

PBS TEACHERLINE FACILITATOR GUIDE
Teaching Reading in the Content Areas RDLA 340
(includes HQT material in red font)

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PBS TEACHERLINE PROVIDED CONTENT FOR FACILITATORS

FACILITATOR COURSE MANAGEMENT CHECKLIST

Please use the [facilitator course management checklist](#) as a tool to insure you are completing the required responsibilities of a PBS TeacherLine course facilitator. If you have any questions, don't hesitate to go to the Facilitator United Network and post a question.

SYLLABUS

The [syllabus](#) provides you with all the information necessary about this course: prerequisites, standards being addressed, course goals, description, objectives, assignments, and final project.

HELP

DIRECTIONS

Managing a Course from Start to Finish

The following link will provide you with specific information for setting up, running and closing a course.

[Setting up the Course](#)

[Running the Course](#)

[Closing the Course](#)

Until all courses are revised, this will be based on the producer/format of the course.

Using the Assignment Checklist

The assignment checklist gives the learner a list of activities and tasks for each session. The link is provided within the content of the course. Please point the learner to this tool to help them identify the tasks required for each session of the course. This is an example of an [assignment checklist](#).

Submitting Assignments

This information will help you support learners in submitting projects to you for assessment. You should provide information to your learners for the method you will be using with your course.

1. [Using Groups](#) - Directions for **setting up private areas for** learners to submit projects and receive feedback
2. [Using the Digital Drop Box](#)
3. [Using E-mail](#)

Peer Review Guides

Peer reviews are used in our courses as a way of knowledge assimilation and confirmation, as well as an efficient way to improve projects without taxing the facilitator. The [peer review guidelines](#) are provided for all learners and should be referenced within a discussion forum context to assess whether a learner did provide this feedback to another learner or not.

Using the Gradebook

This information will help you use the Gradebook tool to assess and manage student grades and assignments. Possible percentages to use for overall course completion determination will go here. Please use the following [grading chart to calculate completion status](#) for learners and [Gradebook instructions](#). Please make sure you are using the most recent copies by downloading these each time you facilitate a course.

Using the Online Journal

The PBS TeacherLine online journal is a tool used to facilitate the documentation of knowledge the learner will construct throughout the course. The tool will help the learner own their individual learning, identify what they have learned, what questions they have, and what they would like to know more about. The learner should not only reflect on knowledge gained through materials and discussion, but also new ideas to explore, feedback from others, and the impact and possible change in professional practice.

In almost each session, the learner will be prompted to write reflections in response to one or two specific questions. These questions will encourage the learner to use the course content, prior knowledge, and experience to craft their responses. The learner should bring their current classroom responsibilities into their reflections when appropriate. After Sessions 1, 3, 5 and 6, you will review their reflections and provide feedback based on the rubric for the online journal presented below.

The online journal will also hold an area that will not be assessed, but is there for the learner to write personal notes of their choice, for example, highlights from the articles, strategies for the classroom, resources for differentiating instruction, etc.

Reflection is an opportunity to construct knowledge and meaning from your work. We think it is one of the most valuable activities the learner will perform in this course. Please use the [online journal rubric](#) to assess journal entries. There are two sets of instructions we are providing for you for the online journal: [facilitator instructions for the online journal](#) and [learner instructions](#). Please make sure you are using the most recent copies by downloading these each time you facilitate a course.

