registration
7. Why is reading important across the curriculum?
8. Examine the stages of reading
 - Stage 1: Initial Reading and Decoding
 - Stage 2: Confirmation, Fluency, and Ungluing from Print
 - Stage 3: Learning the New
 - Stage 4: Multiple Viewpoints
 - Stage 5 Construction and Reconstruction
9. Real-World Literacy Demands
 - How we can prepare students (Workplace Competencies)
10. Five Premises Basic to Teaching Reading
 - Reader constructs meaning
 - Role of prior knowledge
 - Metacognition-the ability to think about and control thought processes before, during, and after reading
 - Reading and writing are integrally related
 - Learning is a socially interactive process

Module Two: Understanding the Reading Process

Content:

1. Three interactive elements of reading
 - Reader
 - Climate
 - Text features
2. Six assumptions about reading
 - Goal-oriented
 - The linking of new information to prior knowledge
 - The organization of new information
 - The acquisition of cognitive and metacognitive structures
 - Nonlinear, yet occurring in phases
 - Influenced by cognitive development
3. Motivating student to take control of their learning
4. Modeling problem solving
 - The think aloud process

Module Three: Cognitive Tools for Reading

Content:

1. Questioning strategies
2. Summarizing strategies
3. Predicting strategies
4. Clarifying strategies
5. Developing reading activities and lesson plan development

Module Four: Nonfiction/Informational Text

Content:

1. What is it?
2. Content
3. Text Features
4. Text Structures
5. Directed Reading/Thinking Activity
6. Graphic Organizers
7. Developing reading activities and lesson plan development

Module Five: Nonfiction/Informational Text: Before, During, and After Reading Strategies

Content:

1. Graphic organizers
2. Anticipation/Prediction Guide
3. Group summarizing
4. K-W-L
5. Pairs read
6. Problematic situations
7. Note-taking
8. SQ3R
9. Developing reading activities and lesson plan development

Module Six: Narrative Text

Content:

1. Prior Knowledge
2. Connections to Text
3. Monitoring Understanding
4. Extending Understanding
5. Character Map
6. Story Frame/Map
7. C Block
8. Developing reading activities and lesson plan development

Module Seven: Vocabulary Development

Content:

1. Mapping
2. Graphic Organizers
3. Pre-reading Predictions
4. Feature Analysis
5. Word Sorts
6. Developing reading activities and lesson plan development

Module Eight: Reflective and Writing Strategies

Content:

1. Journals
 - Response
 - Learning Logs
 - Double-Entry
2. Exploratory Writing
 - Point of view Guides
 - Admit Exit Slips
 - Directed 3-2-1
 - Writing Warm-ups
3. Finished Writing
 - Essays
 - Constructed Responses
 - Analytical Paragraph
4. Writing-to-Learn
5. Discussion Web
6. Read-Write-Think
7. Conversation Sparks
8. Writing toward Understanding
9. Developing reading activities and lesson plan development

Module Nine: Reciprocal Teaching

Content:

1. The Four Reciprocal Teaching Strategies
 - Predicting
 - Questioning
 - Clarifying
 - Summarizing
2. Reciprocal Teaching in the Whole-Class Sessions
3. Reciprocal Teaching in the Guided-Reading Group and Literature Circles
4. Assessment and Reciprocal Teaching
5. Develop a Reciprocal Teaching lesson

Module Ten: Strategic Teaching and Planning

Content:

1. Preparation and Planning
2. Assistance and Associations
3. Reflection and Readiness
4. Assessments
5. Unit lesson plan
6. Course review
7. Final examination