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**Course Number: LART 3006 Course Title: Teaching Reading in the Content Areas (5964) T/Th**

**Texts: (Will be Also Using These Texts in Children’s Literature)**

Harvey, S. & Goudvis, A. (2000). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*. 2nd Ed. Portland, ME: Stenhouse Publishers.

Temple, C., Martinez, M., & Yokota, J. (2005). *Children’s Books in Children’s Hands: An Introduction to Their Literature.* 3rd Ed. Boston: Pearson.

**Other Required Resources:**

**Reading A-Z:** All students are required to purchase a membership to [www.readinga-z.com](http://www.readinga-z.com). We have received a special discounted rate of $23.48 for a 12 month college subscription to this website. The normal price for a one year membership is $84.95. To receive the discounted rate, you need to use the promotional code: GREEN CAMPUS in the promo code area. You can purchase your membership through going to the website and clicking on “Order” at the top. We will be looking at and using many of the materials in class. This website contains many wonderful reading assessment and instructional materials (including guided reading lesson plans and leveled books). If you have any problems, you may contact Susan Dehler at [sdehler@learninga-z.com](mailto:sdehler@learninga-z.com) or 520-232-5027.

**Catalogue Description:** Study of the scope and sequence of skills and methods related to the teaching of comprehension, vocabulary, study skills and critical reading in the content areas. Strategies for improving content area instruction, developing appreciation and interest in reading are addressed as well as how to make content relevant to students.

**Purpose of the Course:** This course is designed to expose teachers to a variety of ways to show students how to use reading effectively in the content areas. The focus will be on practical suggestions for selecting content to be taught and selecting appropriate materials, deciding which teaching/learning strategies are likely to be effective with different learners, and selecting appropriate approaches for evaluating what is learned through reading. The course reflects the philosophy that:

Content teachers know how to influence students’ learning through the use of appropriate reading materials and through the teaching of effective interaction and metacognitive strategies. Teachers, (not textbooks) design, integrate, instruct, reflect, evaluate, and revise instruction based on student and curricular needs.

Content teachers, aware of their own creative, critical, and metacognitive thinking skills, provide opportunities for students to develop awareness of these same skills.

The standard of success in teaching content is not only the content learning achieved by students, but also the students’ ability to use and monitor strategies for future learning. Likewise, realizing the need to be a continual learner, effective content teachers take charge of and monitor their own professional development.

**The School of Education Conceptual Framework**

North Georgia College and State University prepares teachers for tomorrow’s classrooms--teachers who can deliver knowledge and skills in an effective manner, make informed decisions and choices, and assume leadership--first in the classroom and then within the professional community. The process which integrates these roles of *Facilitator, Decision-Maker*, and *Leader* is a metacognitive one, in that teachers must be conscious of their thinking and problem-solving processes in order to integrate and monitor the interaction of these roles. Metacognition is that ability which enables teachers to plan a course of action prior to beginning a task, to monitor themselves while executing a plan, to alter or adjust a plan consciously and finally to evaluate the results after action has been taken.

The NGCSU Teacher Education Program prepares teachers to demonstrate the following competencies. These competencies overlap into more than one role as defined by the metacognitive model; however, for curriculum mapping purposes each competency has been aligned to a specific role. Current research and professional standards identify these competencies as important for an effective teacher (GSTEP Standards). The instructor will expect students to prepare professional goal statements that reflect behaviors in these competencies.

**Decision Maker (D)** **Facilitator (F)** **Leader (L)**

Assessment Individual differences Ethical perspectives

Planning Communication Professional Leadership

Problem-solver Classroom management Research & evaluation

Methods, materials, resources Subject matter knowledge Reflection/metacognition

**Course Objectives:**

The NGCSU Teacher Education Program prepares teachers to demonstrate the

Competencies previously described in the Metacognitive Model. Additionally, the NGCSU Teacher Education programs are aligned with Georgia Framework, a compendium of state and national standards including those developed by the Georgia Professional Standards Commission (GAPSC), the Georgia Board of Regents, and the Georgia Department of Education (GADOE). The Georgia Framework is derived from standards developed by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teachers Assessment and Support Consortium,(INTASC), and the National Board for Professional Teaching Standards (NBPTS).

