Title
Teaching Lifelong Reading Habits

Target Audience
This course is intended for pre-service and in-service teachers of grades K-5 & 6.

Prerequisites
To successfully participate and complete the assignments in this course, the learner must:

• Have past experience in working with and teaching literature and reading to students in Grade K through 6.
• Have past experience in reading an electronic book will be helpful but not necessary.
• Have access to a group of students in Grade K through 6 in order to implement a student reading survey.
• Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.

Course Description
As educators, we fully realize the power of reading. We appreciate how it fills us with emotion, takes us on adventures, and opens a gateway to higher learning and understanding. This course provides specific strategies and tools that will help learners guide their students to understand and know the joy of reading. Learn how to ignite students’ interest through personal, real-world connections, explore digital reading and audio technologies, discover how to use a wealth of online resources and tools, and analyze social reading’s power to connect and engage. Lastly, you will develop and implement a classroom literacy initiative that will inspire a love of reading through authentic experiences.

The traditional model of teaching literature in many classrooms across the United States includes the whole-class novel approach and assigned books reports based on genres such as biographies or historical fiction. While exposing entire populations or classrooms of students to certain novels does have its merits, it doesn’t result in an authentic and inspirational reading experience. In this day and age of choice and options, we are surprised when faced with statistics that show students and adults seem to be reading less.

To help students interact with the text and to support a daily reading practice, there are strategies that help to guide students through their reading, gain a deeper understanding of the text, and develop a joy-centered reading habit. The sessions in this course focus on the idea that nurturing and developing the practice of consistent and daily reading requires teachers to give students opportunities to read every single day.

Instructor/Facilitator
See instructor/facilitator guide.

Credits
To be determined by college or university.

Schedule
This course is scheduled to take approximately 30 hours to complete. Each session should take approximately five hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.
Requirements
Learners are expected to:
• Complete all assignments.
• Maintain an online journal.
• Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
• Be self-directed and self-motivated.
• Ask for assistance when they need it.

Materials (hardware, software, plug-ins)
• Computer
• Word Processing Software
• Internet Service
• Email

Academic Dishonesty Policy
To be inserted by university institution only

Evaluation
This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

Goals
The overall goal of this course is for you to learn how to support and motivate students to read beyond the classroom. The learning in this course will help you develop a literacy culture that inspires your students to become life-long readers.

By the end of the course, you will understand and be able to apply the following in your professional practice:

• Navigate and use the wealth of available digital resources to support literacy and create a dynamic reading program.
• Understand how 21st century skills support reading literacy.
• Develop a plan for your own personal reading.
• Explore and use resources to create author and genre studies, as well as other reading initiatives that inspire and motivate students to read.
• Discover how online tools can enhance the classroom reading curriculum and meet the standards of higher-level thinking and promote literacy.

Learner Outcomes (performance based)
Learners completing Teaching Lifelong Reading Habits will be able to:
• Develop Literacy Goals for their classroom based on their state’s standards to the NCTE/IRA and their state's standards/CCS English Language Arts K-5 & 6.
• Create a Reader Interest Survey, administer it, and analyze the results.
• Design a Classroom Literacy Initiative based on research from the course readings and resources.

Outline of Content and Assignments
After previewing the documents in the Course Information section, learners will proceed to the Course Content section to complete six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: for
example, they are encouraged to reflect on their ideas and experiences in their online journal. The weekly discussions in the discussion forums are designed to allow learners to glean information from other learners’ experiences. As a final project, learners will design and create a Classroom Literacy Initiative that will inspire and motivate students to read and love books. Learners will show how to promote literacy and reading in their own classrooms using the strategies and ideas from this course, including digital resources and tools that will support the initiative. Learners choose how to present their Classroom Literacy Initiative. Creating a Web site, blog, instructional recording, or digital slideshow are all acceptable ways to display their learning. Additionally, the organization and presentation of the Classroom Literacy Initiative should include the following:

- **Classroom Overview, Philosophy, and Goals:** Present content and information relating to the level and subject area(s) you teach and your classroom goals and focus, including curriculum and skills. Include the rationale for why this Classroom Literacy Initiative supports your instructional goals.
- **Standards and Technology Skills:** Identify curriculum standards, NETS*S technology standards, and Common Core Standards (if applicable) that will be addressed through the classroom literacy plan.
- **Mission statement and strategies:** Identify the key aspects of the Classroom Literacy Initiative, describing each aspect along with the strategies you will use to implement each aspect of the plan.
- **Technology and Resources:** Describe at least one Web technology tool (such as an app, a tool to create blogs or surveys, or an electronic reading device) that you will be incorporating into your classroom. Include any additional resources that you have been exploring, have created, or have been integral to your learning. Provide links, if appropriate, to various tools and/or resources.
- **This course is designed to address the National Council of Teachers of English (NCTE), the International Reading Association (IRA) Standards for the English Language Arts and Common Core Standards that were developed to serve as a guide for teachers in developing literacy curriculum and instruction. The course specifically addresses ISTE NETS*S Standards 1 (a, b); 2 (a, b); 3 (c); 5 (a, b, c), NCTE/IRA The Standards for the English Language Arts 1, 2, 3, 9, & 11, and Common Core Standards Initiative English Language Arts Standards K-5 & 6 Reading: Literature: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity.**

**Session 1: The Culture of Reading**

In order to help students develop their own meaningful and authentic literary lives, this session invites learners to start thinking differently about how they approach and model literature.

By the end of this session, learners will:
- Define your goals and expectations for this course.
- Explain your experience with motivating and engaging students in reading and the use of digital resources to support reading goals.
- Discuss how important it is for a teacher to be a reading role model to students.

The coursework consists of the following:

**Read/Watch/Listen:**
• Books Come to Life (video)
• Jon Scieszka Talks About the Joy of Reading (video)
• The Most Important Lesson Schools Can Teach Kids About Reading: It’s Fun (article)
• Out of My Mind: Just Read (video)
• The 3 E’s of Literacy: Strategies to Nurture a Love of Reading (article)
• What are the Habits of Lifelong Readers, How Do We Instill Them? (video)
• An Audacious Strategy to Promote the Joy of Reading (audio)

Participate in Online Discussion
• Get to Know Each Other
• Teacher as a Role Model
• Recommended Books
• Current Reads (not required)

Write in Online Journal
• Prior Knowledge, Professional Goals, Expectations and Experiences

Activities and Assignments:
• In the section Joyful Reading, learners will view the videos "Books Come to Life," presenting a school-wide reading celebration emphasizing how much fun reading can be, and "John Scieszka Talks About the Joy of Reading," a talk in which this children's author shares advice on promoting literacy. They will then read "The Most Important Lesson Schools Can Teach Kids About Reading: It’s Fun", an article from The Atlantic describing how "pleasure is not incidental to reading—it’s essential."
• In the section Inspiring Students, learners will watch the video "Just Read" by children's author Phil Bildner, encouraging students to find free moments to read every day; read the article "The 3 E’s of Literacy: Strategies to Nurture a Love of Reading," describing how positive role models, school culture, and motivating literature foster a love of reading; and then listen to an interview with educator and author Donalyn Miller, discussing her strategies for cultivating reading literacy. In the interview, Miller emphasizes the importance of students seeing the teacher as a reader and role model. Learners will then discuss the idea as they participate in the discussion "Teacher as Role Model."
• In the section "Being a Role Model," learners will listen to the radio interview "An Audacious Strategy to Promote the Joy of Reading" in which principal Todd Nesloney discusses how he challenged (and required) every person on his school’s campus to read 20 books in one semester.
• The final activity describes a read-only forum, in which learners will be asked to submit three book recommendations by the end of Session 6.  This section also presents a not required activity for learners, in which they are invited to set their own personal reading goals.

Session 2: Creating a Literacy Practice
In this session, learners will explore tools that educators can use to help students set reading goals and organize their thinking. Next, they will explore strategies for supporting students in finding level appropriate materials that they can and want to read independently and for pleasure. Additionally, they will begin to create a Reading Interest Survey. Learners will be required to implement this survey in their own classrooms (or with a group of students) by the end of Session 4. Finally, they will explore the idea of close reading, including the rationale for why active and sustained reading supports the development of
this important skill, and identify the goals they want to set for a literacy initiative in their own classroom.

By the end of this session, the learner will:

• Reflect on how the practice of keeping student literary records (goals and reader’s notebooks) would support your classroom reading goals.
• Reflect on ways you can help students select appropriate books for independent reading and the role of reading for pleasure.
• Identify how developing and guiding students to become independent readers facilitates the development of close reading. Create a student Reading Interest Survey asking students about their reading preferences. The survey will be submitted in Session 3, implemented in Session 4 then, discussed in Session 5.
• Construct and submit your Literacy Goals.