Using the Discussion Forums

This information will reiterate what is included in the F.U.N. and will provide you with information on how to respond appropriately to learners. Participation in the discussion forums is critical to maximizing a learner's experiences in all PBS TeacherLine courses. In each course the learner is required to be a part of an online community of learners who collectively interact through discussion to enhance and support the professional performance of each other. Therefore, part of the assessment criteria for the course includes assessing the quality and quantity of their participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions and are things you will address in assessing the quality and level of their participation are found in the [discussion forum rubric](#),

[Producer provided content begins here]

GENERAL INFORMATION ABOUT THE COURSE

Learner prerequisites

In order to successfully participate in this course, learners should have:

- Access to a content area textbook in grades 3-12

Standards

NCTE/IRA

Standards 1, 3, 5 (more details)

ISTE NETS*T

Standards IV (B); V (A, B, D) (more details)

This course is designed to address the following national education standards:

This course addresses the following Language Arts Standards, and selected benchmarks, from A Compendium of Standards and Benchmarks for K-12 Education, Third Edition, by Kendall and Marzano. The learners who complete this course will not only be able to meet these standards in terms of their own learning, but will also be better able to foster the skills and strategies their students need in order to meet these standards and selected benchmarks.

Standard 5 - Uses the general skills and strategies of the reading process.

- Monitors own reading strategies and makes modifications as needed.
- Uses a variety of strategies to extend reading vocabulary.
- Uses specific strategies to clear up confusing parts of a text.
- Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts.

Standard 6 - Uses reading skills and strategies to understand and interpret a variety of literary texts.

Standard 7 - Uses reading skills and strategies to understand and interpret a variety of informational texts.

- Summarizes information found in texts.
- Uses new information to adjust and extend personal knowledge base.
- Understands structural patterns and organization in informational texts.

Course design and content

The *Teaching Reading in the Content Areas* course is designed as an exemplary professional development opportunity for the content area teacher, resulting in development of a better understanding of student reading skills and strategies used to promote reading comprehension.

In six sessions, learners will:

1. Study specific skills or knowledge that students need in order to read effectively.
2. Identify learning environments that promote effective reading and learning.
3. Apply strategies that they may use with students to help them become more effective readers and independent learners.
4. Complete a final project that includes writing a lesson plan as well as a reflection paper.

Final Project

In each session of the course, the learner will be introduced to many different strategies that will enable students to read multiple types of content-area texts. For the final project, the learner will develop and implement an activity in which they will use one of the reading-to-learn strategies presented in this course. The learners will select the activity from the Reading to Learn Strategies Assignment. The learners will write a Reflection Paper in which they will reflect about the implementation of the reading to learn strategy as well about their learning experience in this course.

Learners should carefully review the [final project rubric](#) before they begin

Additional Resources for the Facilitator

Web Sites

[The National Academy of Sciences](#)

Science In the Headlines

[PBS TeacherSource - Science](#)

Standards-based lesson plans and other science education resources.

[National Science Teachers Association \(NSTA\)](#)

The National Science Teachers Association Web site is a good source for science-related news which may be useful for designing a problematic situation based on current events.

[LDOnline](#)

The leading Web site on learning disabilities for parents, teachers, and other professionals.

[International Society for Technology in Education \(ISTE\)](#)

Information about the National Educational Technology Standards for Teachers (NETS*T) and how to use them in the classroom.

[Scholastic Resources for Teachers](#)

[International Reading Association](#)

[International Society for Technology in Education \(ISTE\)](#)

Information about the National Educational Technology Standards for Teachers (NETS*T) and how to use them in the classroom.

[Reading Rockets](#)

[Misunderstood Minds](#)

A companion site to the PBS special on children's learning differences and disabilities.

Books

Teaching Reading in Social Studies, Science and Math (Grades 3 & Up) by Laura Robb

Teaching Reading in Middle School (Grades 5 & Up) by Laura Robb

SESSION 1

Announcement

Session 1: Rationale and Premises for Reading In The Content Areas

In this session, you will discuss the importance of teaching students the strategies needed when using content area texts. You will read the article, "A Rationale on Teaching Reading in the Content Areas" for a deeper understanding of reading in the content areas. Then, you will use reading strategies to engage in the "Five Premises Basic to the Teaching of Content Area Reading Skills." You will introduce yourself to other learners through the Virtual Cafe and discuss strategies that could be shared with struggling readers. In the Online Journal, you will be prompted to think on how you would have students summarize their learning after you have completed a K-W-L chart. Make sure you fill out the pre-course survey, the online journal entries about goals, expectations and prior knowledge.

