



**Johns Hopkins University
School of Education**

Teaching Reading in the Content Areas

Course Description: This course focuses on research-based approaches to developing content literacy, a critical component for student achievement in the content areas. Educators will learn and apply assessment practices, including diagnostic, portfolio, and student self-assessments, which pinpoint students' content literacy strengths and areas for improvement. Educators also will learn and apply instructional strategies to use before, during, and after engaging with content area texts and materials. An emphasis will be on responsiveness to students' learning differences (e.g., language, culture, learning styles, multiple intelligences, learning difficulties/disabilities, and giftedness).

Length: 3 Weeks

Program Outcomes:

Candidates will:

- Engage students with rigorous content
- Plan purposefully and execute effectively to reach the vision/goal; work relentlessly to maximize learning and continually increase effectiveness

Interstate Teacher Assessment and Support Consortium Standards (InTASC):

- **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 the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** 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.
- **Standard #8: Instructional Strategies.** 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.

Course Outcomes:

Educators will be able to:

- Apply effective practices for content literacy instructional planning
- Apply effective practices for assessing literacy as a way to improve content area learning
- Apply effective practices for selecting and evaluating content literacy materials
- Apply research-based instructional approaches to developing content literacy, focusing on pre-, during-, and post-reading strategies
- Apply intervention strategies, including the use of technology, to meet diverse learning needs (e.g., related to culture, language, learning style, multiple intelligences, learning disabilities, gifted, and student interests)
- Apply effective practices for developing independent reading of content area texts and materials

Required Texts, Articles, and Websites:

- Allington, R. L., & Gabriel, R. E. (2012). Every child, every day. *Educational Leadership*, 69(6), 10–15.
- Carbo, M. (2010). What helps at-risk adolescent readers. *Educational Leadership*, 67(6). Retrieved from http://www.ascd.org/publications/educational_leadership/mar10/vol67/num06/What_Helps_At-Risk_Adolescent_Readers%20A2.aspx
- Coiro, J., & Moore, D. W. (2012). New literacies and adolescent learners: An interview with Julie Coiro. *Journal of Adolescent & Adult Literacy*, 55(6), 551–553.
- Common Core State Standards Initiative. (n.d.). Retrieved June 27, 2012, from <http://www.corestandards.org/>
- Dutro, S., Levy, E., & Moore, D. W. (2011). Equipping adolescent English learners for academic achievement: An interview with Susan Dutro. *Journal of Adolescent & Adult Literacy*, 55(4), 339–342.
- International Reading Association. (1996–2012). Standards 2010: Middle and High School Content Classroom Teacher. Retrieved June 27, 2012, from http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx
- International Reading Association. (2008–2012). *Adolescent literacy: A position statement of the International Reading Association*. Retrieved June 27, 2012, from http://www.reading.org/Libraries/Resources/ps1079_adolescentliteracy_rev2012.pdf
- *Journal of Adolescent & Adult Literacy*. Retrieved from <http://www.reading.org/general/publications/journals/jaal.aspx>
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
- Reading A-Z. Retrieved June 26, 2012, from <http://www.readinga-z.com/members/index.php>


- Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership*, 69(6), 58–62.
- Smith, M. W., & Moore, D. W. (2012). What we know about adolescents' out-of-school literacies, what we need to learn, and why studying them is important: An interview with Michael W. Smith. *Journal of Adolescent & Adult Literacy*, 55(8), 745–747.
- Teach For America. (2010). *Secondary literacy*. Baltimore, MD: Author.

Required Media:

- Laureate Education, Inc. (Executive Producer). (2012) *Teaching Reading in the Content Areas*. Baltimore, MD: Author.

Outcomes and Assessments:

Course Outcomes CMWBAT: <i>(The corps member will be able to...)</i>	Assessments	Start Date	Due Date	Point Value
CO1. Apply effective practices for content literacy instructional planning	Discussion: Effective Practices Jigsaw	Week 1	By end of Week 3	10
CO2. Apply effective practices for assessing literacy to improve content area learning	Student Assessment	Week 2	By end of Week 4	20
CO3. Apply effective practices for selecting and evaluating content literacy materials CO4. Apply effective practices for developing independent reading of content area texts and materials	Materials Analysis	Week 2	By end of Week 4	20

<p>CO5. Apply research-based instructional approaches to developing content literacy, focusing on pre-, during-, and post-reading strategies</p> <p>CO6. Apply intervention strategies, including the use of technology, to meet diverse learning needs (e.g., related to culture, language, learning style, multiple intelligences, learning disabilities, gifted, and student interests)</p>	<p>Content Literacy Lesson</p> 	<p>Week 2</p>	<p>By end of Week 5</p>	<p>25</p>
<p>Total Points</p>				<p>75</p>
<p>Each week begins on a Monday at 12 a.m. Eastern Time (ET) and ends on the following Sunday at 11:59 p.m. ET. Please be sure to submit Assessments due that week and contribute to the Discussion Board accordingly. For example, an Assessment due at the end of Week 1 is due Sunday by 11:59 p.m. of that week. Late assignments will result in a 10% grade reduction.</p>				

Bibliography:

- Adams, M. J. (1994). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press
- Allington, R. L., & Gabriel, R. E. (2012). Every child, every day. *Educational Leadership*, 69(6), 10–15.
- Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2010). *Content area reading and literacy: Succeeding in today's diverse classrooms*. New York, NY: Allyn & Bacon.
- Carbo, M. (2010). What helps at-risk adolescent readers. *Educational Leadership*, 67(6). Retrieved from http://www.ascd.org/publications/educational_leadership/mar10/vol67/num06/What_Helps_At-Risk_Adolescent_Readers%C2%A2.aspx
- Coiro, J., & Moore, D. W. (2012). New literacies and adolescent learners: An interview with Julie Coiro. *Journal of Adolescent & Adult Literacy*, 55(6), 551–553.
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academic achievement: An interview with Susan Duto. *Journal of Adolescent & Adult Literacy*, 55(4), 339–342.

- Gallagher, K. (2009). *Readicide: How our schools are killing reading and what you can do about it*. Portland, ME: Stenhouse Publishers.
- International Reading Association. (1996–2012). Standards 2010: Middle and High School Content Classroom Teacher. Retrieved June 27, 2012, from http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx
- International Reading Association. (2008–2012). *Adolescent literacy: A position statement of the International Reading Association*. Retrieved June 27, 2012, from http://www.reading.org/Libraries/Resources/ps1079_adolescentliteracy_rev2012.pdf
- Laureate Education, Inc. (Executive Producer). (2012) *Teaching reading in the content areas*. Baltimore, MD: Author.
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- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
- Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco, CA: Jossey-Bass.
- Reading A-Z. Retrieved June 26, 2012, from <http://www.readinga-z.com/members/index.php>
- Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership*, 69(6), 58–62.
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- Smith, M., & Wilhelm, J. D. (2002). *"Reading don't fix no Chevys": Literacy in the lives of young men*. Portsmouth, NH: Heinemann.
- Tatum, A. W. (2005). *Teaching reading to Black adolescent males: Closing the achievement gap*. Portland, ME: Stenhouse Publishers.
- Tatum, A. W. (2009). *Reading for their life: (Re)Building the textual lineages of African American adolescent males*. Portsmouth, NH: Heinemann.
- Teach For America. (2010). *Secondary literacy*. Baltimore, MD: Author.
- Urquhart, V., & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.
- Vacca, R., Vacca, J., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Boston, MA: Pearson Education, Inc.