



LILIE, LLC Course Information

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Title of Course (45 hours): Reading Strategies for All Teachers

Course Description: The rigors of Common Core impact all teachers regardless of subject area and one of the most integral parts of this educational overhaul is the undeniable move forward and upward with improving reading abilities and comprehension skills across all areas. Teachers that want to both improve and inspire students to be successful readers are encouraged to participate in this course. The course has been designed to meet the needs of the teacher by providing specific skills and strategies for both the teachers and students to help decode texts, understand variations and clues within genres, exercises to build reading muscles and ways in which to run a class in order to foster a developing and subsequently strong reading community that ensures progress both academically and personally.

Overall Course Objective and Expectation(s):

Participants will be able to:

- Explain the importance of literacy in all content areas through the examination of the CCLS
- Define text and literacy to meet the needs of today's student
- Identify the qualities of a 21st Century reader and the impact on instruction
- Discuss the challenges that students encounter when reading text in the content area and ways to address them
- Evaluate individual instruction to determine whether or not a balance exists between content and literacy
- Explain qualities of a good reader and effective literacy instruction
- Understand reading difficulties for students such as decoding, fluency, processing, comprehension as well as the impact on understanding when text does not match student needs and differentiate instruction
- Connect the importance of successful readers with successful writers
- Evaluate various skills and strategies for the use in specific content areas
- Create activities, lessons, and assessments that include literary and informational texts to demonstrate understanding of course work
- Evaluate what has been learned during this course and how this information will be useful and utilized in planning, instruction, and assessment

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant

to course objectives and content. Course webpages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings, Websites, Articles & Videos *(subject to change)*:

- But I'm Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas Amy Benjamin
- Content Area Reading: Literacy and Learning Across the Curriculum Richard T. Vacca and Jo Anne L. Vacca
- Differentiated Instructional Reading Strategies for Reading in the Content Areas Carolyn M. Chapman and Rita S. King
- Strategies that Work: Teaching Comprehension for Understanding and Engagement Stephanie Harvey and Anne Goudvis
- Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk Maria Nichols
- Texts and Lessons for Content Area Reading Harvey Daniels and Nancy Steineke

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Week One~ The Foundation

Topics:

- Personal introductions
- Review of the Common Core Learning Standards and the Literacy Standards
- What is literacy? What is a text?
- Teaching and learning with texts
- 21st Century reader
- Challenges of content area reading

Objectives:

Participants will understand the changing role of literacy in every content area classroom and how to apply this knowledge to reflect a balance between literacy and content area standards within every unit of instruction.

Impact on Classroom Instruction:

Participants will be given the necessary foundation to be able to move forward and effectively plan, instruct, and assess with texts that reflect the demands of the rigor and complexity of the Common Core State Standards for ELA, with an emphasis on the Literacy Standards. Participants will begin to see that fostering a 21st Century reader, who is effectively prepared to meet the demands of college and a career, requires the integration of content literacy practices into each individual lesson plan and throughout a unit of study.

Learner Outcomes:

- Explain the importance of literacy in all content areas through the examination of the CCLS
- Define text and literacy to meet the needs of today's student
- Identify the qualities of a 21st Century reader and the impact on instruction
- Understand the factors that influence content literacy
- Discuss the challenges that students encounter when reading content based texts
- Evaluate individual instruction to determine whether or not a balance exists between content and literacy

Assessment of Understanding and Learning/Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

~Introduce self to classmates sharing position and experience

- ~An accurate explanation of the reasons that each content area teacher is responsible for teaching and addressing literacy in accordance with the CCLS
- ~The ability to share specific challenges when using text instructionally
- ~ A reflection of how the qualities of a 21st Century reader and learner has to impact individual content area instruction and identify ways to create a balance between content and literacy



Week II

Week Two~ A clear picture

Topics:

- What makes a good reader?
- Reading difficulties for students (decoding, fluency, processing, comprehension)
- Qualities of an effective reading teacher and literacy programs
- A literacy-rich content area classroom
- Modifying instruction with text to fit learners
- Matching text to student
- The role of writing

Objectives:

Participants will be able to use this week's topics for personal evaluation. By examining a classroom that supports content area literacy and becoming cognizant of the reading difficulties that students encounter, participants will be able to modify instruction to best support all readers regardless of level. They will also be introduced to the correlation between strong writers and readers.

