

EDUC 375 Reading in the Content Area

Meeting Times: Tuesdays- 4:30-5:50 Rm 216

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Textbook: McKenna, Michael C. & Robinson, Richard D. 2006. Teaching Through Text, Fourth Edition. Boston: Allyn and Bacon (A. Pearson Education Company).

Purpose of the Course: This course will study literacy processes needed in content areas as well as materials and techniques for supporting literacy in middle and secondary classrooms. While the concepts and strategies addressed in this course apply in a variety of content areas, the focus will be on science classrooms.

Course Description: The course is designed to focus on the use of literacy strategies in the content areas including assessment and differentiation to meet the needs of all learners. We will focus on strengthening secondary students' existing literacy skills and expanding the range of strategies from which students can choose to comprehend content area material. We will apply Common Core Standards for Literacy in Science and Technical subjects to design effective classroom instruction. The course is designed to provide students with a toolkit of practical strategies to incorporate into their teaching and learning.

Methods of Instruction: Methods of instruction include direct instruction, discussion, group work, peer teaching, hands-on demonstrations and reading and writing. This course will promote different learning styles. Understanding and encouraging different learning styles is an important way to work effectively with students of varying cultural backgrounds.

Your Rights and Responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please inform me of any special circumstances as soon as possible.

Performance Assessments: Your Ed 375 portfolio should contain the significant materials you've read, your responses and reflections, exercise applications, lessons plans, supporting materials and a final Content Literacy project.

Attendance, Class Participation and Assignments: Many of the activities require your active participation. Therefore, attendance and active participation are very important and will count toward final course grades. Some tasks will be completed in class as a demonstration of course strategies. Only those students who are in class at the time of the in-class tasks will receive credit. If you are ill or have a family emergency, please leave a message on my voicemail, email or send me a text. I expect valid excuses to be reported to me prior to class. Assignments completed outside of class should generally be emailed to me at: Kathy.Rohlifing@sendit.nodak.edu and should be submitted when due.

Course Objectives

Course	ND Standards	INTASC	Artifacts	Outcomes/Obj
<p>EDU 375: Teaching Reading in the Content Areas</p> <p>2 credits</p>	<p>13010.5 13020.5 13035.5 13045.5 13047.5 13050.5</p> <p>Demonstrate skills that show proficiency in the methods of teaching science.</p> <p>Select and use a variety of age-appropriate instructional strategies, materials, and assessments for reading difficulties are emphasized.</p>	<p>Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p> <p>Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content</p> <p>Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues</p> <p>Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>-Lesson Plans - written reflections -Content Text analysis -Reading Guide -Strategy Collection -Exit Slips -Annotated readings -Video commentaries</p>	<p>1. Students will explain the concept of literacy and how literacy processes impact the learning of content.</p> <p>2. Students will identify and apply assessment strategies to determine prior knowledge, skill levels and need for support in the teaching of content through text.</p> <p>3. Students will identify and use appropriate materials and strategies to support learners at all stages of the reading process of content text.</p> <p>4. Students will plan instructional units that incorporate content literacy skills and strategies including those identified by the ELA Common Core standards for Science, History and Technical Subjects.</p>

***The instructor reserves the right to change the syllabus.

COURSE TOPICS

August 26- Content Literacy

Text chapter 1

- Introductions, Course Overview, Expectations—pre-assessment
- Organizational walk through the text (model THIEVES strategy)
- Disciplinary Reading & Writing - what does it mean to be a reader & writer in science?
- Meaning of Literacy and Implications of Content Literacy (model strategy- jigsaw & GIST)
- Nonlinguistic representations of literacy definitions (5 pts)
- Common Core Standards- A first look
- Exit task- video clip Teachers- response (5 pts)

Assignment- ** Literacy autobiography:: Write a 2-3 page paper about your experiences with reading and writing as a student. (20 pts.)

Preview/read chapter 2

September 3- Literacy Process & Applications

- Preview Text chapter 2
- Reading/Writing Processes
- Prior knowledge/Schema Theory-
- Role of Purpose
- Article: "Writing for Learning—Not Just for Demonstration of Learning" (Elbow, P., 1994)

Assignments: Students will read a professional article, reflect and describe the reading process you used as you read. Be prepared to share the GIST of the article in a small group next class. (15 pts.)

