

**ELED 501-01: TEACHING READING IN THE CONTENT AREAS**

Please place cell phones in silent mode.

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- II. Course Meeting Days, Time, & Location: Thursdays, 4:00-6:50 in HM 183.
  
- III. Course Description:
  - A. Catalog  

Methods are provided for kindergarten through grade twelve teachers to help students learn from subject matter materials.
  
  - B. Relationship to Professional Program  

ELED 501 is a required course in the M.Ed. in Reading Program. This course is also used to satisfy requirements for certification in Rhode Island. It provides fundamental experience in content area literacy pedagogy as described by the International Reading Association Standards for Reading Professionals (Revised 2010). It also conforms with and prepares students to meet the goals and indicators of The Rhode Island Professional Teaching Standards.
  
  - C. Relationship to Feinstein School of Education's Conceptual Framework  

ELED 501 requires that teacher candidates meet standards of professionalism delineated in the FSEHD's Conceptual Framework (related to knowledge, diversity, pedagogy, and professionalism). This course emphasizes the synthesis of literacy skills and the mastery of content area concepts. Course participants are engaged in understanding how literacy skills can be integrated into the teaching of subject matter. Students plan, act on, and then reflect on the use of techniques that can be used to help children master content concepts. The required Content Area Literacy Project is a synthesizing activity. The following elements of the conceptual framework are integrated into the design of this project: reflective practice, knowledge, pedagogy, diversity, technology, standards, and performance assessment. ELED 501 also requires that teacher candidates meet standards of professionalism delineated in the International Reading Association Standards for Reading Professionals and The Rhode Island Professional Teaching Standards.
  
- IV. Course Information
  - A. Prerequisite  

Graduate status or consent of department chair
  
  - B. Text  

Vacca, R. T., Vacca, J. L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (Tenth Edition). Boston: Pearson Education, Inc.

### C. Adams Library

Journal articles and course handouts (Packets) can be accessed on line. These materials are on e-reserve at the Adams Library website (<http://www.ric.edu/adamslibrary/>). Hard copies of the journal articles can be made if you wish. Hard copies of the course handouts (Packets A-J) must be made and brought to class. Hard copies of materials can be made at any of the computer labs on campus. There is no charge for the first 250 copies. Additional copies can be printed at a cost of 5 cents per copy. Directions for using the Adams Library electronic reserves feature will be distributed in class. Hard copies of all materials are also available for review in the Reserve Section of the Adams Library (3rd floor).

### V. Evidence-Based Best Practices

Refer to “Fifteen Elements of Effective Adolescent Literacy Programs” on p. 11 in Vacca, Vacca, & Mraz.

### VI. Course Objectives/Outcomes:

The course objectives / outcomes are keyed to the International Reading Association (IRA) Standards for Reading Professionals (Revised 2010) and The Rhode Island Professional Teaching Standards (RIPTS). Copies of these two sets of standards are attached to the syllabus.

The candidate who completes this course should be able to:

1. describe the reflective practitioner model and explain how this model applies to reading instruction in the content areas. (IRA Professional Standard: 1.1, 1.2) (RIPTS: 1, 2)
2. describe instructional practices that impede progress in learning subject matter and in the development of higher level literacy. (IRA Professional Standard: 2.2) (RIPTS: 1, 2)
3. describe the roles and responsibilities of personnel in schools in developing students' literacy skills, e.g., literacy coaches, reading specialists, content area teachers. (IRA Professional Standard: 2.1, 6.1)
4. explain the interactive and developmental nature of reading and writing (IRA Professional Standard: 1.1, 1.2) (RIPTS: 1)
5. understand the concept of metacognition and the role of self-monitoring, self-correction, and adjustment of reading rates in mature reading and learning. (IRA Professional Standards: 1.1, 1.2) (RIPTS: 3)
6. explain the differences between oral and written language and between expository and narrative text, and understand the implications of these differences for school learning. (IRA Professional Standard: 1.1) (RIPTS: 2)
7. understand literacy as a social phenomena influenced by cultural expectations and linguistic variation. (IRA Professional Standards: 1.1, 4.1, 4.2) (RIPTS: 1)
8. develop a rationale for using reading and writing methods in content area classes. (IRA Professional Standards: 2.2, 2.3 ) (RIPTS: 2)
9. select and apply procedures for determining the difficulty and appropriateness of content area materials including materials for developing students' media literacies. (IRA Professional Standard: 2.3) (RIPTS: 2)

This is met as a result of describing and utilizing a website for the Content Literacy Project.

