



PBS TeacherLine[®]
New York

online solutions for teacher professional development

READING SPRING & SUMMER COURSE LISTINGS

RDLA120: Integrating the Internet into the K-2 Language Arts Curriculum: Hone your skills at finding the right Internet resources, and selecting the resources that will work best for your students and learning plans using the National Educational Technology Standards (NETS) as a guide. As a final project, develop a plan for meaningfully integrating your choices into your language arts curriculum. (30 hours: **Summer**)

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: **Spring, Summer**)

RDLA130: Teaching Reading in Science: 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: **Summer**)

RDLA135: Teaching Reading in Mathematics: 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: **Spring**)

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: **Spring, Summer**)

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: **Spring**)

RDLA157: Teaching Phonemic Awareness and Phonics (Grades PreK-3): Longer version of previous course. Design a language arts lesson plan for developing readers consisting of instructional activities that address phonemic and phonological awareness, letter-sound correspondence, and phonograms. (45 hours: **Summer**)

RDLA160: Teaching Phonics and Spelling for Emergent Readers (Grades PreK-K): Develop oral reading fluency in emergent spellers. Design a plan of instructional activities for teaching letter-sound correspondence, high-frequency words, word recognition, and spelling. (30 hours: **Spring, Summer**)

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: **Summer**)

RDLA175: Teaching Vocabulary: Word Meanings and Word Knowledge (Grades 3-5): Assess and evaluate students' word knowledge and incorporate effective vocabulary instructional strategies into your teachings to meet NCTE/IRA standards for speaking, listening, reading, and writing. (30 hours: **Spring**)

RDLA185: Teaching Narrative and Expository Comprehension (Grades 1-3): Explore smart strategies for assessing student comprehension and study the challenges that affect comprehension in the early elementary grades, such as the impact of genre. Develop lesson plans for direct instruction and collaborative approaches to teaching comprehension skills. The final task is to evaluate your school's reading comprehension curriculum. (30 hours: **Spring**)

RDLA190: Teaching Narrative and Expository Comprehension (Grades 4-6): Learn proven comprehension assessment techniques that will enable you to plan appropriate instruction for your 4th- to 6th-graders. Develop narrative and expository text lesson plans that use a collaborative teaching approach for direct comprehension instruction. (30 hours: **Spring**)

RDLA195: Teaching Reading Fluency (Grades 2-5): Discover the importance of reading fluency in the reading process. Learn how to assess students' fluency using quantitative and qualitative techniques. Apply an array of practical, research-based strategies to help students gain reading fluency both at school and at home. Explore how technology fosters students' reading fluency. This course is also ideal for helping older, struggling readers. Content aligns with the National Council of Teachers of English (NCTE) Standards 1, 2, 3, 4, and 12. (30 hours: **Spring**)

RDLA205: Effective Writing Instruction (PreK-K): Explore the theory and practice of effective writing instruction for students in pre-kindergarten through kindergarten. Acquire theoretical and practical information that you can apply immediately in your classroom. Use an array of strategies for supporting students' writing development—including modeled writing, shared writing, interactive writing, and independent writing—to help you improve both your assessment of, and writing instruction for, young students. (30 hours: **Spring**)

RDLA220: Teaching Writing in the Content Areas (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: **Summer**)

RDLA340: Teaching Reading in the Content Areas: 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: **Spring, Summer**)

RDLA376: Supporting ELLs: Reading Fluency (Grades 2-5): Reading fluency strategies are an important tool in teaching students to read, especially (ELLs) who may be struggling readers. This course will explore what reading fluency is and the importance of reading fluency to the literacy development of ELLs. Learners will have the opportunity to implement a reading fluency assessment and then use the results for the basis of a discussion on how reading fluency assessment informs instruction. Learners will also complete a course project where they develop a Fluency Action Plan specifically designed for English language learners. The action plan incorporates various reading fluency instructional strategies, integrates technology, and lists a variety of relevant resources. (30 hours: **Spring**)

