



Strategies for Teaching Striving Readers: A Course for All Secondary Teachers

Course Overview

Course Description

Strategies for Teaching Striving Readers: A Course for All Secondary Teachers is an interactive, online and in-person professional development course designed for middle and high school teachers of all curriculum areas, including English language arts, reading, and the content areas. The seven online sessions focus on practical strategies that all secondary teachers can implement to help striving readers and all students improve their reading. Teachers can apply to receive 3 semester hours of graduate credit for their coursework through one of Scholastic RED's university partners.

Strategies for Teaching Striving Readers is one of three courses in Scholastic RED's school-wide professional development program for raising adolescent reading achievement: *Foundations of Adolescent Literacy: A Professional Development Program for the Whole School*. The program includes a course for secondary principals and a course for secondary literacy coaches.

- **Session 1** provides teachers background on striving readers, examines the literacy demands on adolescent readers today, defines the elements of a literacy-focused middle or high school, and describes how the school literacy leadership team can support school-wide reading instruction. The session also explores how to use assessment data, and explains how to support striving readers.
- **Session 2** explores how students learn to read and the barriers to reading proficiency. The session also delivers modeling of effective instructional techniques for eliciting structured responses from striving readers and explains how to build content knowledge through the use of appropriate texts.
- **Sessions 3** guides teachers in assessing students' background knowledge and presents modeling of effective strategies for building background knowledge in content areas and English language arts. The session shows teachers how to build students' mental models through anchored instruction and how to help students use various text features to mediate difficult text.
- **Session 4** provides teachers with a complete guide to helping secondary students approach and learn unfamiliar words in every subject area. The session presents modeling of research-based strategies for direct instruction of multi-syllabic words and for word study.
- **Session 5** gives middle and high school teachers an updated perspective on effective vocabulary instruction in secondary classrooms. Areas covered in the session include assessing students' vocabulary knowledge, choosing academic words to teach, and structuring classroom opportunities to use new words. The session presents modeling of a proven, five-step routine for teaching academic words.
- **Session 6** covers reading fluency and how fluency affects students' comprehension of texts. The session guides teachers in incorporating fluency practice into secondary instruction and presents modeling of routines for developing students' fluency through multiple oral readings.



- **Session 7** explains how secondary teachers can collaborate with their school's literacy coach and school Literacy Leadership Team to raise reading levels and achievement. Teachers learn about their roles in implementing a school-wide, data-driven literacy improvement plan.

All online sessions include lesson plans and classroom resources for integrating the course content into middle and high school subject-area curricula.



Course Faculty

Dr. Ted Hasselbring, Vanderbilt University

Dr. Kate Kinsella, San Francisco State University

Carlton Jordan, Education Consultant "A Novel Approach"

Course Objectives

On completing this course, you will be able to:

- Understand the needs of striving readers and your role in working with your colleagues to meet these needs.
- Identify the barriers to adolescent reading proficiency and understand how intensive reading intervention programs can significantly raise striving readers' achievement levels.
- Use literacy assessments and student data to differentiate instruction based on students' levels of reading proficiency.
- Teach strategically, using methods derived from research for building background knowledge in the content areas, implementing effective word-study instruction, incorporating fluency practice into the content areas, and building academic vocabulary.
- Be a productive member of a teacher study group focused on improving students' reading levels and achievement.
- Integrate frequent, varied and engaging opportunities for all students, including striving readers, English language learners and special education students, to participate in literacy activities.
- Select appropriate reading material for students.
- Use technology effectively to support literacy instruction.
- Monitor students' progress using formal and informal assessments.
- Work collaboratively with school leaders and literacy coaches to improve literacy outcomes.

Course Outline

1. Understanding Today's Adolescent Readers

- 1.1 Preparing Striving Adolescent Readers for Success
- 1.2 Today's Striving Adolescent Readers
- 1.3 Defining the Elements of a Literacy-Focused School
- 1.4 Developing a Literacy Leadership Team
- 1.5 Using School-Wide Assessment Data
- 1.6 Supporting Striving Readers Throughout the Instructional Day

2. Meeting the Classroom Needs of Striving Readers

- 2.1 A Research-Based Literacy Improvement Model
- 2.2 Why Secondary Students Struggle to Read
- 2.3 Eliciting Structured Responses From Striving Readers
- 2.4 Building Content Foundations With Appropriate Texts
- 2.5 Strategies for Teaching Challenging Text

3. Building Background Knowledge for Comprehension

- 3.1 How Background Knowledge Influences Comprehension
- 3.2 Assessing Background Knowledge
- 3.3 Building Background Knowledge in the Content Areas
- 3.4 Building Mental Models for Reading
- 3.5 Teaching Content-Area Text Structures
- 3.6 Using Background Knowledge to Understand Texts

- 4. Teaching Word Study Skills in the Content Areas**
 - 4.1 How Proficient Readers Approach Unknown Words
 - 4.2 Using Word Parts to Teach Complex Words
 - 4.3 Identifying Multisyllabic Words
 - 4.4 Understanding Word Study Strategies
 - 4.5 Applying a Word Study Strategy

- 5. Building Academic Vocabulary**
 - 5.1 Bridging the Vocabulary Gap
 - 5.2 Effective Vocabulary Instruction
 - 5.3 Choosing Academic Vocabulary for Instruction
 - 5.4 Teaching Vocabulary Across Secondary Subject Areas
 - 5.5 Structuring Opportunities to Use New Words
 - 5.6 Assessing Vocabulary Knowledge

- 6. Improving Fluency to Understand Diverse Texts**
 - 6.1 How Fluency Impacts Comprehension
 - 6.2 Assessing Reading Fluency
 - 6.3 Examining Brain Research on Fluency
 - 6.4 Modeling and Developing Fluent Reading
 - 6.5 Incorporating Fluency Practice Into Content-Area Teaching
 - 6.6 Motivating Students With Leveled Texts

CheckPoint

Your Turn

- 7. Collaborating With Your Literacy Team to Raise Reading Achievement**
 - 7.1 Leading School-Wide Literacy Improvement
 - 7.2 Assessing School-Wide Literacy Improvement
 - 7.3 Ongoing Professional Development
 - 7.4 Ensuring Effective Teaching
 - 7.5 Meeting the Needs of All Student