American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC613
Teaching Reading and Writing Across the Content Areas
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC503 (May be taken concurrently)

Courses containing assignments that are field based require candidates to be in an instructional setting. The amount of time completing these tasks will vary, but may typically require approximately 10 hours of access time per course to classroom contexts. See specific assignment descriptions and speak with your instructor for further clarification should you have any questions.

Instructor Information

APUS Faculty

Course Description (Catalog)

This course focuses on the interrelationships among reading and writing in the academic content areas of math, social studies and science. The development of reading comprehension is a major means by which ideas are understood, expressed and shared, and this course will assure that teachers will have the skills necessary to teach reading comprehension in all content areas. Participants will develop an understanding of the benefits, challenges, and essential components of effective integrated reading comprehension instruction.

Course Scope

This course focuses on the interrelationships among reading and writing in the academic content areas of math, social studies and science. We will be integrating assessment and instruction to reflect this cross-disciplinary approach. The development of reading comprehension is a major means by which ideas are
understood, expressed and shared. In this course, you will be challenged to develop a working knowledge of the process and strategies necessary to develop readers who can decode and comprehend their academic course content. Teaching content reading to students is a case of teaching them how to comprehend subject-matter texts that have text structures, patterns and genres, as well as vocabulary and word concepts that are relevant to those disciplines. At the completion of this course, you will have an understanding of how to teach students the skills and strategies necessary to enhance their reading comprehension. You will leave this course understanding comprehension strategies to teach, (before, during or after reading), and how to embed them in academic content instruction.

This course provides a scientifically based research (SBR) foundation for understanding issues with student literacy and teaching content reading and writing across the academic curriculum. The course helps develop teachers who are knowledgeable of the foundations and theoretical basis for literacy education, the developmental characteristics of students as readers and writers, and the instructional practices and strategies that best serve them. The coursework reflects standards advocated by the National Council for Accreditation of Teacher Education (NCATE), and the International Reading Association (IRA).

Courses containing assignments that are field based require candidates to be in an instructional setting. The amount of time completing these tasks will vary, but may typically require approximately 10 hours of access time per course to classroom contexts. See specific assignment descriptions and speak with your instructor for further clarification should you have any questions.

**Course Objectives**

After successfully completing this course, you will be able to:

**Module 1**
- Explain the necessity of teaching content-area reading (literacy) in the classroom.(IRA 4.2, 4.3, NCATE)
- Identify the implications of the crisis in student literacy on educational development and teaching practices. (IRA 1.2 NCATE)
- Identify important issues in student literacy and reading development (IRA 1.2 NCATE)
- Articulate a model for teaching reading across the content areas that incorporates evidence based instruction (IRA 1.4, NCATE)

**Module 2**
- Demonstrate how student diversity affects academic learning; (IRA 2.2, 3.2, NCATE)
- Identify the characteristics of proficient readers; (IRA 3.2, NCATE)
- Identify characteristics of struggling readers; (IRA 3.2, NCATE)
- Explain how motivation and self-efficacy are factors in reading academic texts; and (IRA 3.1, NCATE)
- Identify the unique characteristics of English language learners. (IRA 3.4, 4.1, NCATE)

**Module 3**
- Apply diagnostic teaching strategies (and know that assessment should drive instruction and should be standards-based), (IRA 3.1, NCATE)
- Develop reading assessments, and (IRA 3.1, NCATE)
- Differentiate instruction as determined by diagnostic teaching. (IRA 3.3, NCATE)
Module 4
• Demonstrate an applied understanding of the social process of reading by engaging students in before, during and after reading instruction (IRA 2.1, NCATE)
• Build on prior knowledge by scaffolding new learning experiences, and (IRA 2.2, NCATE)
• Develop explicit comprehension instruction and strategies for improving comprehension of academic texts. (IRA 2.3, NCATE)