10. understand the concept of diagnostic teaching and develop informal instruments and techniques for assessing students ability to read and learn from content area materials.(IRA Professional Standards: 3.1, 3.2, 3.3, 3.4) (RIPTS: 9)
11. know word recognition and word meaning strategies and appropriate applications of these in the content areas.(IRA Professional Standards: 2.2, 2.3) (RIPTS: 5)
12. explain the principles of concept and vocabulary development. (IRA Professional Standards: 1.1, 2.2) (RIPTS: 3, 5)
13. demonstrate strategies for improving content area vocabulary. (IRA Professional Standards: 2.2, 2.3, 4.1, 4.2, 4.3) (RIPTS: 5)
14. describe strategies for advancing comprehension in content area materials including prereading activities, attention to text structure, and use of study guides. (IRA Professional Standards: 2.2, 4.1, 4.2, 4.3) (RIPTS: 5)
15. use materials (electronic, commercially-prepared and self-made) that can be used to enhance comprehension of and learning from content area materials. (IRA Professional Standards: 2.3, 4.2) (RIPTS: 5, 8)
16. demonstrate strategies for guiding reading in a specific content area. (IRA Professional Standards: 2.2, 2.3) (RIPTS: 5, 8)
17. describe the role of reference skills, interpretation of graphics, study skills, and independent learning strategies in facilitating the acquisition of content material. (IRA Professional Standard: 2.1, 2.2, 2.3) (RIPTS: 5)
18. discuss ways of differentiating the assignments to meet the needs, interests, and capabilities of students especially those from culturally diverse and exceptional populations. (IRA Professional Standards: 2.1, 2.2, 2.3, 4.1, 4.2, 4.3) (RIPTS: 4, 6)

This is met as a result of completion of the Content Literacy Project.

19. describe ways that writing may be used to motivate, extend, and reinforce content area learning. (IRA Professional Standards: 1.1, 1.2, 4.1) (RIPTS: 5, 8)
20. describe how new technologies can be utilized to enhance instruction in reading and writing. (IRA Professional Standard: 2.3) (RIPTS: 5, 8)

This is met as a result of describing and utilizing a website for the Content Literacy Project.

## VII. Course Schedule, Topics, and Reading Assignments

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
1/27	Introduction to Course  Definition of Terms: Content Domains, Content Areas, Strategies and Skills	
2/3	Literacy Problems in the Elementary and Secondary Schools	<i>Vacca, Vacca, &amp; Mraz (VVM)</i> , pp. 1-16; 84-108; Pitcher, <i>et al.</i> <b>Packet A</b>
2/10	Literacy Problems in the Elementary and Secondary Schools (continued)	<b>Packet A</b>

**NOTE:** Read article(s) assigned by Professor. Follow directions in Packet ("Save the Last Word for Me" Activity) for participating in this activity.

	Roles & Responsibilities of Faculty in Developing New Literacies: Reading, Writing, Art and Media	VVM, Ch. 2, 12; Blachowicz, <i>et al.</i> ; Considine, <i>et. al.</i> ; Herber; McVee, Bailey, & Shanahan; Pentimonti, <i>et. al</i>
	<b>NOTE:</b> Complete reaction guide to Herber chapter. A copy of this text will be distributed in class.	<b>Packet B</b>
2/17	Nature of the Reading Process	VVM, 17-27; Appendix A Freedman & Carver <b>Packet C</b>
	<b>NOTE:</b> Complete "Awareness of Reading Strategies Assignment."	Packet of Materials
	<b>NOTE:</b> Take the SIQ-III Test. (Packet of Materials)	Cassidy, <i>et. al</i> (A copy of this article will be distributed in class).
	<b>NOTE:</b> Proposal for content area literacy project due.	
2/24	Individual conferences to discuss content area literacy proposals. Meet at assigned time in HM 214.	
3/3	Teaching Word Identification & Developing Content Vocabulary	VVM, Ch. 6; Bromley; Lane & Allen <b>Packet D</b>
	Making Reading Assignments More Meaningful	Appendices B & C (FYI)
3/10	Developing and Reinforcing Key Vocabulary	VVM, Ch. 8 <b>Packet D</b>
	<b>Distribution of Take-Home for Examination #1</b>	
3/17	<b>SPRING BREAK – NO CLASS</b>	
3/24	The Comprehension of Reading Material at the Literal and Interpretive Levels	VVM, Ch. 7 Appendix C (FYI) <b>Packet E</b>
	<b>Examination #1 : Objective Item</b> (First Part of Class) <b>Take-home Essay Due</b> -- Submit with copy of rubric (name and date filled in). Topics Covered: "Problems of Reading" - "Vocabulary"	
3/31	The Comprehension of Reading Material at the Literal and Interpretive Levels (Continued)	VVM, Ch. 9, 316-338; Montelongo, <i>et al.</i> <b>Packet E</b>
4/7	Developing Critical and Creative Level Thinking Skills	<b>Packet F</b>