Session Overview

In this session, learners will discuss the importance of teaching students the strategies needed when using content area texts. The learners will read the article, "A Rationale on Teaching Reading in the Content Areas" for a deeper understanding of reading in the content areas. Then, they will use reading strategies to engage in the "Five Premises Basic to the Teaching of Content Area Reading Skills." The learners will introduce themselves to other learners through the Discussion Board and discuss strategies that could be shared with struggling readers. In the Online Journal, learners will be prompted to reflect on how they would have students summarize their learning after they have completed a K-W-L chart.

Schedule

Listed below are the estimated times it will take the learner to complete the different tasks in this session.

[List the suggested time (in minutes) estimated to complete the different tasks in **this session**.]

- Readings (X minutes)
- Web sites (X minutes)
- Journal reflections (X minutes)
- Discussion entries (X minutes)
- Activities (X minutes)
- Assignments (X minutes)
- Work towards final project excluding the activities and assignments listed above (X minutes)
- Work towards alternative final project excluding the activities and assignments listed above (X minutes)

Online Journal

Online Journal prompt 1 – Goals and expectations

This prompt asks the learner to share his/her goals and expectations for taking the course. **The response will be checked for completion and detail by you, but is not graded.** In the future, this information will be used by PBS TeacherLine to revise the course description and announcement to more accurately describe the course.

Online Journal prompt 2 – Prior knowledge

This prompt asks the learner to share his/her prior knowledge about the course subject matter before the course content is introduced. **This response will be checked for completion and detail by you, but is not graded.** In the future, PBS TeacherLine, this response will be compared to the learner's acquired

knowledge response at the end of the course to evaluate if the course content and learning experience was helpful to the learner.

Online Journal prompt 3 – Producer Developed Prompt
How would you have students summarize their learning after they have completed a K-W-L chart?

Activities and Assignments

Read:

- A Compendium of Standards and Benchmarks for K-12 Education, 3rd Edition
- The Rationale for Teaching Reading in the Content Areas
- Five Premises to the Teaching of Content Area Reading Skills
- **Explore the Reading Quest website** [<http://www.readingquest.org>].

Online Journal:

- Describe how students would summarize their learning after they have completed the K-W-L chart.
- **Describe a lesson within their curriculum (grade level and content area) in which the KWL strategy could be incorporated effectively.**

Online Discussion:

- How has your thinking about teaching reading in the content areas and its importance to strategic teaching and learning changed as a result of reading "[Rationale for Teaching Reading in the Content Areas](#)"?

What are some challenges to teaching reading in the content areas and how may they be overcome? Remember to refer to the readings in the course to support your comments.

- **Share one of the strategies listed in the Strategies section of the Reading Quest website and how you might want to implement it in the classroom.**

Activities

- Complete the schema theory activity.
- Review the following lesson plans:
 - "Visualizing Jazz Scenes of the Harlem Renaissance <http://www.pbs.org/jazz/classroom/visualize.htm>
 - "Let's Go! Virtual Yellowstone Tour"
<http://www.pbs.org/edens/yellowstone/teach1.html>
- Complete the K-W-L Chart and submit it to the facilitator.

Use the Completion of Assignments rubric to assess the learners' K-W-L Chart

Assessment

Assess the online journal this week for completion, unless otherwise instructed.

Assess the discussion forum this session according to the PBS TeacherLine discussion forum rubric.

Assess any assignments submitted in this session using the corresponding rubrics.

Discussion Forums

Discussion forum title: [Reading to Learn](#)

Discussion forum prompt:

How has your thinking about teaching reading in the content areas and its importance to strategic teaching and learning changed as a result of reading "[Rationale for Teaching Reading in the Content Areas](#)"?

