Secondary Content Areas, Special Education, N-12

Teaching Reading in the Content Areas: Part I and Part II

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ACKNOWLEDGEMENTS

INTRODUCTION

The Teaching Reading in the Content Areas: Part I and Part II course content guidelines presented are excerpted from the *Final Report of the Reading Professional Development Committee* published in July, 1999. These course content guidelines are under consideration for revision. Revised course guidelines are anticipated in the fall of 2007.

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART I
(Course content guidelines are under consideration for revision.)

PERFORMANCE:

Foundations

Participants will describe the interactive nature of the reading process in the content areas.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- reading as a process of comprehending, analyzing, and extending meaning from text
- factors that affect reading performance, including at least the following: the background of the reader, the kind of text, and the context of the reading situation
- key effective reading skills, behaviors, and attitudes
- how cognitive research on metacognition, schema theory, and scaffolding influence reading in the content areas
- phases in reading development and the factors which can maintain, interrupt, and accelerate the development

PERFORMANCE:

Affect

Participants will use a variety of strategies to develop intrinsic motivation for reading in the content areas.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- the relationship of students motivation and reading proficiency
- the relationship of teachers' attitudes and behavior towards reading and the reading proficiency of students in the content area
- developing classroom environments that foster and support positive attitudes toward reading
- strategies to involve parents in content literacy instruction

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART I

PERFORMANCE:

Purposes for Reading and Types of Text

Participants will use instructional strategies appropriate to informational and literary texts.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- strategies and materials appropriate for each of the three purposes of reading: reading for literary experience, reading to perform a task, and reading to be informed
- multiple resources, including print text, and non-print materials, which could be used in the various content areas
- the use of organizational and structural features of text, including at least the following: arrangement by spatial order, classification, and order of importance
- the structure of text reading selections, e.g., compare-contrast, cause-effect, and problem-solution
- specific characteristics of informational and literary texts

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART I

PERFORMANCE:

Strategies, Skills, and Instruction in Reading

Participants will explain the relationship between vocabulary and concept development and student learning in the content areas.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- the relationship between content area learning literacy (reading, writing, listening, and speaking)
- strategies for developing and assessing student vocabulary knowledge
- strategies for developing concepts in content areas, including at least the following: building on students background, demonstrations, discussion, guided inquiry, and semantic mapping
- various methods for providing differentiated vocabulary instruction to meet the needs of individual learners
- how the concept that readers integrate new information with what is known might positively or negatively influence learning in their content
- metacognition and metacognitive strategies that aid students in the construction of meaning
- ways that teachers provide scaffolding to help students meet success with literacy tasks

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART I

PERFORMANCE:

Strategies, Skills, and Instruction in Reading

Participants will design strategic instruction using appropriate reading materials to achieve content area goals.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- frameworks for planning instruction which prepare students for the reading task, assist in monitoring while reading, and engage them in appropriate follow-up activities, including at least the following: Directed Reading Activity (DRA) and Directed Reading Thinking Activity (DRTA)
- lessons that provide adequate scaffolding for students where needed
- read aloud strategies
- learning experiences that present authentic tasks and choices in reading
- writing-to-learn strategies for teaching content area reading
- various modes of thought and expression, such as drawing, writing, performing music, and multimedia technology to facilitate reading and writing
- incorporating primary and secondary sources in the content areas

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART I

PEFORMANCE:

Assessment

Participants will use a variety of methods for assessing content area literacy to plan instruction and communicate with students, parents, and allied professionals.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- strategies for assessing students' ability to read authentic content area texts
- recognizing patterns that suggest a need for out-side resources, such as the reading specialist, ESOL specialist, special education resources personnel, etc.
- the elements of text that determine complexity and difficulty
- using the results of a readability formula and consideration of other aspects of readability to determine the appropriateness of a content area text or selection for a specific group of students

SECONDARY CONTENT AREAS, SPECIAL EDUDATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART II
(Course content guidelines are under consideration for revision.)

PERFORMANCE:

Foundations

Participants will implement a coherent literacy program that supports content area learning.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- the experiential, cultural, and language influences on literacy acquisition and performance
- how these elements (experiential, cultural, and language influences) impact student learning in their content area classrooms
- ways to modify instruction to support content area learning and literacy development for students with learning disabilities
- intervention strategies to support content area learning and literacy development
- the characteristics of grade level, delayed, and advanced readers and the factors that influence those readers

PERFORMANCE:

Affect

Participants will use a variety of strategies to promote students independence in content area reading.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- techniques for identifying individual interests of students and ways to link independent reading activities to those interests
- classroom resources to enable students to select materials for independent reading
- classroom environments that support independent reading
- incorporating time for independent reading as an integral feature of content area instruction

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART II

PERFORMANCE:

Purposes and Types of Text

Participants will use a variety of texts and approaches, including technology, to assist students who are having difficulty in reading.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- the nature and multiple causes of reading and writing difficulties including reading problems associated with a limited language proficiency
- how to select a variety of reading materials at an appropriate level of difficulty to use with a specified content area unit
- how to use a multi-text approach when the instructional reading achievement range of students in a class warrants it
- how to locate, judge the quality of, and incorporate technology and multi-media into content area instruction to facilitate the reading process

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART II

PERFORMANCE:

Strategies, Skills and Instruction in Reading

Participants will incorporate methods in the content areas to address the diverse backgrounds of their students including culture, language (dialect and ESOL), disabilities, and giftedness.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- interventions which assess and respond to the strengths and needs of individual learners
- strategies which assist students in reading challenging texts

PERFORMANCE:

Participants will teach lessons in the content areas focused on text-based concept development.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- a variety of oral and written student response strategies that support reading in the content area, including at least the following: study guides, journals and learning logs, guided reading procedures, I-Search papers, SQ3R, and reciprocal teaching
- how to use the following strategies in their content areas:
    - before reading strategies, such as: KWL, text preview, posing questions, purpose setting, discussion, and semantic mapping
    - during reading strategies, such as: think alouds, ReQuest, identifying main ideas and supporting details
    - after reading strategies, such as: QAR, and summarizing, and paraphrasing
- developing instructional experiences and using materials, including technology, appropriate for students with various difficulties

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART II

PERFORMANCE:

Strategies, Skills and Insrtruction in Reading (continued)

Participants will facilitate appropriate learning experiences for students with various reading abilities.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- the four learning style modalities and strategies for identifying student preferences
- designing instruction to accommodate learning styles
- teaching style preferences and the impact of teacher preferences on student learning
- the characteristics of Gardner's multiple intelligences (interpersonal, visual/spatial, musical, verbal/linguistic, interpersonal, naturalistic, bodily/kinesthetic, logical/mathematical**)**

PERFORMANCE:

Participants will use formal and informal writing strategies to facilitate student learning in the content areas.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- the stages and characteristics of the writing process and its relationship to content area reading
- informal response activities, both written and oral, which focus on specific content area vocabulary instruction and concept development
- appropriate uses for extended formal writing activities to apply content knowledge meaningfully

SECONDARY CONTENT AREAS, SPECIAL EDUCATION, N-12
TEACHING READING IN THE CONTENT AREAS: PART II

PERFORMANCE:

Assessment

Participants will implement coherent classroom approaches for assessing content area literacy.

KNOWLEDGE/SKILL:

Participants will demonstrate knowledge of:

- the nature and use of a portfolio approach to content area literacy assessment
- classroom procedures that incorporate student self-appraisal of their reading and writing processes
- a variety of instructional and assessment choices that enable students to use areas of strengths and to recognize areas of need in order to improve literacy performance in the content areas
- how to recognize various patterns of reading difficulties

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