



2022-2023 Three-Credit Hour Course: Improving Reading and Writing in the Content Area

- ▶ **Audience:** Active West Virginia Teachers/Educators
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

Description: To be successful in content area classes such as social studies, science, and mathematics, students must be able to read a variety of informational texts and produce written documents. This course will provide teachers with the tools they need to integrate literacy strategies into content area learning to help raise student achievement. By the end of the course, participants will be able to locate web-based tools, strategies, and lessons that foster literacy skills in all content areas. Session projects will include: (1) the creation of create a Pinterest board with information about content literacy, either in general or specific to your content area; (2) thinking through a lesson in a subject area beyond reading and explain how you as a teacher would teach literacy in that subject matter; (3) creating a vocabulary lesson; (4) identifying and justifying text structure for three non-fiction texts; (5) integrating multiple content areas into the purposeful teaching of the writing process; and (6) assessing students' reading and writing skills in the content area you teach as well as to implement reading and writing strategies for the purpose of learning content.

Course Goals:

- ▶ Understand what content literacy is, including its basic principles.
- ▶ Understand why content literacy is important.
- ▶ Understand how content teachers can use content literacy to help their students to learn.
- ▶ Understand how every teacher is a reading teacher.
- ▶ Understand how students need to learn to read for a specific content.
- ▶ Understand that literacy comprehension strategies can work in any content area.
- ▶ Understand the role that vocabulary plays in content area acquisition.
- ▶ Understand the importance of vocabulary instructional strategies in all content areas.
- ▶ Understand the significance of students making sense of unfamiliar words.
- ▶ Identify the genres associated with nonfiction texts.
- ▶ Describe features and structures found within content area reading.
- ▶ Identify strategies to integrate text features and structures into the classroom.
- ▶ Understand the writing process.
- ▶ Understand online tools that are available and how to utilize them.
- ▶ Understand how to integrate writing assignments across the curriculum.
- ▶ Understand ways to assess students' reading and writing skills.
- ▶ Understand strategies for improving reading skills and writing skills in the content area.
- ▶ Understand connections between reading skills and writing skills in the content area.
- ▶ Understand improving reading skills and writing skills will improve student performance in the content area.



Session Overviews

▶ **Session 1 – What is Content Literacy?**

During this session you will learn about content literacy, including what it is, why it is important, and how content teachers can use content literacy to improve student learning. The session will include three (3) required readings and five (5) tasks designed to make content literacy an important part of your classroom strategies. These readings and tasks will be informative and directly related to the goals of this session and will be the basis of one of the two reflections. You will also complete a session project that reflects your understanding of content literacy. Finally, the session includes optional readings, which are not required, but are highly recommended.

▶ **Session 2 - Reading in the Content Area**

During this session you will learn about the role that reading plays in content acquisition. You will explore some strategies for teaching reading through content area instruction and consider the reasons why some students struggle to learn content through reading expository text. You will begin to think through the theory that every teacher is a literacy teacher. Some technology-based voice tools will be introduced, and you will complete the Session Two course project. The project for this session will require you to think through what it means to be a content literacy teacher in ANY subject area and outline a short lesson plan that includes technology.

▶ **Session 3 - The Significance of Vocabulary**

During this session you will be introduced to vocabulary through various categories: oral and written, content, technical, and general. By exploring vocabulary teaching strategies, you will be able to reflect on your own content area and how to successfully implement vocabulary. These strategies will focus on the fact that mastery of oral and written vocabulary will promote comprehension in reading and communication in writing. Through various session readings and tasks, you will hone in on the role that vocabulary plays in content acquisition for positive and higher student understanding and learning of unfamiliar words. At the conclusion of the session, you will create a project that incorporates the session's goals, readings, and tasks.

▶ **Session 4 – Text Features and Structures**

During this session you will learn about the purposes of nonfiction text and corresponding features and structures that are found within content area reading. After reviewing various resources to promote understanding of the text features and structures, you will review different tasks for students. You will also utilize various nonfiction resources within their content area to complete tasks on text features and structures in preparation for classroom use by students and in preparation for the session project. For the final project, you will locate examples of text structures you could use as examples for your students. Finally, you will contribute to the online reflection.

▶ **Session 5 – Writing in the Content Classroom**

During this session you will learn about the writing process. You will explore online tools that can be utilized in the classroom to enhance students writing. This session also examines how to successfully integrate writing across the curriculum. Writing is the primary basis upon which work, learning, and intellect will be judged in college, the workplace, and in the community. As educators, it is our job to prepare our students to become successful writers in all aspects of their life.



▶ **Session 6 – Integrating Reading and Writing into Your Instruction**

During this session you will see that all content area teachers are reading and writing teachers! This proves to be a very bold but a very valid statement in the teaching process and in the learning process. The roles that reading, writing, vocabulary, and text structure play in students understanding content information is paramount. In this final session, you will be introduced to various reading skills assessment tools and reading skills strategies along with writing skills assessment tools and writing skills strategies that will culminate with the Session Six project. This project will provide you with the opportunity to evaluate the reading and writing strategies that will help enhance learning in your content area.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