What are some challenges to teaching reading in the content areas and how may they be overcome? Remember to refer to the readings in the course to support your comments.

SESSION 2

Announcement

Session 2: The Elements of Reading, Strategic Processing, and Strategic Teaching

In this session, you will learn about the three interactive elements of reading and reflect on future changes in your instruction you might make based on new information you have learned in the Online Journal. You will summarize strategic processing and explain its importance to teaching reading in the content areas. You will explain how this information will impact your instruction. Through the Teacher's Self-Evaluation Checklist you will note possible changes in a lesson that may be needed to meet the needs of struggling readers. You will submit this assignment. Through a Discussion Board conversation, you will discuss the challenges involved in implementing strategies to promote a positive classroom environment using a climate inventory.

Session Overview

In this session, the learner will examine the three interactive elements of reading: the reader, the climate, and the text. The learner will also learn the importance of metacomprehension in the process of reading and what effective readers do before, during, and after they read. This session will also discuss what strategic teachers think about when planning a lesson and provides a self-evaluation checklist to help learners plan strategically

Schedule

The times listed below are the estimated times it will take the learner to complete the different learning elements in each session.

[List the suggested time (in minutes) estimated to complete the different elements in **this session.**]

- Readings (X minutes)
- Web sites (X minutes)
- Journal reflections (X minutes)
- Discussion entries (X minutes)
- Activities (X minutes)
- Assignments (X minutes)
- Work towards final project outside activities and assignments (X minutes)
- Work towards alternative final project outside activities and assignments (X minutes)

Online Journal

Online Journal prompt – Producer Developed Prompt

Developing Metacognition

In 1-2 paragraphs, summarize what you have learned about strategic processing. Then reflect on why strategic processing is important for reading in the content areas and how you will change your instruction in the classroom because of what you have read in this session.

Activities and Assignments

Read:

- Prior Knowledge
- Mental Dispositions (Habits of Mind)
- Strategic Processing
- Metacognition
- Frontloading

- An excerpt from the National Reading Panel Report (NRP)
- Additional resources noted at the end of this part

Online Journal:

- Summarize what they have learned about strategic processing and the changes the learners will make to their instruction in the future.
- Explore the website, The Clearinghouse on Reading's Literacy Education Resources: Early Childhood to High School [<http://reading.indiana.edu/www/index.html>]. Specifically, browse the "Instructional Methods, Approaches and Strategies" section.
- Describe two strategies that you would like to incorporate in your classroom.

Online Discussion:

- Learners will complete the Climate Inventory and share strategies on the Discussion Board to explain to other learners how to promote a positive classroom climate.

Identify 2-3 areas in the Climate Inventory where you rated yourself a "1" or "2" and discuss what challenges you have faced in trying to implement these strategies. In your response to your peers, you should attempt to provide solutions or ideas to overcome the challenges they identified.

- Share at least one strategy that you found in the Clearinghouse on Reading's Literacy Education Resources website and how you might implement it in the classroom. [<http://reading.indiana.edu/www/index.html>]

Assignment

- The learners evaluate a lesson they have written with the Teacher's Self-Evaluation checklist, make changes to the lesson as needed and write a one page summary. Learners will submit this assignment for assessment. Use the [Evaluate Your Lesson Plan Rubric](#) to assess this assignment.

Assessment

Assess the online journal this session according to the PBS TeacherLine online journal rubric.
Assess the discussion forum this session according to the PBS TeacherLine discussion forum rubric.
Assess any assignments submitted in this session using the corresponding rubrics.

Discussion Forums

PBS TeacherLine uses discussion forums to build learning communities that will deepen the understanding and application of the material being presented in the course. Discussion forums are a key component of each course. Facilitators should monitor them on a daily basis and use the standardized discussion forum rubric provided with this guide to assess learners. Learners should be encouraged to post thoughtfully early and at least 1-2 other times per session.

