



**PBS TeacherLine®
New York**

**READING &
LANGUAGE ARTS**

online solutions for teacher professional development

READING & LANGUAGE ARTS FALL & WINTER COURSE LISTINGS

RDLA044: Read With Me Preschool: "Read with Me: Developing Early Literacy with Children" is designed for preschool teachers and caregivers who want to have fun reading, singing, and sharing stories with children. (8 hours: Fall)

RDLA051: Raising Readers: Preparing Preschoolers for Success (PreK – K): This course focuses on preparing preschoolers for success by developing their early literacy skills. Using recent early literacy research from Susan B. Neuman and Kathleen Roskos, you'll learn to plan meaningful early literacy-learning experiences that build on preschoolers' prior knowledge, expand their vocabulary, and strengthen oral language development. (15 hours: Fall, Winter)

RDLA056: Raising Readers: Ready to Read and Write with Digital Media (PreK) : "Raising Readers: Ready to Read and Write with Digital Media" demonstrates how preschool teachers and care givers can use digital media - specifically PBS programming and online resources-as a teaching tool to help young children develop essential early literacy and reading skills. (15 hours: Fall)

RDLA125: Children's Authors on the Web: Online Sites that Motivate Students to Write for Grades K-6: Explore and develop author studies using the Web that can be used to motivate students in the classroom to read and write as well as expand their use of technology. (30 hours: Fall, Winter)

RDLA130: Teaching Reading in Science (Grades 3 – 12): Plan learning experiences and environments that develop the specific skills and knowledge that students need in order to read science content effectively and become independent learners. (30 hours: Fall, Winter)

RDLA135: Teaching Reading in Mathematics (Grades 3 -10): Learn strategies and implement tools to support the reading of mathematics in your curriculum. Develop lesson plans that will improve student reading and comprehension of mathematics in your classroom. (30 hours: Fall)

RDLA150: An Introduction to Underlying Principles and Research for Effective Literacy Instruction (Grades K-8): Use research-based literacy instruction methods and activities to transform your teaching practices to meet the specific needs of your students, your school district, and your state standards. (requires access to students) (30 hours: Fall)

RDLA155: Teaching Phonemic Awareness and Phonics (Grades PreK-3): Design a language arts lesson plan for developing readers consisting of instructional activities that address phonemic and phonological awareness, letter-sound correspondence, and phonograms. (30 hours: Fall, Winter)

RDLA162: Teaching Phonics and Spelling for Emergent Readers (Grades PreK-K): Introduce your youngest readers and writers to the world of phonics and spelling with research-based instructional activities drawn from principles that formed the basis of NCLB. Practice assessing the performance of emergent readers and analyzing students' work samples to determine their knowledge levels. Use assessment data to design appropriate activities for teaching phonics and spelling. (45 hours: Fall)



RDLA165: Teaching Phonics and Spelling for Beginning and Transitional Readers (Grades 1-3):

Teach phonics and spelling to beginning readers and ELLs. Boost oral reading fluency with activities for learning letters, letter-sound relationships, letter-sound patterns, and high-frequency words. (30 hours: Fall)



RDLA170: Teaching Vocabulary: Word Meanings and Word Knowledge (Grades PreK-2): Design more effective lesson plans by learning to evaluate your students' word knowledge and to incorporate vocabulary instructional strategies. Explore the role of vocabulary knowledge in the relationship between the written vocabularies of reading and writing, and the oral vocabularies of listening and speaking. Evaluate how your instructional practices align with National Council of Teachers of English/International Reading Association (NCTE/IRA) standards and your state's standards. (30 hours: Fall)

RDLA180: Teaching Narrative and Expository Comprehension (Grades PK-K): Improve your lessons on narrative and expository texts with knowledge of the factors that affect student comprehension, the impact of genre on comprehension, and how to assess their understanding. (30 hours: Winter)

RDLA195: Teaching Reading Fluency (Grades 2-5): A fluent reader is more confident and successful. Learn quantitative and qualitative techniques to assess and improve students' fluency, and discover ways technology can foster students' fluency progress. Apply practical, research-based strategies that leverage trusted PBS resources to help parents make the home-to-school connection. This course is also ideal for teachers who work with older, struggling readers. Content aligns with the National Council of Teachers of English (NCTE) Standards 1, 2, 3, 4, and 12. (30 hours: Winter)

RDLA200: Facilitating Oral Language Development (Grades PreK-3): Blending both theoretical and practical information about oral language development for students PreK 3, this course will introduce you to proven ways to assess students' oral language skills and will give you the opportunity to practice strategies for teaching vocabulary to young students. The course also covers tactics for differentiating instruction to meet the needs of diverse students. (30 hours: Fall)

RDLA210: Effective Writing Instruction (Grades 1-3): Learn to use Writing Workshops to teach the theory and practice of writing to your early elementary students. From setting up and maintaining a Writing Workshop to analyzing obstacles to good student writing, you'll have the opportunity to share insights with online colleagues. You'll write a synthesis paper or design a class Web site to accompany a Writing Workshop program as your final project. (30 hours: Fall)