**NGCSU Learning Outcomes**

Academic studies at North Georgia will lead to earning a degree within a specific discipline, determined by the major you choose. In the process students will learn ways of knowing and ways of being, called learning outcomes. These learning outcomes will be integrated into academic work in both the core curriculum and major programs, and they will be integrated within the wide array of co-curricular activities offered by North Georgia.

The faculty and staff at North Georgia believe the following learning outcomes should characterize our graduates:

1. The student will communicate effectively using multiple literacies and forms of expression. Over the course of learning experiences at North Georgia, these skills will be gained through activities involving writing, speaking, multi-media, technology, and cross-cultural dialogue.

2. The student will demonstrate analytic, contextual, and holistic thinking. Activities requiring the use of argument, quantitative reasoning, diverse viewpoints, problem solving, and research will help develop these skills.

3. The student will engage in integrative learning. Instructors and advisors will guide students in learning how to make connections across courses, disciplines, and co-curricular activities and to make connections between liberal arts and professional fields, through activities such as experiential and academic learning, advanced integrative projects, and culminating work.

4. The student will reflect critically and take informed action individually as a citizen. Through course work and co-curricular activities students will learn to analyze issues, to consider their own role and the role of competing values in these issues, and to contextualize them within real-life perspectives.

5. The student will analyze ethical interactions in local and global communities. Learning experiences at NGCSU will involve examining a student’s own values and bases for choice, considering questions in their chosen field, and participating in group decision-making. These experiences will shape the student’s ideas about the role of civic values in a diverse democracy.

**Course Objectives**

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| **Objectives**  **Students in this course will be able to:** | **CF**  **Role** | **NGCSU**  **Learning Outcomes** | **(SPA**  **Standards)** | **Georgia**  **Framework**  **Standard** |
| Be able to select content to be taught, appropriate materials, determine which teaching/learning strategies are likely to be effective with different learners, and select appropriate approaches for evaluating what is learned through reading. | D,L,F | 2 | 2.2 | 1,2b,5C |
| Understand when and how to use graphic organizers as visualizations to aid in thinking about text. | F,L | 1 | 2.2, 4.1 | 1,2b,5c |
| Know how to choose vocabulary from informational text , and teach vocabulary using strategies that will encourage higher-level thinking. | D ,F | 2 | 2.1 ,2.2 | 5c |
| Be able to assess, diagnose, and plan for comprehension instruction. | D,F,L | 4,3 | 1.4, 3.1, 3.2, 3.3, 4.1 | 4e |
| Use a teaching protocol that includes direct instruction on comprehension with gradual release of responsibility. | D,F | 3 | 2.2 | 6a |
| Know how to assess and teach informational writing, including biographical, expository, and persuasive genres, using common text structures and integrating literature. | F,D | 1 | 2.2 | 1, 2b, 5c, 4e |
| Understand how to use writing across the curriculum, including journaling, as a reflection tool and means for learning content. | D,F | 1 | 2.2 | 1, 2b, 5c |

**Attendance Policy:**

The NGCSU handbook states, “If a student’s absences exceed 14% of the scheduled class meetings, it shall become the prerogative of the instructor to drop the student from the class rolls with a ‘WF’...” Documentation accounting for a student’s absence may be requested.  Please note that habitual tardiness and/or absences to class *will* affect your grade and may result in your removal from the roll.

If a student chooses to withdraw from the course it is that student’s responsibility to complete the withdrawal process. Student who cease attending class without formally withdrawing receive a grade of WF for the course. Students with two or more absences may receive a grade of WF.

Grades of I (Incomplete) are awarded only in cases of serious illness and other significant non-academic circumstances. The instructor reserves the right to make the final decision with regard to granting a grade of “I”.