4/15	<p>Preparing Reading Guides</p> <p>Organizing a Content Area Lesson</p>	<p>VVM, 290-314, 318-335; <b>Packet G</b></p> <p>VVM, 124-151; Morse <b>Packet G</b></p>
4/22	<p>Assessing the Readability and Suitability of Instructional Materials in the Content Areas</p> <p><b>NOTE:</b> Bring a subject area textbook or other suitable material to class.</p> <p><b>NOTE:</b> Interview of Elementary or Secondary Teacher Due</p>	<p>VVM, 108-123</p> <p><b>Packet H</b></p>
4/29	<p>Assessing the Readability and Suitability of Instructional Materials in the Content Areas (Continued)</p> <p>Using Picture Books to Teach Students about Cultural and Linguistic Diversity</p> <p><b>Distribution of Take-Home for Examination #2</b></p>	<p>VVM, Ch. 11</p> <p><b>Packet H</b></p>
5/5	<p>Differentiating Instruction in the Content Areas to Meet the Needs of Culturally Diverse and Exceptional Populations</p> <p>Teaching the Study Skills</p> <p><b>NOTE:</b> Content literacy project is due.</p> <p>Submit the following materials:</p> <ul style="list-style-type: none"> <li>• A copy of the project. It is <u>strongly</u> recommended that you make a copy for yourself.</li> <li>• A copy of the rubric attached to your paper with name and date filled in.</li> </ul>	<p>VVM, Ch. 3, 152-165</p> <p><b>Packet I</b></p> <p>VVM, 339-353</p> <p><b>Packet J</b></p>
5/12	<p><b>Take-Home for Examination #2 due.</b></p> <p>Sharing of activities developed for Content Literacy Project</p> <p>Distribute copies of vocabulary or comprehension activity (not the whole paper) to class members. Give yourself credit. Place your name, subject area, and grade placement of students at the top of this handout.</p>	

VIII. Field-Based Experience: Content Literacy Project

The purpose of this project is to develop and field-test a vocabulary or comprehension activity that can be used in a specific content area to develop students' mastery of concepts and ideas. Specific information about project requirements will be presented in the handout "Information for Content Literacy Project". This project includes a component that requires the teacher candidate to utilize

**technology.** The following IRA Professional Standards are incorporated into the design of the Content Area Literacy Project: 1.1, 2.1, 2.2, 2.3, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1.

## IX. Evaluation and Grades

The course requirements and grading system are spelled out below.

### A. Course Requirements

Examination 1 Objective Item (in class) & Take-Home Essay *	25%
Content Area Literacy Project ** (Refer to list of acceptable activities.)	40%
Interview of Secondary Content Teachers*	15%
Examination 2 Take-Home **	20%

Completion of the following  
in-class activities: ----

- Reaction Guide to Herber Chapter
- Save the Last Word for Me Activity
- Awareness of Reading Strategies Activity

\* Refer to appropriate scoring rubric that is attached to this syllabus.

\*\* Rubric to be distributed in class.

Students are expected to attend all classes and arrive to class on time. Excessive absences and/or latenesses may result in a decrease of the final grade, i.e., from B to B-.

Students are expected to submit class assignments on time. Professor has the option of not accepting work that is submitted late. If accepted, late submissions may result in a decrease in grade, i.e., from B to B-.

### B. Grading System

#### 1. Letter Grade and Numerical Equivalents

A = 95	B- = 80
A- = 90	C+ = 78
B+ = 88	C = 75
B = 85	C- = 70

#### 2. Final Score and Letter Grade Equivalents:

92+	=	A	80-81	=	B-
90-91	=	A-	78-79	=	C+
88-89	=	B+	72-77	=	C
82-87	=	B	70-71	=	C-

etc.

