

Incorporating Reading Strategies into the Content Areas Course Syllabus

Instructor: Christine Metrisko and Katherine Tovar

Dates of Course: TBD

Course Description: This online course is designed to assist middle and high school subject area teachers and speech teachers with strategies to help struggling readers in their subject classrooms. We will examine various strategies (including connecting background knowledge, visualizing, and making connections) and decide which strategies will work best for both the classroom teacher and the collaborative/reading specialist/special education teacher. At the end of this course, you will be able to design lesson plans that incorporate these new strategies which will help your struggling readers to improve their reading skills and to better comprehend subject area material.

Course Goals, Outcomes and Objectives:

Students will...

- create a toolkit of reading strategies to assist the struggling reader.
- look introspectively at themselves as readers.
- learn how to drive their instruction based on their students' strengths.
- work collaboratively to infuse reading strategies into daily lesson plans.
- use comprehension and vocabulary strategies to create a content-based lesson plan.
- create a list of prefixes, roots and suffixes which are related to their content areas.
- create a Think-Aloud to model instruction.

A bit about the instructor: Katherine Tovar is an English teacher at Woodlands Middle School, in Greenburgh Central 7 School District. She holds NYS certification in English, Adolescent Education (7-12) as well as a Wilson Reading System certificate.

NYS Standards Addressed:

New York State English Language Arts Standards

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 2: Students will read, write, listen, and speak for literary response and expression

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4: Students will read, write, listen, and speak for social interaction

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Prerequisite Skills/Requirements: Students should hold the position of regular/content area teacher, special education teacher or support services provider.

Required Software: Students should have daily access to email, Microsoft Word, and a secure internet connection.

In service Credit: Students are required to complete all assignments in a timely manner, post comments to at least one colleague per assignment and complete all requirements outlined in the *Class Policies*.