**Academic Integrity Policy:**

NGCSU's integrity code,  "*On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do,*" reflects NGCSU's commitment to academic integrity.  Suspected violations of the Academic Integrity Policy should be referred by students to the instructor and may be referred by the instructor to the Academic Integrity Council for disciplinary action.  Please refer to **Academic Integrity Policy** in the ***2009-2010 Undergraduate Bulletin*** for a complete description of NGCSU's policies and procedures regarding academic integrity.

**Students with Disabilities:**

North Georgia College & State University is committed to equal access to its programs, services, and activities for individuals with disabilities. If you believe that you have a disability requiring an accommodation, reasonable prior notice must be given to the instructor and the Office of Student Disability Resources in Barnes Hall, Room 221.

**Multicultural/ Global Component:**

 Multicultural/global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Multicultural/global approaches to education recognize that teachers must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to support the development of effective citizens in a pluralistic and interdependent world.

 Cross-cultural understanding, respectful behavior and communication, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural differences and perspectives, knowledge, and appreciation of other peoples' points of view--are essential in the development of a global perspective. Teachers in particular bear significant responsibility as a source of powerful influence in the lives of children and youth to challenge bias in thinking, behavior, curriculum and assessment. NGCSU preservice and in-service teachers communicate positively and respectfully with individuals without regard to disability status, socioeconomic, cultural or language background.

**Technology Components:**

 Students will utilize LiveText, PowerPoint, and other types of technology for assessment and instructional purposes, both in classes on campus and work in the field. Prospective teacher education candidates are required to purchase a subscription to Livetext electronic course management system. This system permits paperless instructional communication and archiving of key assignments and components of the comprehensive professional portfolio that you will build during your undergraduate or graduate studies. Livetext is available through the campus bookstore or on-line at c1.livetext.com. If you need assistance in utilization of Livetext contact Ms. Kathy Moody (kmoody@northgeorgia.edu) in the School of Education. Contact your instructor if you need assistance in the development or use of instructional technology. If you need assistance in electronic searches and development of research skills and/or projects contact the School of Education liaison in the Library and Technology Center; Dr. Julie Housknecht (jhousknecht@northgeorgia.edu).

**Course Evaluations**

Class evaluations at NGCSU are now conducted on-line through Banner.  Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed.   The evaluations will be accessible beginning one week prior to Final Exam week.  Specific instructions will be made available when the surveys are activated. Please be aware that the constructive feedback offered by students through this system is systematically reviewed and utilized to make course and program improvements. Your participation is valued.

**Electronic Monitoring:**

Written work for this course is submitted on LiveText. LiveText will automatically submit the student's paper to Turnitin.com to check for plagiarism. “Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site” (http://northgeorgia.edu/uploadedFiles/Administrative/VP\_Academic\_Affairs/Manuals\_and\_Handbooks/Faculty\_Handbook/Section\_6/690\_Turnitincom\_Plageriasm\_Program/Turnitincom%20Plagiarism%20Program.pdf).

**Professional and Ethical Behavior:**

Most courses in the School of Education require application of research based practice in public schools or community centers through observation, instruction and or action research. Preservice and in-service teachers are expected toadhere to the Georgia Code of Ethics as well as the NGCSU student conduct codes. Teachers are rolemodels and caretakers of children and youth and therefore bear high levels of responsibility with regardto ethical and professional behavior. Demonstration of inappropriate social or communicationbehaviors, or failure to exhibit critical behaviors of attendance, punctuality, judgment or confidentialitymay result in immediate removal from a school site and award of a grade of WF and possiblediscontinuation in the program. Please read the Georgia Professional Standards Commission Code of Ethics (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

 NGCSU students entering schools and community organizations serving children and families are required to have background checks. The instructor for this course will provide the form utilized for this purpose, or you may obtain an application in Dunlap 214. Teacher Education candidates must have professional liability insurance before entering schools or community organizations serving children. Information regarding inexpensive professional insurance is available through either the Georgia Association of Educators (GAE) or the Student Professional Association of Georgia Educators (SPAGE). Verification of the documentation of insurance and background checks are submitted each term through your professor or the School of Education office in Dunlap 214

**General Expectations:**

The following requirements are expected of each student:

* Students will take an active part in classroom activities requiring individual and large group participation as well as cooperative learning groups.
* Students will avoid using social media in class; no texting, face booking etc.
* Students will be required to create a Wiki Web Content specific/grade level document for a classroom.
* Students will be required to develop a content specific lesson plan to including this plan in the Wiki Document.
* Students will be required to research professional content specific teaching organizations and collaborate to create a poster explaining purpose of organization.