Discussion forum title: Climate Inventory

Discussion forum prompt:

Identify 2-3 areas in the Climate Inventory where you rated yourself a "1" or "2" and discuss what challenges you have faced in trying to implement these strategies. In your response to your peers, you should attempt to provide solutions or ideas to overcome the challenges they identified.

Suggested discussion forum responses to use to deepen or redirect the conversation.

Additional discussion forum prompts (if necessary):

SESSION 3

Announcement

Session 3: Vocabulary and the Content Area

In this session, you will identify new pieces of information concerning the instruction of vocabulary in the content areas. They will read about how to enhance content area vocabulary instruction using the following strategies: Frayer Model, Student VOC, Semantic Mapping, and Word Sorts. You will be prompted to choose two of these strategies and plan how to incorporate each strategy in your instruction by completing the Reading to Learn Strategies Chart. You will add to this chart in the next two sessions. Finally you will select one of the planned activities to implement with a group of students in Session 6. Through a Discussion Board conversation, you will discuss the importance of incorporating vocabulary instruction in your teaching practice..

Session Overview

In the last session, the learners examined the three interactive elements of reading, the importance of metacomprehension in the process of reading, and strategic teaching. In this session, the learners will use these concepts and apply them to vocabulary strategies that they will be able to implement into their instruction.

Schedule

The times listed below are the estimated times it will take the learner to complete the different learning elements in each session.

[List the suggested time (in minutes) estimated to complete the different elements in **this session**.]

- Readings (X minutes)
- Web sites (X minutes)
- Journal reflections (X minutes)
- Discussion entries (X minutes)
- Activities (X minutes)
- Assignments (X minutes)
- Work towards final project outside activities and assignments (X minutes)
- Work towards alternative final project outside activities and assignments (X minutes)

Online Journal

Online Journal prompt – Producer Developed Prompt

Chose a vocabulary strategy you would use in your classroom. Describe when and how you would use your chosen strategy.

How will the strategy address the reader, climate, and text structure?

How could you decide which vocabulary words you could use with this strategy?

Activities and Assignments

[Read:

- Vocabulary

- Reading Instructional Handbook: VOCABULARY

Online Journal:

Chose a vocabulary strategy you would use in your classroom. Describe when and how you would use your chosen strategy.

How will the strategy address the reader, climate, and text structure?

How could you decide which vocabulary words you could use with this strategy?

- **Reflect upon your past teaching/learning experiences with vocabulary instruction. Describe the challenges and successes those experiences provided. Incorporate key ideas from the readings in your reflection.**

Assignment

The learner will complete the Reading to Learn Strategies Chart by selecting two vocabulary strategies from this session and plan how to incorporate each strategy in their instruction by completing the Reading to Learn Strategies Chart. You will not assess this assignment in this session. The chart should be completed and submitted by students by the end of Session 5.

Online Discussion:

Imagine a colleague in your school asks you why you are teaching vocabulary to your students. She remarks that there is no point in teaching vocabulary words to her students because she doesn't have enough time to cover the curriculum and her students never remember the words after they have completed the unit anyway.

How would you respond to your colleague? Remember to refer to the readings and strategies presented in this session to support your response.

Use the Online Discussion rubric to assess the learners' participation in the discussions.

Activity

The learners will explore the four vocabulary strategies and select one strategy and they will describe how they would use the chosen strategy in their classroom.

Assess the online journal this session according to the PBS TeacherLine online journal rubric.
Assess the discussion forum this session according to the PBS TeacherLine discussion forum rubric.
Assess any assignments submitted in this session using the corresponding rubrics.

Discussion Forums

PBS TeacherLine uses discussion forums to build learning communities that will deepen the understanding and application of the material being presented in the course. Discussion forums are a key component of each course. Facilitators should monitor them on a daily basis and use the standardized discussion forum rubric provided with this guide to assess learners. Learners should be encouraged to post thoughtfully early and at least 1-2 other times per session.

