



LILIE, LLC Course Information

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Title of Course (45 hours): *Simple Steps for Boosting Reading and Writing across the Disciplines*

Course Description: This course has been designed to address the importance of teaching effective reading and writing skills in all content areas. The focus will begin on understanding the role of students' personal learning styles and multiple intelligence strengths and then examine the role of reading and writing in the classroom. Participants will analyze the use of various strategies to highlight understanding in each content area and discuss the correlation between instructional techniques and NYS Assessments.

Overall Course Objective and Expectation(s): After completing this course, participants will learn the following:

- the role of learning styles and multiple intelligences on planning and instruction
- the responsibility and benefit of every educator to teach reading and writing
- methodology to improve reading and writing instruction
- reading and writing on state assessments

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):

- The Art of Teaching Writing, Lucy Calkins
- On Reading, Ken Goodman
- Teaching through Text: Reading and Writing in the Content Areas, Michael D. McKenna and Richard D. Robinson
- Teaching Content Reading and Writing, Martha Rapp Ruddell
- Understanding Reading, Frank Smith
- Teaching Writing: Balancing Process and Product (5th Edition), Gail E. Tompkins

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 I

Topic(s): Introductions

- Introductions
- Self-evaluation and reflection
- Learning styles and multiple intelligences

Objectives:

- share personal backgrounds through introductions
- analyze and evaluate personal experiences with reading and writing in the classroom
- assess students' needs with reading and writing based on their challenges and successes
- identify personal learning style and the importance of knowing this information as an educator and as a student

Impact on Classroom Instruction: This week will allow participants to personally reflect on ways that they effectively and ineffectively implement reading and writing instruction. After determining common skills that students struggle with in reading and/or writing, participants will share ideas on how to improve their instruction. Participants will also gain an understanding about the role of individual learning styles and multiple intelligences to enhance instruction.

Learner Outcomes: Participants will be able

- to discuss background information on teaching experiences and topics of this course
- to list successful and unsuccessful methods they have utilized to teach reading and writing
- to identify specific areas for improvement in reading and writing instruction
- to explain the value of knowing personal learning styles and multiple intelligence preferences and the impact on learning

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

- post to the discussion board as outlined in the course expectations
- respond to classmates' postings
- share personal evaluation of what is working and what is not working when teaching reading and writing
- survey on personal learning style results and why it is useful to remember this information when planning
- post two reasons it is beneficial for you to know your students' personal learning styles and their multiple intelligence strengths and how this knowledge can be utilized in planning and implementing instruction



Week II

Topic(s): Boosting effective reading skills in the classroom

- The importance of reading in all content areas
- Stages of reading
- Reading strategies to improve instruction
- Vocabulary strategies

Objectives:

- explain why effective reading instruction is essential in all content areas
- examine the stages of reading and grade level reading goals
- categorize reading strategies into before reading, during reading, and after reading
- assess the usefulness of various reading strategies based on specific content
- illustrate how vocabulary trees and graphic organizers can increase student understanding of vocabulary

Impact on Classroom Instruction: This week participants will focus on the importance of effective reading skills in every content area. They will be exposed to various reading strategies, which will be useful in teaching content area reading material, reading comprehension, before, during, and after reading strategies, and vocabulary instruction.

Learner Outcomes: Participants will be able

- to demonstrate an understanding of the value of efficient reading instruction in all content areas
- to identify and explain the stages of reading and use this knowledge when developing lesson plans
- to choose appropriate before, during, and after reading strategies for content specific lessons
- apply vocabulary strategies into their instruction

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

- post three beneficial reasons reading should be taught by every teacher
- after reading about the stages of reading and the specific grade level reading goals, explain how this information should impact your planning and instruction
- select any two reading strategies that you believe will enhance reading instruction in your specific content area and explain why
- create and share a lesson that focuses on a reading assignment and incorporate a before, during, and after reading strategy



Week III

Topic(s): Implementing and demanding quality writing from your students

- Writing as a part of every content area classroom
- The five paragraph essay
- Types of writing assignments
- Strategies for teaching writing
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Objectives:

- discuss the value of quality writing in all classrooms
- explain the parts of a five paragraph essay to design an appropriate writing task
- research and share strategies to improve writing instruction
- plan a lesson with an effective writing activity

Impact on Classroom Instruction: This week participants will learn about quality writing in every content area. Participants will be given an opportunity to closely examine the five paragraph essay and types of writing. This knowledge will allow participants to develop valuable writing assignments for instruction.

Learner Outcomes: Participants will be able

- to evaluate the role of writing in current instruction and assess areas for improvement
- to describe researched writing strategies to improve instruction
- to apply knowledge about writing a five paragraph essay to construct an essay writing task
- to utilize the suggested types of writing activities to develop a lesson with a writing activity

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

- post an overview of how you currently use writing in your instruction
- share one strategy that you researched on the internet on how to teach writing effectively and include the address
- develop a writing task for a five paragraph essay specific to your content
- create and share a lesson and/or activity that incorporates a writing activity



Week IV

Topic(s): Examining assessments and applying reading and writing skills to instruction

- NYS Assessments
- How does NYS regard reading and writing skills based on the assessments
- Personal reflection and improvement

Objectives:

- compare the reading and writing skills required on content specific NYS assessments
- appraise the importance of reading and writing on assessments based on how these skills impact student scores
- practice using suggested reading and writing skills and strategies to modify previous lessons

Impact on Classroom Instruction: This week participants will closely examine how reading and writing are significant on state assessments by reviewing questions and scoring guidelines and consider what this information reveals about the significance of these skills. After reflecting on instructional practices and this course's content, participants will make adjustments to lessons to employ more effective instruction for reading and writing. These changes will improve student understanding and learning.

Learner Outcomes: Participants will be able

- to interpret how reading and writing are a component of various state assessments
- to justify the implication of how reading and writing are utilized on state assessments
- to revise a previous lesson plan to include what has been learned throughout this course
- to develop lesson plans that utilize beneficial reading and writing skills and strategies to increase student knowledge

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

- Look at a state assessment in your own content area and then select a different content area and evaluate how reading and writing are a part of each assessment
- After looking at a variety of state assessments, explain whether or not having effective reading and writing skills impact a student's test scores
- Share changes that you made to a previous lesson plan and explain why you made them
- Reflect on class discussions, class assignments, and reading material to describe how this knowledge will effect your planning and instruction in regards to reading and writing