



## LILIE, LLC Course Information

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Title of Course (*45 hours*): Promoting Content Area Based Reading & Writing

### Course Description:

This course is designed for all teachers at the middle and secondary levels so that they will be able to use and teach the skills of reading and writing in all of their disciplines. This course includes an investigation of the reading and writing processes within content disciplines; an examination of the relationships among reading, writing, critical thinking, and learning; discussion of current evaluative methods, including portfolio and other authentic assessments; an analysis of reading and writing strategies and procedures for developing student capacity for using reading and writing to think critically and to learn and understand content.

### Overall Course Objective and Expectation(s):

The Promoting Content Area Based Reading & Writing course offers educators and an opportunity to become more familiar with reading and writing theories that will allow greater implementation of reading and writing tasks to increase student understanding and application of their own content areas. Ultimately, teachers will exit the course with concrete lessons that may be implemented in their classrooms.

- Explore various information available to teachers regarding reading and writing theories
- Analyze the variety of educational theories and practices with respect to reading and writing in all main content areas
- Discuss the implementation of reading and writing strategies in unit and lesson design increase content retention and integration

### Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

### Suggested Readings (*subject to change*):

- Content Literacy: A Definition and Implications, by Michael McKenna, Richard Robinson
- How Scholarly Writing makes readers work, by Audrey Thompson
- The Relation Between State and District Literacy Standards: Issues of Alignment, Influence and Utility, by Elizabeth Dutro and Sheila Valencia
- Content Area Cognitive Mapping for Reading and Writing Proficiency, by Mark Lee Peresich , James Meadows and Richard Sinatra
- Writing Across the Curriculum: Evolving Reform, by Roger Sensenbaugh
- Math in the Writing Center, by William Morris

- On Science and Literature: A lesson from the Bernad-Zola Case, by Fiorenzo Conti and Silvana Irrera Conti
- A Role for Poetry in Consumer Research, by John Sherry and John Schouten
- Using writing and Reading in Geometry, by Wendy Weber
- Writing to Learn across the curriculum: Tools for Comprehension in Content Area classes, by Kathy Knipper and Timothy Duggan
- How are we using what we know about literacy processes in the content areas?, by Bill Harp
- Reading is the Theme, not one of the classes, by Jim Sollisch
- Leave No Discipline Behind by Raymond Jones and Timothy Thomas
- Reading and Writign Strategies for Effective Content Instruction: Suggestions for the School Administrator, by Katherine Misulis
- Using writing to enhance content area learning in the primary grades, by Evelyn Cudd and Leslie Roberts
- Real Reading and real writing: Content area strategies, by Donna Topping and Roberta McManus
- Planning for Whole Language across the curriculum, by Cynthia Jordan and Lana Smith
- Writing Assessment Instrument for Higher Order Thinking Skills, by Teresa Flateby and Elizabeth Metzger
- Setting Specific Purposes for writing to learn assignments: Adopting the dialogue notebook for a human services course, by Jaime Hylton and John Allen
- Introduction: Cooperative Learning Across Curriculum by Karen Wood and Bob Algozzine
  - Increasing Student Engagement using effective and metacognitive writing strategies in content areas, by Karen Smith, Johan Rook and Thomas Smith

### **Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week 1*

#### Topic(s):

- Meeting New York State standards in all content areas
- The Writing to Learn Movement
- Literacy
- Cognitive Mapping

Students need to “become more proficient in literacy so that they [can] conceptualize, compose, and write acceptable essays at all of the grades in all of the traditional school content domains” (Peresich, p. 424).

#### Objectives:

- Participants will become familiar with New York State’s literacy standards
- Participants will discuss benefits of teaching reading and writing in all content areas and how can those skills benefit math, science, social studies.
- Participants will explore the Writing to Learn movement and its basic premises.
- Participants will discuss the benefits of cognitive mapping and the Thinking Network and their ability to increase content literacy?

#### Impact on Classroom Instruction:

As students become more proficient in reading and writing, they will ultimately grow to be able to learn and process at a greater level, whereby mastering, more quickly, a greater amount of information and concepts.

#### Learner Outcomes:

Learners will become familiar with the writing to learn movement and various reading and writing theories and begin to create ways to apply these ideas to his/ her own classroom practice for the benefit of increased student learning and performance.

#### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

1. Participants will answer the discussion questions in a substantive, scholarly fashion.

What are New York States literacy standards?

Why teach reading and writing?

How can those skills benefit math, science, social studies? Briefly explain the Writing to Learn movement and its basic premises.

What are cognitive mapping and the Thinking Network and how do they increase literacy?