Module 5
• Demonstrate metacognition and how to support readers in its development, (IRA 2.2, NCATE)
• Model comprehension monitoring strategies and discuss how their use can help students develop reading comprehension, and (IRA 2.2, NCATE)
• Assess independent reading comprehension to determine students’ abilities to self-monitor or to “self-fix” their reading difficulties. (IRA 3.3, NCATE)

Module 6
• Differentiate between vocabulary development and oral language development (and know that these are linked to comprehension and fluency); (IRA 1.1, 1.3, NCATE)
• Explain word study and orthographic knowledge and how they relate to comprehension and fluency; and (IRA 1.2, NCATE)
• Integrate vocabulary and word study instruction with content-area reading instruction. (IRA 1.4, NCATE)

Module 7
• Engage in scaffolding strategies to help all students develop as readers and learners. (IRA 2.2, NCATE)
• Demonstrate strategies that can be used to assess for differentiated instruction. (IRA 3.1, NCATE)
• Design flexible student groupings and other differentiated strategies. (IRA 2.1, NCATE)
• Consider the needs of English language learners (ELL) and how to provide differentiated reading strategies. (IRA 2.2, NCATE)
• Incorporate texts beyond the textbook as a means for students to develop both their fluency and their academic content knowledge. (IRA 4.2, NCATE)
• Develop self-directed reading and writing that allows for differentiation and that motivates students to read, write and discover relevance in academic content learning. (IRA 4.4, NCATE)

Module 8
• Explain what it means “to read” and “to be a reader” and understand the importance of helping students become fluent readers engaged in self-selected extended reading and writing experiences to develop fluency; (IRA 4.4, NCATE)
• Connect school reading with outside reading by maintaining knowledge of a “literacy library” (trade books and other genres) as it relates to academic content learning and students’ personal and community interests; and (IRA 4.2, NCATE)
• Develop an applied understanding of reading electronic texts to include the World Wide Web, media and popular culture. (IRA 4.2, NCATE)
• To implement a process for strategic teaching including Assess-Plan (Revise)-Teach and before, during and after reading and learning activities that scaffold students’ learning. (IRA 1.2, 2.2, NCATE)

Course Delivery Method
The activities of this course will be conducted entirely via the Internet. The bulk of the contact will be
done on web interface tools, mainly the course delivery system. We will rely heavily on web based
activities and a premium will be placed on discussion depth, breadth and quality. Web based courses
rely heavily on the combined intellectual contributions of every student, as well as the teacher. A
technology saying goes "Everyone knows something, no one knows everything." As is often advocated
in Distance learning, I will try to be the guide on the side, not the sage on the stage.

<table>
<thead>
<tr>
<th>Course Materials</th>
</tr>
</thead>
</table>

**Required Course Textbooks**


**Additional Materials**

References for each lesson/module are listed at the end of the syllabus document.

**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide
by the university’s academic honesty policy when using Internet sources as well. Note Website
addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Website URL/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Reading Video</td>
<td><a href="http://www.youtube.com/watch?v=5HDkqGZc9o0&amp;NR">http://www.youtube.com/watch?v=5HDkqGZc9o0&amp;NR</a></td>
</tr>
</tbody>
</table>
| Reciprocal Reading for
Comprehension                     | http://www.youtube.com/watch?v=ky_D_Sle2Bg                                            |
| Effective Literacy Instruction  | http://www.nrconline.org/publications/alverwhite2.pdf                                 |
| Concept Mapping as a
| International Reading
| Doing What Works for

**Evaluation Procedures**
We will try several nontraditional modes of interaction, each focused on enriching the learning experience for the students and the instructor. Email exchange and forum/bulletin board will be used to provide a forum for asynchronous class interaction. Discussion and interaction at the graduate level is important, and all students will be expected to participate. I expect you to follow the basic rules of netiquette in class. My expectations are to be courteous to all those in the class. Please type in complete sentences and follow the Forum guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following website: http://www.albion.com/netiquette/corerules.html. If you are "spelling challenged", you can download a browser based spell-check at http://www.iespell.com/.