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|  | **Assignments:**   * Text Set * Professional Organization Poster * Create a Content Specific Wiki * Content Lesson   (Detailed Directions for all assignments are included in Course Wiki) [http://contentreadingcain.wikispaces.com/\*Welcome](http://contentreadingcain.wikispaces.com/*Welcome)  1.Text Set: Check List/Description  \_\_\_\_\_\_ Choose a Science or Social Studies topic and a grade level.  \_\_\_\_\_\_\_Include an introduction specifying how you anticipate using the text set in your chosen grade level.  \_\_\_\_\_\_ Develop a text set of 5 information books. One of these should be a biography; the others can be any type of non-fiction. For extra credit, you can include a few fictional books that touch on the topic.  \_\_\_\_\_\_ Read the books. Write a summary and opinion of each book (about ½ a typed page each).  \_\_\_\_Specify appropriate level(s) for audience (age, ability levels).  Sometimes this level is called "interest level."  You want materials written at a variety of reading levels, but the interest level should be targeted to the age and ability levels of your students.  \_\_\_\_\_\_Identify the Readability of the books or materials included (You will determine the readability level of all 5 of your trade books in your text set).  \_\_\_\_\_\_ Using the guidelines given in class, choose key vocabulary to use with three of the 3 non-fiction books. Explain why you chose those words.  \_\_\_\_\_\_\_ Make a vocabulary activity for the three non-fiction books you have chosen.  \_\_\_\_\_\_\_ Make a text structure project or graphic organizer for 3 books in your set.  \_\_\_\_\_\_\_ Make a comprehension skill activity (for any of the domains) for each of the 5 books.  \_\_\_\_\_\_\_ Describe some writing ideas “multigenre text” on your topic that include a biography writing project (narrative), expository writing project, and persuasive writing project. Make an example of each one to achieve an “excellent.”  \_\_\_\_\_ Find sources or links that would be helpful with this text set.  \_\_\_\_\_ Select one book that would be used as *Read-Aloud* and write how you would use it in the grade level you chose.  \_\_\_\_\_Include any applicable handouts with text set.  2. Professional Organization Poster  This is a collaborative project to be completed in class.  3. Content Wiki:  You will create an education Wiki. You chose a subject area: Science or Social Studies and a grade level. The WikiSpaces for educators website is free, allowing you to **write, edit and share content with your students.**  4. Content Plan:  You will include one lesson plan in your Content Wiki. Your lesson plan will include before during and after reading activities and include a writing component. You will base this plan on one or more books from your text set. The grade level and content area will be the same as the focus area of your wiki. |
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**Grading Scale:**

* + Class Participation/Collaboration - 100 points
  + Content Wiki – 100 points
  + Lesson Plan- 100 points
  + Text Set Project - 100 points
  + Final – 100 points

*Total = 500 points, 90-100% = A, 80-89% = B, 70-79% = C, below 70% = F*

**Professional Portfolio**

Preservice and in-service teachers in the NGCSU School of Education prepare professional portfolios that demonstrate their professional growth over time framed by responsiveness to state and national standards associated with their discipline. Preservice and in-service teachers are advised to review the standards in their portfolio and reflect upon how the activities and artifacts associated with each course will demonstrate understanding and competence of the relevant professional standards. The instructor of this course will guide you in the development of your portfolio. Final portfolio reviews occur during your last term in your program.