**IX. Methodologies**

The course is taught using lecture, discussion, simulation activities, and small group interaction.

**X. References**

Refer to attached bibliography.

Most articles are available via e-reserves. Refer to "Directions for Using Electronic Reserves."

**XI. Portfolio Artifacts (M.Ed. in Reading candidates only)**

M.Ed. in Reading candidates can build a number of artifacts as a result of this course. Some possible items might include a) your content literacy project, b) a written paper that summarizes your personal growth as a result of professional reading related to this course, (i.e., based on take-home midterm paper), and c) some other personal project directly related to what you have learned in this course (after ELED 501 has been completed). Remember, exit portfolio artifacts must be linked to the 2003 IRA Professional Standards attached). Refer to the M.Ed. in Reading Exit Portfolio Handbook for information on how to assemble the exit portfolio.

**XII. Students with Disabilities**

Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable accommodations under the American and Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Room 127 in Craig-Lee Hall. The phone number is 456-8061. To receive academic accommodations for this class, please obtain the proper S.L.O. forms and meet with me at the beginning of the semester.

## BIBLIOGRAPHY

- Blachowicz, C. L. Z., Buhle, R., Ogle, D., Frost, S., Correa, A., & Kinner, J. D. (February 2010). Hit the ground running: Ten ideas for preparing and supporting urban literacy coaches. *The Reading Teacher*, 348-359.
- Bromley, K., (April 2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 528-537.
- Cassidy, J., Garcia, R., & Boggs, M. (October 2005). The SIQ-III Test: Gender issues in literacy. *The Reading Teacher*, 142-148. (A copy of this article will be distributed in class later in the semester.)
- Considine, D., Horton, J., and Moorman, G. (March 2009). Teaching and reading the millennial generation through media literacy. *Journal of Adolescent & Adult Literacy*, 471-481.
- Freedman, L. and Carver C. (May 2007). Preservice teacher understandings of adolescent literacy development: Naive wonder to dawning realization to intellectual rigor. *Journal of Adolescent & Adult Literacy*, 654-665.
- Herber, H. L. (1970), *Teaching reading in content areas*. Englewood Cliffs, NJ; Prentice-Hall Publishers, Inc., Chapter 2. (Copy to be distributed in class.) **A Classic**
- Lane, H. B. & Allen, A. A. (February 2010). The vocabulary rich classroom: Modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher*, 362-370.
- McVee, M. B., Bailey, N. M., and Shanahan, L. E. ((March 2008). Technology lite: Advice and reflections for the technologically unsavvy. *Journal of Adolescent and Adult Literacy*, 444-448.
- Montelongo, J., Herter, R. J., Ansaldo, R., & Hatter, N. (May 2010). A lesson cycle for teaching expository reading and writing. *Journal of Adolescent and Adult Literacy*, 656-666.
- Morse, M. L. (December 2008 / January 2009). Under the big top: Using the Hartford circus fire of 1944 to teach literacy strategies for Connecticut's content area teachers. *Journal of Adolescent & Adult Literacy*, 296-307.
- Pentimonti, J. M., Zucker, T A. , Justice, L. M., & Kaderavek, J. N. (May 2010). Informational text use in preschool classroom read-alouds. *The Reading Teacher*, 656-665.
- Pitcher, S. M., Martinez, G., Dicembre, E. A., Fewster, D. & McCormick, M. K. (May 2010). The literacy needs of adolescents in their own words. *Journal of Adolescent & Adult Literacy*, 636-645.
- Vacca, R. T., Vacca, J. L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (Tenth Edition). Boston: Pearson Education, Inc. **Required Text****



# *SCORING RUBRICS*

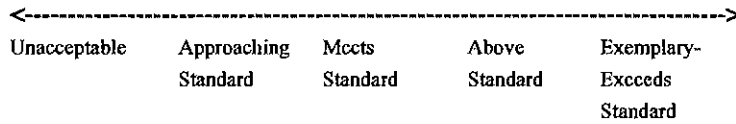
SCORING RUBRIC FOR TAKE-HOME ESSAY EXAM

ELED 501

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS**

The following scale is used as a guide in making decisions about each item.



The items below are not of equal value.

Presents ideas and information relevant to the topic.



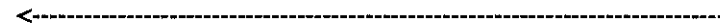
Provides enough detail so that reader can understand main points, arguments, etc.