- During this course you will respond to weekly Forum assignments. Responses to the original forum question or questions for each week will be due by midnight, Wednesday and responses to classmates will be due by midnight, Saturday. All due dates are relevant to Eastern Time (ET). Weekly discussions are worth 10 points per initial post, 5 points per response to 2 peers’ posts, 20 points per Forum topic for a possible 180 points total. Forums are graded with a rubric.

- Assignments are assigned Weekly due on Sunday of most weeks. These assignments are each worth 25 points each, for a total of 300 points, and are graded with a rubric.

- Classroom Observation Activities are due on Sundays of most weeks. Each assignment is worth 50 points each towards your final grade, for a total of 250 points, and will be graded with a rubric that is attached to the assignment details.

- A Final Project is due Sunday of Week 8. This assignment is worth 270 points on your final grade. It will be graded with a rubric that is attached to the assignment details.

Please print the Assignment Guidelines document as it contains detailed information regarding your assignments for this class.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Points Towards Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Questions (9 @ 20 points each)</td>
<td>180</td>
</tr>
<tr>
<td>Assignments (12 @ 25 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Classroom Observation Activities (5 @ 25 points each)</td>
<td>250</td>
</tr>
<tr>
<td>Final Project</td>
<td>270</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s)</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 1    | Why Teach Reading Across the Content Areas? | • Identify the implications of the crisis in student literacy on educational development and teaching practices.  
• Identify important issues in student literacy and reading development.  
• Articulate a model for teaching reading across the content areas that incorporates evidence based instruction.  | Text: “Tools for Teaching Content Literacy”. Allen. Introduction & Developing Questions for Reading: Concept Ladder.  
**Review** the Additional Resources to supplement your learning. | Forum 1  
• Photo Introduction  
Assignments  
• Assignment 1: Journal Paper/Reading Roadblocks  
• Assignment 2: Graphic Organizer for Chapter 2 |
| 2    | How Do I Get Started? | • Demonstrate how student diversity affects academic learning.  
• Identify the characteristics of proficient readers.  
• Identify characteristics of struggling readers.  
• Explain how motivation and self-efficacy are factors in reading academic texts.  
**Review** the Additional Resources to supplement your learning. | Forum 2  
• Textbook Reflections  
Forum 3  
• Open Ended Questions for Informational Text  
Assignments  
• Assignment 3: Scavenger Hunt  
• **Observation Activity 1:** When We Say a Student Can’t Read |
| 3 | How Do I Prepare Students Before Reading? | - Apply diagnostic teaching strategies (and know that assessment should drive instruction and should be standards-based).
- Develop reading assessments.
- Differentiate instruction as determined by diagnostic teaching. |
|---|---|---|
- List-Group-Label
- Book in a Day
- Admit Slip: Establishing a Purpose for Reading
- Anticipating Content: Here and Now, Predict-O-Gram, Story Impressions
- Anticipation Guide |
| | Forum 4 | - Book Box Game |
| | Assignments | - Assignment 4: KNOW – Want to KNOW – LEARNED Chart
- Assignment 5: Anticipation Guide
- Observation Activity 2: Interviews and Interactions |
| | Review | the Additional Resources to supplement your learning. |

| 4 | How Do I Support Students During Reading? | - Develop explicit comprehension instruction and strategies for improving comprehension of academic texts.
- Demonstrate an applied understanding of the social process of reading by engaging students in before, during and after reading instruction.
- Build on prior knowledge by scaffolding new learning experiences. |
|---|---|---|
| | Text: Allen. | - Reciprocal Teaching
- DR-TA
- REAP
- Learning Logs
- Compare/Contrast: Discovering Patterns
- Questions Game
- TAG
- ReQuest
- QAR
- Academic Notebooks: Writing to Learn |
| | Forum 5 | - 10 Important Words |
| | Assignments | - Assignment 6: Feelings Chart for Casey at the Bat
- Observation Activity 3 |
| | Review | the Additional Resources to supplement your learning. |
| 5 | How Do I Support Students After Reading? | • Assess independent reading comprehension to determine students’ abilities to self-monitor or to “self-fix” their reading difficulties.  
• Model comprehension monitoring strategies and discuss how their use can help students develop reading comprehension.  
• Demonstrate metacognition and how to support readers in its development.  