Discussion forum title: **Key Ideas in Vocabulary Instruction**

Discussion forum prompt:

Imagine a colleague in your school asks you why you are teaching vocabulary to your students. She remarks that there is no point in teaching vocabulary words to her students because she doesn't have enough time to cover the curriculum and her students never remember the words after they have completed the unit anyway.

How would you respond to your colleague? Remember to refer to the readings and strategies presented in this session to support your response.

Suggested discussion forum responses to use to deepen or redirect the conversation.

Additional discussion forum prompts (if necessary):

SESSION 4

Announcement

Session 4: Narrative and Informational Text

In this session, you will learn and explain the differences between narrative and informational text. You will read about the narrative text strategies DR/TA and Story Maps. You will read about selected informational text strategies such as, Group Summarizing, Prereading Plan (PREP), SQ3R, Think Aloud, Reciprocal Teaching, and Structure Note-Taking. In the Online Journals, you will record how the strategies may meet the needs of diverse students and apply your thoughts to an online discussion.

Session Overview

In the previous session, the learners explored different strategies for implementing vocabulary instruction in their content area lessons. In this session, they will explore concepts and numerous strategies for "reading to learn" by using narrative and informational texts.

Schedule

The times listed below are the estimated times it will take the learner to complete the different learning elements in each session.

[List the suggested time (in minutes) estimated to complete the different elements in **this session**.]

- Readings (X minutes)
- Web sites (X minutes)
- Journal reflections (X minutes)
- Discussion entries (X minutes)
- Activities (X minutes)
- Assignments (X minutes)
- Work towards final project outside activities and assignments (X minutes)
- Work towards alternative final project outside activities and assignments (X minutes)

Online Journal

Online Journal prompt – Producer Developed Prompt

After viewing the videos and reading the "Content Area Textbooks: Friends or Foes?" article, respond to the following:

Which strategies did the teacher model in the "Think-Aloud" video?

How could you use this strategy with your student population?

What type of texts would you choose for this strategy and why?

Activities and Assignments

Read:

- "[Content Area Textbooks: Friends or Foes?](#)"
- [Searching Informational Texts: Text and Task Characteristics That Affect Performance](#) by Gavin T.L. Brown available online at http://www.readingonline.org/articles/art_index.asp?HREF=brown/index.html

Online Journal:

After viewing the videos and reading the "Content Area Textbooks: Friends or Foes?" article, respond to the following:

Which strategies did the teacher model in the "Think-Aloud" video?

How could you use this strategy with your student population?

What type of texts would you choose for this strategy and why?

Online Discussion:

Think about a student you have taught who finds it hard to read content-area texts. Provide a brief description of the student (grade-level, background, etc.) and describe a specific instance when the student struggled to read content-area text.

In your response to your peers, provide advice and suggestions for how they may address their student's needs by using the content in this course. Remember to refer to the readings and strategies to support your advice.

Activities and Assignments

The learner will view the SQ3R video. This video presents a teacher modeling the steps of the SQ3R strategy.

The learner will complete the Reading to Learn Strategies Chart by selecting two strategies from this session and plan how to incorporate each strategy in their instruction by completing the Reading to Learn Strategies Chart. You will not assess this assignment in this session. The chart should be completed and submitted by students by the end of Session 5.

[Summarize the key points from the Brown reading and the implications the author makes for teachers who incorporate technology into teaching and learning strategies.](#)

Assessment

Assess the online journal this session according to the PBS TeacherLine online journal rubric.
Assess the discussion forum this session according to the PBS TeacherLine discussion forum rubric.
Assess any assignments submitted in this session using the corresponding rubrics.

Discussion Forums

PBS TeacherLine uses discussion forums to build learning communities that will deepen the understanding and application of the material being presented in the course. Discussion forums are a key component of each course. Facilitators should monitor them on a daily basis and use the standardized discussion forum rubric provided with this guide to assess learners. Learners should be encouraged to post thoughtfully early and at least 1-2 other times per session.