**Schedule of Topics:** (Subject to revision)

**Field Placement #1:**

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| --- | --- | --- | --- | --- |
| **Date:** | **Topic:** | **Readings Due:** | **Assignments Due:** | **Homework:** |
| Tuesday August 23 | Syllabus  Wiki Content Reading |  | Be Prepared to share about one of your favorite hobbies, sports, or an outside school activity that you enjoy.  Metacognitive Model thoughts | Join Wiki Space: <http://contentreadingcain.wikispaces.com/>  Purchase Reading A-Z (If you do not already have it) |
| Thursday, August 25th | Standards-Based Teaching: Integrating Content Standards and Literacy  Reading for Understanding in Social Studies and Science | Lynch (2001)- *Salting the Oats* |  |  |
| Tuesday, August 30th | Supporting Student Questioning and Inquiry: Student Motivation! Student Interests! | Guccione (2011) – *In a World of Mandates, Making Space for Inquiry*  Guccione (May 2011) – *Integrating Literacy & Inquiry for English Learners* |  |  |
| Thursday,  September 1st | Formative Assessment: Anecdotal Records, Observations, Interest Inventories, Portfolios, etc.  Content-Related Professional Organizations – Research and Make a “Wow” Poster in Class |  |  |  |
| Tuesday,  Sept. 6th | **Text Set overview**  Comprehension Ideas of Expository Text |  |  |  |
| Thursday,  Sept. 8th | Preparing to Read: Assessing and Activating Prior Knowledge | Academic Vocabulary |  |  |
| Tuesday, September 13th | Teaching of Comprehension Skills: Making Connections; Creating Sensory Images; Making Inferences; Asking Questions; Determining Important Ideas; Summarizing; Synthesizing’ Comprehension Monitoring; Fluency | Questioning: The Strategy That Propels Readers Forward  Determining Importance in Text: The Nonfiction Connection  Magazines, Newspapers, and Websites  – Anchor Charts for the Comprehension Strategies |  |  |
| Thursday, September 15th | Using Read Alouds to Support the Content Areas  Graphic Organizers | Cummins & Stallmeyer-Gerard (2010) – *Teaching for Synthesis of Informational Texts with Read-Alouds*  Bradley & Donovan (2010) *Information Book Read-Alouds as Models for Second-Grade Authors*  Kelley & Clausen-Grace (2010). *Guiding Students Through Expository Text with Text Feature Walks*. |  |  |
| Tuesday, September 20th | Writing Across the Content Areas  Reflecting on Reading  Informational Texts, Text Structure/ Features  Text Structure as a Framework for Writing | Summarizing and Synthesizing Information: The Evolution of Thought  Bintz (2011) - *Writing Parodies Across the Curriculum*  Donovan & Smolkin (March 2011) - *Supporting Informational Writing in the Elementary Grades*  Read (2010) *– A Model for Scaffolding Writing Instruction: IMSCI*  Wilcox & Monroe (2011) - *Integrating Writing and Mathematics* |  |  |
| Thursday,  Sept. 22th | In field assignment |  |  |  |
| Tuesday, September 27th | Textbooks vs. Trade Books  Textbook Evaluation  Note Taking and Study Strategies  Critical Reading and Persuasive Writing | Reading to Understand Textbooks  Bryce (May 2011) – Meeting the Reading Challenges of Science Textbooks n the Primary Grades |  |  |
| Thursday, September 29th | Anecdotal notes |  |  | **Text Set Due** |
| Tuesday,  October 4th | In Field Assignment |  |  |  |