Creates an organized structure. There is a beginning, middle, and end with ideas connected and presented in a logical order.

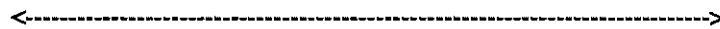


Integrates references from a variety of sources, i.e., text, class notes, articles.



**THE ESSENTIALS**

Directions for formatting paper are followed.



Writing style is clear.



Writing is free of errors in grammar, spelling, and mechanics.



**Comments:**

**Objective Item** \_\_\_\_\_ / 45

**EXAM GRADE** \_\_\_\_\_

**Essay** \_\_\_\_\_ / 55

**TOTAL** \_\_\_\_\_ / 100

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**SCORING RUBRIC FOR INTERVIEWING AN ELEMENTARY OR SECONDARY  
CONTENT TEACHER**

ELED 501

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**DIRECTIONS**

The following scale is used as a guide in making decisions about each item.

←----->				
Unacceptable	Approaching Standard	Meets Standard	Above Standard	Exemplary- Exceeds Standard

The criteria presented below are not of equal value.

Pertinent information  
included on cover  
page.

\_\_\_\_\_ **YES**      \_\_\_\_\_ **NO**

Clear and informative  
description of setting  
(school and community).

←----->

Illuminating and succinct  
discussion of each teacher's  
responses to interview  
questions.

←----->

Thoughtful reflections  
and insights based on  
information presented in  
report.

←----->

**THE ESSENTIALS**

Directions followed for  
organizing and formatting  
paper.

←----->

Writing style is  
clear.

←----->

Writing is free of errors  
in grammar, spelling,  
and mechanics.

←----->

**Comments:**

**GRADE** \_\_\_\_\_

### Content Area Literacy Project Scoring Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The items below are not of equal value.

Element	Unacceptable - 1	Acceptable - 2	Exemplary - 3	
		<b>Background Information</b>		
	Content domain, area, & topic are inappropriate.	Content domain, area, & topic are acceptable.	Content domain, area, & topic are acceptable.	
	Poor description of classroom setting.	Good description of classroom setting.	Excellent description of classroom setting.	
	Focus of unit and topics are poorly explained.	Focus of unit and topics are acceptable.	Focus of unit and topics are clearly explained.	
		<b>Plan for Activity</b>		
	Poor description of content literacy activity.	Good description of content literacy activity.	Excellent description of content literacy activity.	
	Activity has limited use in helping students master content area concepts.	Activity can be used to help students master content area concepts.	Activity will lead to students' mastery of content area concepts.	
	Content concepts to be learned are inappropriate.	Content concepts to be learned are acceptable.	Clear identification of content concepts to be mastered.	
2.3	Materials selected for instruction are inappropriate.	Materials selected for instruction are acceptable.	Materials selected for instruction are exemplary.	
4.2	Little or no information presented about a website.	Website is identified and connection with unit of instruction described.	Excellent choice of website and clear description of how it will be utilized.	
2.2	Information presented in plan is disorganized and lacks specificity. *	Information presented in plan is acceptable. *	Information found in plan is highly organized with activities presented in a logical order. *	
1.4	No or little integration of reading/writing/listening/speaking skills.	Good integration of reading/writing/listening/speaking skills.	Excellent integration of reading/writing/listening/speaking skills.	
		<b>Results of Field Testing</b>		
	Poor description of what	Good description of	Excellent description of	

	took place during instruction. *	what took place during instruction. *	what took place during instruction. *	
3.3	Low level of analysis and reflection of field testing results. *	Analysis and reflection of lesson results are good. *	High level of analysis and reflection of field testing results. *	
	Few or no references made to students' work samples.	Some references made to students' work samples.	Many references made to students' work samples.	
5.3	Sharing of results with colleagues is unacceptable.	Sharing of results with colleagues is acceptable.	Sharing of results with colleagues is exemplary.	N/A
		<b>Body of Report</b>		
	Format of paper is unacceptable.	Format of paper is acceptable.	Format of paper is exemplary.	
	Writing style is poor.	Writing style is acceptable.	Writing style is exemplary.	
	Numerous errors in grammar, spelling, and mechanics.	Few errors in grammar, spelling, and mechanics.	No errors in grammar, spelling, and mechanics.	

- These are major criteria.

**GRADE:** \_\_\_\_\_

**Comments:**