Discussion forum title: Narrative Text Strategies

Discussion forum prompt:

Think about a student you have taught who finds it hard to read content-area texts. Provide a brief description of the student (grade-level, background, etc.) and describe a specific instance when the student struggled to read content-area text.

In your response to your peers, provide advice and suggestions for how they may address their student's needs by using the content in this course. Remember to refer to the readings and strategies to support your advice.

Suggested discussion forum responses to use to deepen or redirect the conversation.

Additional discussion forum prompts (if necessary):

Announcement

Session 5: Reflection Strategies: Questioning, Writing, and Discussing in Content Areas

In this session, you will explore how learning logs can be used by students to reflect on concepts they have learned. You will also consider how students can construct meaning based on information they have read. Specific strategies in this session include: Question-Answer Relationship QAR, RAFT, Writing-To-Learn, Creative Debate, Discussion Web, and Scored Discussion. You will be prompted to choose two of these strategies and plan your student activities by completing the Reading to Learn Strategies Chart. This chart will be submitted at the end of this session. Through a Discussion Board conversation; you will discuss opportunities for modeling reflection strategies and how to incorporate them in your reading instruction. You will reflect in the Online Journal the advantages of using reflection strategies in reading instruction. You will begin the final project by choosing one of the strategies to address in a content area activity from your completed [Reading to Learn Strategies Chart](#) to implement with students in Session 6,. You will write up a plan explaining how you will implement this activity. By the third day of this session, you will post your Activity Plan to the final project discussion board to solicit feedback from your fellow learners. Use the feedback to make any final changes to your plan. You will submit this plan at the end of Session 6. You will be working with students in the following session. You should plan for it. **Use Ohio's Instructional Management System to develop standards-based lessons.**

Session Overview

In the last session, the learner explored different strategies for reading to learn narrative and informational texts. In this session, the learner will explore different strategies that will assist students in becoming effective readers by taking the time to reflect on what they are learning, both during and after the reading process. The learner will choose two strategies from this session to complete the [Reading to Learn Strategies Chart](#).

Schedule

The times listed below are the estimated times it will take the learner to complete the different learning elements in each session.

[List the suggested time (in minutes) estimated to complete the different elements in **this** session.]

- Readings (X minutes)
- Web sites (X minutes)
- Journal reflections (X minutes)
- Discussion entries (X minutes)
- Activities (X minutes)
- Assignments (X minutes)
- Work towards final project outside activities and assignments (X minutes)
- Work towards alternative final project outside activities and assignments (X minutes)

Online Journal

Online Journal prompt – Producer Developed Prompt

[Please explain to the facilitator what they should expect to see as a response and ideas for providing feedback.]

Activities and Assignments

Read:

- High Standards Necessary to Raise Literacy Levels of All Students
- When Students Can't Read by Age 9
- Browse Ohio's Instructional Management System found online at [<http://ims.ode.state.oh.us/ODE/IMS/default.asp>]. Specifically, read the information found in the Standards-Based Education section of the key features.

Online Journal:

What are the advantages of using reflection strategies in your reading instruction?

How can you plan to include reflection strategies in your curriculum? Make a plan for how you will overcome some of the barriers to implementing reading instruction (time, students' different needs, resistance to reading, etc.).

Identify the steps for creating standards-based lessons and units, and the process by which it is implemented and assessed in the classroom.

Online Discussion:

The teacher in the video modeled the QAR strategy. What other opportunities are there in an elementary, middle, or high school classroom for modeling and incorporating reflection strategies?

Discuss the use of Ohio's Instructional Management System. What features do you find helpful? What new information did learn?

Activity

The learner will view the QAR video. This video presents a teacher using the QAR strategy. The learner will then engage in a discussion about the video.