2. Participants will respond to classmates’ postings and opinions and a respectful manner to continue a meaningful conversation and learn cooperatively to apply new skills and understandings to our own classrooms and pedagogies.



## Week II

### Topic(s):

- Writing across the curriculum
- Improving student writing skills and higher order thinking skills increases content area knowledge
- Focus, within the content areas, on the quality of the content not language arts skills.
- Literacy vs. Content Literacy

### Objectives:

1. Participants will discover how to foster ELA skills in our classrooms while teaching own content curricula (technology, lesson plans, teaching techniques...)?
2. Participants will learn how to use the literacy processes in the individual content areas?
3. Participants will compare literacy and content literacy?
4. Participants will read and discuss strategies used by good readers and how to foster these skills in their students to increase comprehension and application in content areas?

### Impact on Classroom Instruction:

By creating increased comfort with a variety of reading and writing theories, their usage and impact, we are able to foster increased student understanding, conceptual knowledge, motivation, responsibility and support increased learning outcomes for our students.

### Learner Outcomes:

Learners will increase awareness and comfort level with a variety of reading and writing theories and practices.

### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Participants will answer the discussion questions in a substantive, scholarly fashion.
  - What can we do to foster ELA skills in our classrooms (technology, lesson plans, teaching techniques...)?
  - How are we using what we know about literacy processes in the content areas? What is the difference between literacy and content literacy?
  - What are some of the strategies used by good readers and how can they translate into greater comprehension and application in content areas?
- Participants will respond to classmates' postings and opinions and a respectful manner to continue a meaningful conversation and learn cooperatively to apply new skills and understandings to our own classrooms and pedagogies.



### Week III

#### Topic(s):

- Assessment vs Testing
- Communicating understanding and concept analysis
- Real world applications for reading and writing via a variety of content

#### Objectives:

1. Participants will learn to guide students' skills in improving reading, listening, and viewing information. Discuss and analyze the goals of writing to learn in the primary / secondary classroom and how can this affect assessment at that level?
2. Participants will discuss and compare some of the strategies that can be used to manage content instruction using reading and writing activities?
3. Participants will analyze strategies for use in their own classroom process and lesson plans?

#### Impact on Classroom Instruction:

By creating increased comfort with the real world applications of reading and writing, as well as our content area concepts, we are able to foster increased student motivation, responsibility and support increased learning outcomes for our students.

#### Learner Outcomes:

Learners will increase awareness and comfort level with a variety of real world applications of reading and writing theories and practice to stimulate the creation and application of these methodologies in the individual teacher's classroom practice.

#### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Participants will answer the discussion questions in a substantive, scholarly fashion.
- How can we guide our students to know how to read, listen to, and view information that is presented to them? To speak appropriately for the tasks at hand? To learn for their whole lifetime?
- What are some of the goals of writing to learn in the primary classroom and how can this affect assessment at that level and on the secondary level?
- What are some of the strategies that can be used to manage content instruction using reading and writing activities?
- Participants will respond to classmates' postings and opinions and a respectful manner to continue a meaningful conversation and learn cooperatively to apply new skills and understandings to our own classrooms and pedagogies.



## Week IV

### Topic(s):

- Evaluation; self-reflection
- teacher and peer assessment
- whole language – reading and writing skills
- student as key component in learning process; student responsibility
- Strategies for implementation
- Lesson and project planning; curricular goals

### Objectives:

- Participants will discuss whole language and discover its potential impact on writing and reading in each content area.
- Participants will be encouraged to revamp current practices to incorporate reading and writing skills to increase students learning, comprehension and synthesis.
- Participants will determine how a particular learning activity will help students meet our curricular goals and standards.

### Impact on Classroom Instruction:

We will discuss how all reading and writing integrates with our content areas to create a classroom rich in opportunity, excitement, and success that provide students with a multi-layered experience that directly relates to their real world.

### Learner Outcomes:

Learners will increase awareness and comfort level with a variety of writing and reading activities and practice to stimulate the creation and application of these methodologies in the individual teacher's classroom practice. The application and integration of which will increase student learning, achievement, mastery of standards and application of curricula to outside circumstances.

### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Participants will answer the discussion questions in a substantive, scholarly fashion.
- What is whole language? How can teaching writing and reading in your content area improve learning, critical thinking?
- How can we revamp what we are already doing to incorporate reading and writing skills?
- How can we know if a particular learning activity helps students meet our curricular goals and standards?
- Participants will respond to classmates' postings and opinions in a respectful manner to continue a meaningful conversation and learn cooperatively to apply new skills and understandings to our own classrooms and pedagogies.