RDLA215: Effective Writing Instruction (Grades 4-6): Explore the theory and practice of effective writing instruction for students in the fourth through sixth grades. Enhance your enjoyment of teaching writing to students at this developmental cusp. Capitalize on the students' greater autonomy by focusing on teaching research paper writing. Learn how to find topics that capture and maintain young writers' interests, explore the connection between reading and writing, and consider the use of writing across the curriculum. Explore how a computer facilitates research paper writing, storage, and revision. Examine your own writing life and how it impacts your writing instruction. (30 hours: Winter)

RDLA220: Teaching Writing in the Content Areas (Grades 6-12): You can bring writing into your classroom in all content areas with a practical plan developed in this course. Covering the research basis for writing across the curriculum, the course will help you teach students effective writing processes, including finding the time to write. You'll learn sound techniques for evaluating writing skills and discover proven ways to promote writing to students. (30 hours: Fall)



RDLA225: Teaching Writing in Science (Grades 6-12): Examine how writing fits into your science curriculum and learn new instructional strategies for your students. Explore writing strategies that deepen students' understanding of science, and help you better assess that understanding. Help your students engage in persuasive writing tasks, and develop an instructional plan over the length of the course for using writing effectively in your classroom. Put your plan into action and draw conclusions from the experience. (30 hours: Winter)

RDLA230: Teaching Writing in Mathematics (Grades 6-12):

Integrating writing into mathematics presents both challenges and opportunities. Discover the tools you need to make it work. Use a mathography lesson to gain insight into your students' attitudes and learn how to help your students organize and communicate mathematical concepts, and interact with others. Then, develop a plan of action for implementing writing in a mathematics program. (30 hours: Winter)

RDLA340: Teaching Reading in the Content Areas (Grades 3 – 12): Master new approaches for teaching reading across the content areas by adapting strategies that meet the needs of students in various grade levels. Explore environments that promote effective reading and learning. Examine the particular skills and knowledge that students need in order to read content material effectively. Discover methods to help students become more independent as readers and learners. Create learning experiences that encourage your students to access prior knowledge, set a purpose or target for reading, organize and summarize ideas, take notes, and reflect on what they have discovered through their reading. (30 hours: Fall, Winter)



RDLA345: Early Literacy Learning (K-2) - Part 1

Learn about the components of a balanced literacy program through an early literacy framework that incorporates reading and writing as integral skills and represents a wide array of literacy activities. Designed for literacy teachers, grades K-2, this course is also valuable for reading specialists and those who teach older students struggling with reading and writing. (30 hours: Fall)

RDLA350: Early Literacy Learning (K-2) – Part 2:

In this course, we focus on implementing a balanced literacy program using an early literacy framework. You'll practice balanced literacy techniques including read-aloud, shared reading, word wall, and interactive writing strategies, and learn how technology can help you differentiate instruction. Like Part 1, this course is geared to K-2 literacy teachers and is also helpful for reading specialists and teachers serving struggling

readers and writers in upper elementary grades. Learners must have completed *Early Literacy Learning (K-2): Part 1* before they can begin this course. (30 hours: Winter)

RDLA363: Supporting ELLs: Oral Language Development (Grades PreK – 3)

This unique two-session course uses material derived from RDLA 200: Facilitating Oral Language Development to offer an intensive focus on the needs of English Language Learners. The course provides both theoretical and practical information to apply in helping non-native English speakers develop language skills, meet learning standards, and experience success in school. (10 hours: Fall)

RDLA366: Supporting ELLs: Assessing Language Development (Grades PreK – 3)

Classroom assessment can promote language development and mastery for English language learners. Explore how to use classroom assessments effectively and strategically...as tools to diagnose learning issues and as springboards to more effective educational practices, curricula, and strategies that help students learn more successfully. (10 hours: Winter)

RDLA373: Supporting ELLs: Vocabulary Development in Grades PreK-3

Discover the practices that best promote vocabulary development and mastery for English language learners. Explore how to use classroom assessments effectively and strategically...as tools to diagnose learning issues and as springboards to more effective educational practices, curricula, and strategies that help students learn more successfully. (10 hours: Winter)

RDLA383: Supporting ELLs: Writing Development in Grades PreK-3

"What classroom practices best promote ELLs' writing development?"

Develop an understanding and identify the specific needs of ELLs in writing, by integrating research on how writing and language develops in ELLs with an understanding of the considerations that need to be made for ELLs. These considerations include state, national, and local standards and the use of assessment as a tool for informing instruction. Discuss strategies to support ELLs' writing development, including group lessons in which writing and spelling are modeled for students, programs found to be effective for ELLs, and the use of technology. The course project enables learners to synthesize the information they have learned in the course in the form of an e-article that they will post to an educational blog or a multimedia presentation as part of an online presentation tool. (10 hours: Fall)



Fall Semester Begins October 26th

Registrations must be received by October 16th

Winter Semester Begins January 25th

Registrations must be received by January 15th

Register online at: www.thinkbright.org/teacherline

For more information call: (716) 845-7000 ex 360

