

Week 1	Assignments	Objectives	Instructional Strategies	Assessments	NYS Standards	Seat time equivalent
Essential Questions		Why teach reading strategies in the content areas?				
Outcome/Goal		To familiarize students with course and analyze classroom best practices				
Objective 1	Students will read the class policy and syllabus packets and post any comments or concerns about the course. Included in the policies is the ongoing responsibility to comment on a classmate's posting after each completed assignment.	Students will examine class policies and syllabus	Learning Contract	There was evidence of a posting in the forum. Post was thorough and clear.	Standard 1: Students will read, write, listen, and speak for information and understanding • Identify a purpose for reading	30 minutes
Objective 2	Students will introduce themselves to each other by listing profession, experience, grade level, subject area, and current practice for their struggling readers.	Students will identify best practices used in their classrooms for struggling readers	Discussion	There was evidence of a posting in the forum. Students answered each question. An honest response which addressed current practice was given.	Standard 1: Students will read, write, listen, and speak for information and understanding • Understand the purpose for writing: the purpose may be to explain, describe, narrate, persuade, or express feelings	30 minutes
Objective 3	Students will fill out a questionnaire about why they want to take the course and how the information provided to them will be applicable.	Students will identify their rationale for taking the course	Learning Contract, mentorship	The questionnaire was complete and the short response was clear.	Standard 1: Students will read, write, listen, and speak for information and understanding • Include relevant information and exclude irrelevant information	30 minutes
Week 2						
Essential Questions		Why teach reading strategies in the content areas?				
Outcome/Goal		To understand the importance of infusing reading strategies throughout the content area lesson plan.				

Objective 1	<p>Students will be exposed to the first three reading tools to be introduced in this course. They will be asked to read the descriptions for the following tools: A Brief Look, Charting my Vocabulary Words, Charting What I Think. The assignment will be to choose one tool and explain how you could infuse this into a lesson plan that you have taught in your content area. No particular lesson plan format is required. For example, Charting What I Think might work well at the end of a social studies lesson. Each participant will create a Word document titled, "Content Area Strategies Toolkit (CAST)". Each week, they will add the learned strategies, activities and lesson plans to the CAST. For this week, they will add these 3 tools to their CAST.</p>	<p>Students will recognize and define reading comprehension strategies.</p>	Lecture, Discussion	<p>An appropriate, content-based lesson plan was shared. The new reading strategies tool is appropriately infused in the lesson. A CAST is created and the 3 new tools are added.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance • Present clear analysis, using examples, details, and reasons from text • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	60 minutes
Objective 2	<p>Students will read "Now I understand" a short play based on Alice in Wonderland that introduces the four major reading strategies. Students will identify the strategies used in the play.</p>	<p>Students will classify discussed general reading strategies into pre-reading, during reading and post-reading segments of a lesson.</p>	Self-directed learning	<p>Students will post in the forum that they have completed the play. The following four reading strategies will be identified: ask questions, visualize, make connections and make predict. This forum will be a Q and A so that students can contribute on their own.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance • Present clear analysis, using examples, details, and reasons from text • Select content and choose strategies for written presentation on the basis of audience, purpose, and content 	30 minutes

Objective 3	Students will be given a lesson plan in which they are to use the four major reading strategies. Students will then determine where these strategies would fit best to make the lesson more effective.	Students will apply pre, during and post reading strategies to a given content based lesson plan.	Project	The students' revised lesson plan must have incorporated the four major strategies correctly. The location of the strategies in the lesson plan must make sense and flow with the concepts.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance • Present clear analysis, using examples, details, and reasons from text • Select content and choose strategies for written presentation on the basis of audience, purpose, and content 	30 minutes
Week 3						
Essential Questions		Am I a good reader?				
Outcome/Goal		To evaluate my own reading habits				
Objective 1	Students will complete the reading tool survey that evaluates their reading habits. In each section, students are to rate themselves based on the statements (on a scale from 1-4).	Students will evaluate their reading habits.	Self-directed learning	The final score on the reading tool survey will determine how students evaluate their own reading habits.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance • Present clear analysis, using examples, details, and reasons from text • Select content and choose strategies for written presentation on the basis of audience, purpose, and content 	15 minutes

Objective 2	Students will post a response to the following discussion topics: After completing survey, identify and reflect on the areas of strength and specific practices that make them strong in this area. Next, they will identify and reflect on challenging areas and two or three strategies that they could use and practice to make this an area of strength .	Students will reflect their strengths and weaknesses as independent readers.	Self-directed learning, Discussion	The posted students' reflections on this assignment will demonstrate their understanding of their strength and weaknesses.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. • Present clear analysis, using examples, details, and reasons from text • Select content and choose strategies for written presentation on the basis of audience, purpose, and content	30 minutes
Objective 3	Select the area from survey which has the strongest score and explain how you could apply this in your classroom. For example, if student is strongest in social/situation learning, he/she enjoys small and large group discussion and actively participating in class, so this student would explain how this strength could drive his/her instruction.	Students will apply their reading strengths to develop a plan to support their own readers.	Self-directed learning, Discussion	The student's strength will match a classroom activity or lesson in a way that makes sense.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. • Present clear analysis, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes	45 minutes
Week 4						
Essential Questions		What makes an independent strategic reader?				
Outcome		To familiarize students with strategies used by independent strategic readers.				
Objective 1	Read the document entitled "Strategies used by Independent Strategic Readers" and determine which 3 strategies fit best in your content area. You will work with 1-2 other students from the same content area or you will be grouped with someone related to your content area. When you work together, you will explain how each strategy can be used in a typical lesson plan/activity.	Students will recognize reading strategies used by independent strategic readers.	Collaborative Learning, Self-directed Learning, Group Project	Students will accurately parallel reading strategies with content area. Post will demonstrate understanding of topic and collaboration with classmates.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. • Present clear analysis, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes Standard 4: Students will read, write, listen, and speak for social interaction. • Write personal reactions about experiences, events, and observations, using a form of social communication	90 minutes (including finding an appropriate group)