**Field Placement #2:**

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| **Date:** | **Topic:** | **Reading Due:** | **Assignments Due:** | **Homework:** |
| Thursday, October 6th | Organizing a Literacy-Rich Environment for Content and Literacy Learning  Research  Content Units  Text Sets | **Literary and Content Units - *Children’s Books in Children’s Hands***  **Topic Studies: A Framework for Research and Exploration**  Slavin, Lake, & Groff (2010) – *Educator’s Guide: What Works in Teaching Math?*  <http://www.bestevidence.org/word/math_Jan_05_2010_guide.pdf> |  |  |
| Tuesday,, October 11th | Teaching Children Strategies for Reading & Evaluating Web Sources |  |  |  |
| Thursday, October 13th | Teaching Media and Visual Literacy in the Content Areas  -Media Literacy: Learning to Read Visual Images  - Viewing and Visual Literacy Activities  -Finding & Using Primary Sources  - Playing to Learn in the Content Areas  - | McTigue & Flowers (2011). *Science Visual Literacy: Learners’ Perceptions and Knowledge of Diagrams.*  Strassman, MacDonald, & Wanko (2010) - *Using Captioned Media as Mentor Expository Texts* |  |  |
| Tuesday, October 18th | Creating a Favorable Learning Environment  Planning for Content Literacy: Instructional Decision Making; Educational Technology, Hands-on Experiences  Reciprocal Teaching | Lieberman & Hoody (1998) - *Closing the Achievement Gap: Using the Environment as Integrating Context for Learning* <http://www.magicoflandscapes.com/Research/Closing%20the%20Achievement%20Gap.pdf>  Bang-Jensen (1995) - *Hands-on and First-Hand Experiences in the Context of Reading and Language Arts*  Stricklin (May 2011) - *Hands-On Reciprocal Teaching: A Comprehension Technique* Williams (2011) - *Taking on the Role of Questioner: Revisiting Reciprocal Teaching* |  |  |
| Thursday, October 20th | Content Lesson Design |  |  |  |
| Tuesday,  October 25th | Leveled Nonfiction Texts; Readability Formulas  Instructional Adaptations for Students with Special Needs & ELL  Considering Linguistic, Cultural, and Ethnic Diversity: Selecting Content for Multilingual/ Multicultural Students; Building Community in the Classroom; Student Choice | Scholastic Reading Inventory  <http://bookwizard.scholastic.com/tbw/homePage.do>  <http://www.lexile.com/>  <http://www2.scholastic.com/browse/home.jsp> |  |  |
| Thursday, October 2 7th | Note taking  Metacognition |  |  |  |
| Tuesday,  November 1st | Writing Across the Content Areas |  |  |  |
| Thursday, November 3rd | In Field Assignment |  |  |  |
| Tuesday,  November 8th | Textbooks in the Classroom: Science and Social Studies |  |  |  |
| Thursday, November 10th | Using Historical Fiction to teach Content |  |  |  |
| Tuesday,  November 15th | Sharing of Lesson Plans |  |  | **Lesson Plan Due in Wiki** |
| Thursday, November 17th | Sharing of Wikis |  |  | **Content Wiki Due** |
| Tuesday November 22nd | Last Class Wrap Up  Putting it all Together |  |  |  |
| Tuesday, Nov. 29th Final? |  |  |  |  |

**Readings:**

Bang-Jensen, V. (1995). Hands-on and First-Hand Experiences in the Context of Reading and Language Arts. *Language Arts, 72* (5), 352-358.

Bradley, L.G. & Donovan, C.A. (2010). Information Book Read-Alouds as Models for Second-Grade Authors. *The Reading Teacher, 64* (4), 474-485.

Bryce, N. (April 2011). Meeting the Reading Challenges of Science Textbooks n the Primary Grades. *The Reading Teacher, 64* (7), 474-485.

Bintz, W.P. (April 2011). Writing Parodies Across the Curriculum. *The Reading Teacher, 64* (7), 474-485

Cummins, S. & Stallmeyer-Gerard, C. (March 2011). Teaching for Synthesis of Informational Texts with Read- Alouds. *The Reading Teacher, 64(6), 394-405.*

Donovan, C.A. & Smolkin, L.B. (March 2011). Supporting Informational Writing in the Elementary Grades. *The Reading Teacher, 64(6), 406-417.*

Dymock, S. & Nicholson, T. (2010). “High 5!” Strategies to Enhance Comprehension of Expository Text*. The Reading Teacher, 64(3), 166-180.*

Guccione, L.M. (May 2011). Integrating Literacy & Inquiry for English Learners. *The Reading Teacher, 64*(8), 567- 577.

Guccione, L.M. (April 2011). In a World of Mandates, Making Space for Inquiry. *The Reading Teacher, 64* (7), 474-485.

Harvey, S. & Goudvis, A. (2000). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*. 2nd Ed. Portland, ME: Stenhouse Publishers.