Text: Allen.  
• RAFT  
• Text Highlighting  
• SPAWN  
• Test-Taking Strategies  
• PORPE  
• Inquiry and Research: I-Charts  
• GIST  
• Homework  
• Exclusion Brainstorming  
• Exit Slips  

Text: Robb. Ch. 6, pp. 153-194.  

Review the Additional Resources to supplement your learning. |
| --- | --- | --- |
| 6 | How Do I Teach for Vocabulary Knowledge? | • Differentiate between vocabulary development and oral language development (and know that these are linked to comprehension and fluency).  
• Explain word study and orthographic knowledge and how they relate to comprehension and fluency.  
• Integrate vocabulary and word study instruction with content-area reading instruction.  

Text: Allen.  
• List-Group-Label  
• Word Study: Developing Content Vocabulary  
• Word Study  
• Anticipation Guide  

Text: Robb. Ch. 7, 195-220.  

Review the Additional Resources to supplement your learning. |
| 7 | How Do I Provide Support for Diverse Learners? | • Engage in scaffolding strategies to help all students develop as readers and learners.  
• Demonstrate strategies that can be used to assess for differentiated instruction.  
• Design flexible student groupings and other differentiated strategies.  
• Consider the needs of English language learners (ELL) and how to provide differentiated reading strategies.  
• Incorporate texts beyond the textbook as a means for students to develop both their  


Text: Robb. Ch. 8-9, pp. 221-282.  

Review the Additional Resources to supplement your learning. |
<table>
<thead>
<tr>
<th>8</th>
<th>How Can I Teach Reading in My Classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Explain what it means “to read” and “to be a reader” and understand the importance of helping students become fluent readers engaged in self-selected extended reading and writing experiences to develop fluency.</td>
</tr>
<tr>
<td></td>
<td>• Connect school reading with outside reading by maintaining knowledge of a “literacy library” (trade books and other genres) as it relates to academic content learning and students’ personal and community interests.</td>
</tr>
<tr>
<td></td>
<td>• Develop an applied understanding of reading electronic texts to include the World Wide Web, media and popular culture.</td>
</tr>
<tr>
<td></td>
<td>• To implement a process for strategic teaching including Assess-Plan (Revise)-Teach and before, during and after reading and learning activities that scaffold students’ learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text: Robb. Ch. 11, pp. 319-360.</td>
</tr>
<tr>
<td></td>
<td>Review the Additional Resources to supplement your learning.</td>
</tr>
</tbody>
</table>

**Forum 9**
- Exit Slips

**Assignments**
- **Assignment 12:** Strategic Teaching Self-Evaluation Checklist
- **Final Project**
Selected Bibliography/E-Bibliography

E-Bibliography
EDUC613
Teaching Reading and Writing Across the Content Areas

TO BE DELIVERED BY APUS LIBRARY

REFERENCES

Module 1


**Module 2**


University of Texas Center for Reading and Language Arts (UTCRLA). (2003). *Meeting the needs of struggling readers: A resource for secondary English language arts teachers*. Austin, TX: Author.


**Module 3**


---

### Module 4


Module 5


Module 6


Module 7


Center on Families, Communities, Schools and Children’s Learning and Center for Research on Effective schooling for Disadvantaged Students, Johns Hopkins University.


**Module 8**


Biancarosa, G., & Snow, C. E. (2004). *Reading next – A vision for action and research in middle and*


