Secondary Teacher Content Area Reading Requirement

Focused instruction in literacy (reading strategies, reading comprehension, composition, communication, etc.) is a continued, growing need for secondary students across all content areas (Hougen, 2015; Institute of Education Sciences, 2008; International Reading Association, 2012; Joseph, 2008; Shanahan & Shanahan, 2008). While younger students have grown in reading ability in recent years, the literacy of secondary students has weakened (Hougen, 2015; Institute of Education Sciences, 2008; Joseph, 2008; Shanahan & Shanahan, 2008). Though instruction in general literacy strategies may help to a degree, secondary students require instruction in discipline-specific reading strategies in order to assist them in their reading ability and comprehension in a given subject area, as vocabulary, style, and emphases are different across the disciplines (Hougen, 2015; Institute of Education Sciences, 2008; International Reading Association, 2012; Joseph, 2008; Shanahan & Shanahan, 2008). "[Students] need to develop discipline-specific vocabulary and text knowledge and sophisticated literacy skills in school to support their ability to comprehend and communicate effectively into adulthood" (International Reading Association, 2012, p. 9).

The goal is to produce high school graduates who can read, converse, and write intelligently about any subject (Hougen, 2015; International Reading Association, 2012; Shanahan & Shanahan, 2008). A student who demonstrates competency in reading and writing in one subject area may struggle in another (Shanahan & Shanahan, 2008), indicating a need for teachers of all content areas to provide instruction in literacy for their own discipline. Furthermore, students who receive focused instruction in literacy across all classes throughout their school day are more likely to demonstrate gains in literacy overall (International Reading Association, 2012). Therefore, all secondary teachers should receive training and incorporate literacy instruction within their discipline.

Options for completing this requirement include:
- Taking a course for credit (graduate OR undergraduate) from an accredited college/university
- Completing ACSI's checklist (below) and obtaining administrator approval ($25 fee)
- Learner's Edge: applicable grade level and content area literacy courses (can be taken for credit or not)
- VESi Courses: applicable courses within the "Reading" tab (can be taken for graduate or PLU/CEU credit)
- PBS TeacherLine™: RDLA 340 – Teaching Reading in the Content Areas
- CE Credits Online™: applicable grade level and content area literacy courses (can be taken for credit or not)
- Advancement Courses™: applicable grade level and content area literacy courses (can be taken for credit or not)
- CERI (Center for Effective Reading Instruction): Passing score on the exam, or any tier of CERI Certification
- Content Area Reading courses counting toward Maryland State Department of Education credits
- There may be other options for taking reasonably priced coursework. Contact certification@acsi.org

References

Hougen, M. (2015). Evidence-based reading instruction for adolescents, grades 6-12 (Document No. IC-13). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Institute of Education Sciences (2008). Improving adolescent literacy: Effective classroom and intervention practices. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf

International Reading Association. (2012). Adolescent literacy: A position statement of the international reading association. Retrieved from https://www.literacyworldwide.org/docs/default-source/where-we-stand/adolescent-literacy-position-statement.pdf

Joseph, N. (2008). Preparing secondary students for 21st century literacy through content-area reading instruction. *Language Arts Journal of Michigan* (23)2, 54-60. Doi: 10.9707/2168-149X.1124

Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review,* 78(1), 40-59. Retrieved from https://www.nesacenter.org/uploaded/conferences/FLC/2015/Handouts/Shanahan_HER_2008.pdf

FIRST HALF—Importance of Literacy*

VIEW each of the following (on YouTube as of 5/13/2019):
- EDUC 622: The Role of Literacy Across the Content Areas (Dr. Bill Lewis) 4:19
- What is Disciplinary Literacy? (Dr. Hiller A Spires; Dr. Timothy Shanahan) 6:36
- Ed-Talk: Developing Youth Literacies (Dr. Elizabeth Birr Moje) 7:10

READ each of the following:
- *Adolescent Literacy: A Position Statement of the International Reading Association.* 2012 (*please request this article from certification@acsi.org*)
- *Teaching Disciplinary Literacy to Adolescents: Rethinking Content Area Literacy.* Shanahan & Shanahan, 2008.
- *Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement.* Heller & Greenleaf, Alliance for Excellent Education, 2007.
- OR substitute one of the articles above with one that specifically addresses reading in YOUR content area

WRITE a paper, three to five pages in length, of your personal philosophy of literacy in your subject/content area. This paper should address:
- what the term "content area literacy" means
- why focused instruction in literacy is important in your subject area
- how informational texts in your subject area differ from texts in other subject areas
- how focused instruction in literacy in your subject area will better prepare students for college and/or life after high school

Administrator, please sign verifying that the applicant has successfully completed the above requirements.

SECOND HALF—Classroom Application*

VIEW each of the following (on YouTube as of 5/13/2019):
- Content Area Literacy vs. Disciplinary Literacy Minilecture (Dr. Candace Doerr-Stevens) 11:28
- Best Practices: High school Reading Strategies (Fairfax County Public Schools) 5:47

READ each of the following:
- *Preparing Secondary Students for 21st Century Literacy through Content-Area Reading Instruction.* Nancy Joseph, 2008.
- *Improving Adolescent Literacy: Effective Classroom and Intervention Practices.* Institute of Education Sciences, 2008.
- *Evidence-Based Reading Instruction for Adolescents Grades 6-12.* Martha Hougen, 2014
- OR substitute one of the articles above with one that specifically addresses reading in YOUR content area

WRITE/REVISE two lesson plans (in the discipline of your choice) incorporating focused instruction on literacy in the content area and have an administrator observe you teaching them.

Administrator, please sign verifying that the applicant has successfully completed the above requirements.

FIRST HALF

Completed by _____

Completed on _____

Verified by (print name) _____

Position _____

Signature _____

SECOND HALF

Completed by _____

Completed on _____

Verified by (print name) _____

Position _____

Signature _____