Explore the Teaching, Learning, Lessons and Units section of the key features in Ohio's Instructional Management System

[<http://ims.ode.state.oh.us/ODE/IMS/Lessons/default.asp>]. Review the lessons and units and backpack feature provided to download and create lessons. Search the lesson plan index for grade appropriate lessons in your content area.

Use the backpack feature to find a standards-based lesson and assessment in your content area. [<http://ims.ode.state.oh.us/ODE/IMS/Lessons/default.asp>] Select Grade, Standards, Lesson Plan, and Alignment to add to your backpack.

The learner will complete the Reading to Learn Strategies Chart by selecting two strategies from this session and plan how to incorporate each strategy in their instruction by completing the Reading to Learn Strategies Chart. You will this assignment in this session. The chart should be completed and submitted by students by the end of this session.

- Use the rubric for each strategy to assess the learners' work.

Assess the online journal this session according to the PBS TeacherLine online journal rubric. Assess the discussion forum this session according to the PBS TeacherLine discussion forum rubric. Assess any assignments submitted in this session using the corresponding rubrics.

Discussion Forums

PBS TeacherLine uses discussion forums to build learning communities that will deepen the understanding and application of the material being presented in the course. Discussion forums are a key component of each course. Facilitators should monitor them on a daily basis and use the standardized discussion forum rubric provided with this guide to assess learners. Learners should be encouraged to post thoughtfully early and at least 1-2 other times per session.

Discussion forum title: Modeling Informational text Strategies

Discussion forum prompt:

The teacher in the video modeled the QAR strategy. What other opportunities are there in an elementary, middle, or high school classroom for modeling and incorporating reflection strategies?

Suggested discussion forum responses to use to deepen or redirect the conversation.

Additional discussion forum prompts (if necessary):

SESSION 6

Announcement

Session 6: Implementing and Reflecting on Reading-to- Learn

In this final session of the course, you will implement the activity for which you planned in Session 6. . You will then reflect upon this experience when the activity has been completed. If you don't have access to a classroom you should try the activity with a couple of students in your community or local library.

Session Overview

In this course, the learner was exposed to several strategies for teaching reading in the content areas. They used the Reading to Learn Strategies Chart to craft the final project. They will also have an opportunity to reflect on their acquired knowledge and professional goals and expectations.

Schedule

The times listed below are the estimated times it will take the learner to complete the different learning elements in each session.

[List the suggested time (in minutes) estimated to complete the different elements in **this session**.]

- Readings (X minutes)
- Web sites (X minutes)
- Journal reflections (X minutes)
- Discussion entries (X minutes)
- Activities (X minutes)
- Assignments (X minutes)
- Work towards final project outside activities and assignments (X minutes)
- Work towards alternative final project outside activities and assignments (X minutes)

Online Journal

Online Journal prompt 1 – Acquired knowledge

This prompt is used by PBS TeacherLine to identify what the learner's prior knowledge is of the subject matter before course content is introduced. **This prompt will be checked for completion and detail, but not graded.** It will be compared with the learner's prior knowledge prompt from Session 1 to evaluate if the course content and learning experience was helpful to the learner.

Online Journal prompt 2 – Professional Goals and Expectations

This prompt is used by PBS TeacherLine to identify how the learning experience compared with the learner's goals and expectations and helps them set a future plan for professional development. **This prompt will be checked for completion and detail, but not graded.**

Assessment

Assess the online journal this week for completion, unless otherwise instructed.
Assess the discussion forum this session according to the PBS TeacherLine discussion forum rubric.
Assess the final project(s) using the corresponding rubrics.

Discussion Forums

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Discussion forum title: Final Thoughts

Discussion forum prompt:

We hope you have enjoyed the virtual interactions with your fellow learners in this course. Take some time to add any concluding thoughts to the discussion forum and say good-bye to your fellow learners.

Suggested discussion forum responses to use to deepen or redirect the conversation.

Additional discussion forum prompts (if necessary):