Preview/read chapter 3

September 10- Getting to Know Your Students & Materials/Teaching for Diversity

- Group share articles from last week-
- Reading Ability & Readability
- Judging the match between students and materials
- Standardized assessments
- Readability formulas--Lexiles
- Authentic assessments
- Context of instruction
- Text complexity

Assignments: **Readability analysis: Use the Physical Science text passage provided, apply Raygor's Readability Formula to it. Report your results and respond to the following questions: Do your results reinforce your own insights about its difficulty level? What other factors can influence readability? Do you think readability formulas are reliable? *Find a piece of supplemental text and do a readability assessment on it. Provide a hard copy of text used. (20 pts.)*

In *Teaching Through Text*, pg. 64 # 2- Use the data provided on Mr. Ross's students and answer the questions. (10 pts.)

Preview/read chapter 4

September 17 - Teaching for Diversity / Diverse Learners

- Strategy: Participatory Organizer/note taking frame->>
- Dimensions of Diversity- gender, ethnic, linguistic, academic, experiential, religious
- Independent/dependent readers (active/passive learners)
- Characteristics of TM schools
- Assessing your Students- differentiation & inclusion

Assignment: preview/read chapter 5

September 24 - Strategic Instruction

Pre-reading Strategies~~

- Building Prior Knowledge
- Considerate/inconsiderate text -
- Assessing prior knowledge in reader
- Judging what the writer assumes
- Activating and building prior knowledge
- Graphic organizers

Assignments **Read EL article: "Teaching Reading in Mathematics and Science". Would you judge this as considerate or inconsiderate text? Provide support for your determination.

Choose a strategy to activate and build prior knowledge and prepare a brief explanation and demonstration to present to class next week. (25)

<http://www.lpb.org/education/classroom/itv/litlearn/>

Content Area Reading Strategies- Middle School Edition

http://www.state.tn.us/education/ci/english/doc/ENG_3081.pdf

October 1- Pre-reading strategies~~

- Investigate and demonstrate pre-reading strategies
- Differentiation/Response to Intervention- Content Literacy Continuum

Preview/read chapter 6

October 8 (MIDTERM)- Reading/writing activity integrating ideas discussed thus far (30 pts)

October 15/October 22--Vocabulary

- Nature of words
- Need for direct instruction
- Building Academic Vocabulary- process
- Success at the Core (SAC) video-Building Content Vocabulary- dissect the strategy

October 22-- Vocabulary con't.

- Additional Vocabulary strategies- in class demos
- The Language of Science, The Language of Students article
- SAC Video- Analyzing Data-- dissect the strategy (out of class-15 pts)

Preview/read chapter 7

October 29- Making Reading Purposeful

- Setting purpose(S)
- Levels of questioning
- Bloom's taxonomy-types of questions- revised Bloom's

Preview/read chapter 8

November 5- The Reading Process in Action

- Common core standards- a "closer look"
- Role of reading guides, purpose and construction of reading guides
- Close reading
- Digital Reading

Assignment~ Conduct a "close reading" of a professional article- describe and show your process - annotated reading (30 pts.)

Preview/read chapter 10

November 12 Post reading strategies~~

- Discussion
- SAC Video- Facilitating Academic Discourse
- Principles & techniques of effective questioning
-student generated questions- ReQuest
- Discussion and Writing - RAFT

Assignment- SAC video Facilitating Peer Learning- View and commentary

Read chapters 9 & 11

November 19 - Global Lesson Planning Formats

- Common Core Standards - use in planning
- Directed Reading Activity (DRA)
- Directed Reading-Thinking Activity (DR-TA)
- KWL
- Listen- Read-Discuss (LRD)

- Reciprocal Teaching

Final project- Design a five day unit plan that uses the major lesson formats. You may select one or two formats that are appropriate for your plan. This plan should address how the reading of content material will be handled as well as how the needs of students with varying literacy needs. Additional information will be provided. You will present the plan in class. (50 pts)

November 26 Using Literacy to Reinforce and Extend Content Knowledge

- Revisiting strategies that extend and reinforce
- ABC Brainstorm Strategy (5 pts.)
- Triple Venn diagram- strategies (5 pts)

December 3-

- Present projects to class
- Final Assessment: You will be asked to respond to some questions that address application and understanding of course concepts. Additional information will be provided. (50 pts)

December 10- Class wrap up and final assessment-- DUE by 6 pm

Grading System: Effort and hard work will be recognized and generously rewarded. Assignments will be assigned point values based on various factors such as level of difficulty, time needed for completion, application of course ideas etc. Your final grade will be determined as follows:

92-100% of the total points will receive a grade of A
84-91% of the total points will receive a grade of B
76-83% of the total points will receive a grade of C
69-75% of the total points will receive a grade of D
Less than 69% of the total points will result in a failing grade

All papers should be typed, one and one-half or double-spaced