Honig, S.L. (2010). A Framework for Supporting Scientific Language in Primary Grades. *The Reading Teacher, 64* (1), 23-32.

Kelley, M.J. & Clausen-Grace, N. (November 2010). Guiding Students Through Expository Text with Text Feature Walks. *The Reading Teacher, 64(6), 191-196.*

Kesler, T. (2010)*.* Shared Reading to Build Vocabulary and Comprehension. *The Reading Teacher, 64 (4), 272-277.*

Lieberman, L.L. & Hoody, G.A. (1998). *Closing the Achievement Gap: Using the Environment as Integrating Context for Learning.* State Education and Environment Roundtable. Poway, CA: Science Wizards. Retrieved on August 20, 2010 from <http://www.magicoflandscapes.com/Research/Closing%20the%20Achievement%20Gap.pdf>.

Lynch, P. (2001). Salting the Oats: Using Inquiry-Based Science to Engage Learners at Risk. *Primary Voices K-6,*

*10* (1), 16-22.

McTigue & Flowers (May 2011). Science Visual Literacy: Learners’ Perceptions and Knowledge of Diagrams. *The Reading Teacher, 64*(8), 578-589.

Parsons, S.A. & Ward, A.E. (2011). The Case for Authentic Tasks in Content Literacy. *The Reading Teacher, 64*(6), 462-465.

Read, S. (2010)*.* A Model for Scaffolding Writing Instruction: IMSCI. *The Reading Teacher, 64* (1), 47-52.

Slavin, R.E., Lake, C., & Groff, C. (2010). *Educator’s Guide: What Works in Teaching Math? Retrieved on August 17, 2010 from* <http://www.bestevidence.org/word/math_Jan_05_2010_guide.pdf>

Strassman, MacDonald, & Wanko (2010). Using Captioned Media as Mentor Expository Texts*. The Reading Teacher, 64(3), 197-202.*

Stricklin, K. (May 2011). Hands-On Reciprocal Teaching: A Comprehension Technique. *The Reading Teacher, 64*(8), 620-625.

Temple, C., Martinez, M., & Yokota, J. (2005). *Children’s Books in Children’s Hands: An Introduction to Their Literature.* 3rd Ed. Boston: Pearson.

Wilcox , B. & Monroe, E.E. (2011). Integrating Writing and Mathematics. *The Reading Teacher, 64* (7), 474-485

Williams, J.A. (2011). *Taking on the Role of Questioner: Revisiting Reciprocal Teaching. The Reading Teacher, 64 (4), 278-281.*

**Other References:**

Fairfax, B. & Garcia, A. (1998) *Read, write, publish*. Creative Teaching Press.

Gunning, T. G. (2008). *Developing higher-level literacy in all students: building reading, reasoning, and responding.* New York: Pearson Education

*Hiatt, C., Wolven, D. & Botka, G. (1994). More alternatives to worksheets* Creative Teaching Press

Ikpeze, Ch. H. & Boyd, F. B. (2007). *Web-based inquiry learning: facilitating thoughtful literacy with Webquests*. The Reading Teacher, 60, 644-654.

Mantione, R. D. & Smead, S. (2003). *Weaving through words: Using the arts to teach reading comprehension strategies*. Newark, DE: International Reading Association.

Tompkins, G. (2007). *Literacy for the 21st Century. New York: Pearson.*

Tompkins, G.(2008*) Teaching Writing: Balancing process and product, 5th ed.*New York: Pearson.

Tompkins, G. *50 Social Studies Strategies,* New York, Pearson.

Tracey, D. H. & Morrow, L. M. (2006). *Lenses on reading: An introduction to theories and models.* New York: Guilford Press.

<http://www.nagb.org/frameworks/reading_07> - “Reading Framework for the 2007 National Assessment of Educational Progress” retrieved July 29, 2008. Offers support for teaching the comprehension skills in this way.

Readingquest.org - directions for some strategies and graphic organizers

2003-2005 Georgia State University: Atlanta Plus and Teach for America program teacher coursework in course taught by Dr. Howrey

Scholastic.com