Impact on Classroom Instruction:

This week will provide additional clarification about the qualities that a student and teacher should individually possess to successfully navigate any text. Personal reflection will guide individual participants on the kinds of modifications to implement for students to become more literate in any content area. Additionally, they will recognize that reading should not be independent of writing and quality instruction revolves around both skills.

Learner Outcomes:

- Explain qualities of a good reader and how instruction should reflect improving these qualities in all students
- Assess personal classroom to determine if it supports content area literacy
- Understand reading difficulties for students such as decoding, fluency, processing, comprehension as well as the impact on understanding when text does not match student needs
- Identify ways to differentiate instruction for all learners regardless of reading abilities or inabilities
- Connect the importance of successful readers with successful writers

Assessment of Understanding and Learning/Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

~List the qualities of effective literacy instruction that you believe are your strengths and weaknesses.

~Compare your own classroom to one that is rich in content area literacy and share your conclusions and observations

- ~Identify ways to modify instruction as a result of recognizing student difficulties with content area reading, matching text to student, and accommodating diverse learners
- ~Develop and share a writing activity that you can use with an appropriate text



Week III

Week Three~ How to make it happen: skills and strategies

Topics:

- Talking about text
- Vocabulary
- Pre-reading, during reading, and post reading
- Instructional reading strategies
- Specific content area strategies

Objectives:

Participants will be able to apply the skills and strategies learned from this week to develop an activity or lesson for a current unit of study.

Impact on Classroom Instruction:

This week participants will examine a variety of reading strategies and determine which ones are more conducive for optimal learning in their own content area. They will be able to use this week as an opportunity to develop and implement these activities and lessons with a current unit that they are teaching. This process of creating and implementing during this course will offer immediate feedback as they reflect on current practices and modify planning and instruction where needed for future units.

Learner Outcomes:

- Evaluate the method of demonstrating to students how to talk about text to increase comprehension
- Describe various vocabulary strategies beneficial for student application in specific content area
- Identify appropriate reading strategies to use throughout a content specific lesson
- Explain the process of how to approach a text, apply a strategy(ies), and read it successfully to students
- Apply the researched content specific reading strategy to a classroom activity and/or lesson

Assessment of Understanding and Learning/Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

~Discuss your reactions to the methods of students talking about text and whether or not this is a feasible strategy for you to utilize

~ Create and share a vocabulary activity to be used as part of a current unit

~Select two reading strategies and explain how each one increases literacy in your classroom

~Research and share a reading strategy that can be used in the content area you teach and explain how to implement the strategy with an example



Week Four~ Connecting it all

Topics:

- Genre (literary and informational)
- Assessment
- Class reflection

Objectives:

Participants will be able to choose one literary text and one informational text that can be used in a future lesson. They will also apply what they have learned about genre, reading and writing skills, and assessment to create a formative or summative assessment for a lesson or unit. The reflection process will clearly identify what has been learned and how this information will direct future planning, instruction, and assessment as well as confirm what is working or not working in their classrooms on a daily basis.

Impact on Classroom Instruction:

This week participants will be able to find actual texts that they can use in a future unit and share them with one another. They will be able to complete this course with a variety of resources available to use. By creating an assessment, participants are presented with the chance to design an assessment that incorporates what they have learned from this course and their peers' comments may assist them in future decisions about the possibility of using it with students. Participants can use the reflection process to identify strengths and weaknesses and acknowledge the steps they already have in place to support an environment filled with literacy opportunities.

Learner Outcomes:

- Select one literary text and one informational text that can be used in the future
- Develop an assessment that highlights the topics learned throughout the course
- Choose an assessment posted by a peer and assess its success and provide appropriate feedback
- Evaluate what has been learned during this course and how this information will be useful and utilized in planning, instruction, and assessment

Assessment of Understanding and Learning/Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

~Research and share one literary text and one informational text appropriate to a specific content area

~Create an assessment that incorporates both reading and writing skills to demonstrate student understanding of a text from post one

~Comment on peer assessments to provide quality feedback, suggestions, and/or questions

~Course reflection overview