Objective 2	List 3 strategies that you would use while independently reading and explain how you would use them. Comment on another student's use of strategy. Add to your CAST.	Students will analyze best practices....	Self-directed learning, Discussion	The explanation of how these 3 strategies are used must be thorough. The comment on others' strategies must also be well explained.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues Maintain a writing portfolio that includes writing for critical analysis and evaluation Standard 4: Students will read, write, listen, and speak for social interaction. <ul style="list-style-type: none"> Write personal reactions about experiences, events, and observations, using a form of social communication 	20 minutes
Objective 3	Under "Strategies used by Independent Strategic Readers: What the Teacher can do" students will find 3 different tools that can be applied to their classroom use. Post 3 activities in your content area that incorporate the reading tools found in the list. Provide feedback on another student's activity. Add to your CAST.	Students will formulate a plan for how content teachers can assist struggling readers during lessons.	Case Study, Discussion	Post that includes the 3 activities and post on another student's activities.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues Maintain a writing portfolio that includes writing for critical analysis and evaluation Standard 4: Students will read, write, listen, and speak for social interaction. <ul style="list-style-type: none"> Write personal reactions about experiences, events, and observations, using a form of social communication 	90 minutes
Week 5						
Essential Questions		Why should I differentiate instruction?				
Outcome		To familiarize students with ways to differentiate instruction in terms of reading strategies.				

Objective 1	<p>Students will be given 2 passages to read. The first passage is written in technological jargon, which may be difficult to comprehend. After they read the first one, they will reflect on how they felt while reading this passage and list what strategies they used to make meaning of the text. Next, they will read a modified version of the second passage. After they read this passage, students will reflect on how they felt reading this version. Students will post other ways they can differentiate instruction in their content areas. Add the strategies that best work in your content area to your "CAST"</p>	<p>Students will explore how crucial it is to differentiate their own students' instruction.</p>	<p>Self-directed learning, Discussion</p>	<p>Explanation of feelings associated with passage. Explanation of ways to provide differentiation.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding <ul style="list-style-type: none"> Identify a purpose for reading Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation Standard 4: Students will read, write, listen, and speak for social interaction. <ul style="list-style-type: none"> Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication </p>	60 minutes
Objective 2	<p>Using the comprehension and vocabulary model strategies documents, create a content-based lesson plan that incorporates one of the strategies learned. Share the component of the lesson that demonstrates the new strategy learned. Add this lesson to your CAST.</p>	<p>Students will learn how people learn best.</p>	<p>forum</p>	<p>A rubric that breaks down the elements of a completed lesson plan</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding <ul style="list-style-type: none"> Identify a purpose for reading Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation </p>	90 minutes

Objective 3	Students will be exposed to the following three reading tools: Getting to the Root/Prefix/Suffix of it, The Importance of Activating Prior Knowledge, and My Own Think Aloud. Part 1: Using the Root/Prefix/Suffix Sheet, create a list of content-based roots, prefixes or suffixes to use in one of your lesson plans. Part 2: List a motivational question to activate your students prior knowledge about the topic to be introduced in your lesson plan. Add to your CAST.	Students will implement a personalized plan for differentiating instruction in the content area.	Project, Discussion	Completed list of content based roots/prefix/suffix. Posted motivational question.	<p>Standard 1: Students will read, write, listen, and speak for information and understanding</p> <ul style="list-style-type: none"> • Identify a purpose for reading <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Present clear analysis, using examples, details, and reasons from text • Select content and choose strategies for written presentation on the basis of audience, purpose, and content 	60 minutes
Week 6						
Essential Questions		How can I make this work for my students?				
Outcome		To select and plan reading strategies-based lessons				

Objective 1	Using the rubric, choose 2 classmate's lesson plans and evaluate their use of the learned reading tools. Give constructive criticism.	Students will evaluate the various reading tools.	Case Study	2 opinion-based posts.	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues Standard 4: Students will read, write, listen, and speak for social interaction. <ul style="list-style-type: none"> Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting Respond respectfully 	45 minutes
Objective 2	Look through your CAST and determine which strategies you can see yourself using in your classroom instruction. Explain why some would be more appropriate according to your population.	Students will select which tools are most appropriate for their population.	Self-directed Learning	Explanation of which strategy works best in the content based classroom	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text 	60 minutes
Objective 3	Choose the strategy that best parallels to your content area. Post it to the discussion board.	Students will share findings that support best practices with their colleagues.	Discussion	Post of strategy based on content area	Standard 4: Students will read, write, listen, and speak for social interaction. <ul style="list-style-type: none"> Share reading experiences to build a relationship with peers or adults 	30 minutes
Week 7						
Essential Questions		How will I teach reading strategies in the content area?				
Outcome		To reflect on the course				

Objective 1	Students will complete a written evaluation of the course.	Students will reflect on course.	Conclusion	Completed evaluation	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. • Present clear analyses, using examples, details, and reasons from text	20 minutes
Objective 2	Students will post their entire CAST to showcase their work. Each student will make one final remark about a colleague's CAST.	Students will reflect on other participants' reading toolkits.	Discussion	Completed CAST documents	Standard 2: Students will read, write, listen, and speak for literary response and expression. • Express opinions and support them through references to the text Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. • Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles	20 minutes
<i>COURSE EVALUATION</i>						