Listen/Read

• Helping Students Set Their Reading Goals (article)
• Motivating Readers: Helping Students Set and Attain Personal Reading Goals (article)
• Choosing Books that Are Just Right (article)
• Assessing Student Interest and Strengths (article)
• Why I Support the Common Core’s Reading Standards (article)
• Chris Lehman and Kate Roberts on Close Reading (audio)
• Common Core English Language Arts Standards (article)

Write in Online Journal

• Using Notebooks For Reading In Your Classroom
• Just Right Books and The Role of Pleasure Reading

Participate in Online Discussion

• Readers as Deep Readers

Complete Activities and Assignments

• In Writing About Reading, learners will read about having students set their own personal reading goals in the article "Helping Students Set their Reading Goals" which includes a short video, and "Motivating Readers: Helping Students Set and Attain Personal Reading Goals" from The Reading Teacher. They will explore the idea of having the students in their class keep reading journals in the online reflection. Some learners may choose to complete the not required activity of keeping their own personal reading record.
• In the section Choosing Books, students will explore the article "Choosing Books that Are Just Right" in which one educator shares how she supports her students in finding "Just Right" books. A journal prompt encourages reflection on how to help students find just right books and the role of pleasure in reading. Learners will also explore the strategy guide "Assessing Student Interests and Strengths," and begin the "Reading Interest Survey Assignment." The survey will be submitted for a grade in Session 3 and implemented to a classroom or group of students in Session 4. Learners will discuss the results of their surveys with one another in a discussion forum in Session 5.
• In Deep Reading, learners will read about supporting students in deep or close reading. They will first read the article, "Why I Support the Common Core's Reading Standards," in which one professor explains her rationale for why taking the time to specifically teach students to look at and analyze text on a deep level vs. having
students "offer 'reader-response' answers to questions that prompt readers to react superficially to the text rather than comprehend it" is incredibly important. Next learners will listen to the author interview "Chris Lehman and Kate Roberts on Close Reading" on their book "Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life." Finally learners will discuss the relationship between deep reading and being an independent reader.

- In the last section, Setting Goals, learners will complete the Literacy Goals Assignment, asking them to identify three goals for a classroom literacy program and then write one to two paragraphs describing their rationale for selecting those goals. This assignment will be a part of the course project.

**Session 3: Digital Reading and Resources**

In this session, learners will explore the pros and cons of electronic books and will have the opportunity to read them. They will learn where and how to find free eBooks, identify the skills their students need to be able to use them, and explore a wealth of resources that help integrate them into the classroom.

By the end of this session, the learner will:

- After exploring several digital books, identify the skills and preparation your students will need to successfully interact with digital books and texts.
- Evaluate the role of electronic books within the Grades 3-8 classroom curriculum and their impact on students’ school experiences.
- Complete and submit a student Reading Interest Survey asking students about their reading preferences. This survey will be implemented in a classroom (or to a group of students) by the end of Session 4.

**Read**

- Are Ebooks Any Good? (article)
- Can Students ‘Go Deep’ With Digital Reading? (article)
- The Learning Potential of e-Books (article)
- Reading Remixed (article)

**Explore**

- International Children's Digital Library (Website)
- Public Library at Home and School’s Digital Book
- Maryland’s Digital eLibrary Consortium (Website)
- New York City’s Public Library (Website)
- Johnson County Library (Website)

**Write in online journal**

- Digital Reading Skills

**Participate in Online Discussion**

- Recommended Books Discussion
- Opportunities to Read Digitally

**Complete Activities and Assignments**

- In *Skills for Digital Reading*, learners will explore a website containing free eBooks (The International Children’s Library) and then reflect on the kinds of skills students need to successfully interact with eBooks.
• In the section *Making Sense of Electronic Books*, learners explore the pros and cons of eBooks and will read the articles: "Are eBooks Any Good?", "Can Students Go Deep with Digital Reading?," and "The Learning Potential of e-Books." They will then discuss the role electronic books should have within the classroom curriculum and how it would impact a student's learning experience.

• In *New Ways of Reading*, students will read "Reading Remixed" that presents online resources that support, inspire, and engage children and teens, and then they will explore the collection of electronic books offered to members of one public library.

• In *Lessons on Using eBooks*, learners are presented with resources they can choose to explore for their course project.

• Submit Reading Interest Survey.

**Session 4: Reading to Connect and Engage**

Learners will explore how incorporating social activities in reading instruction can help to engage students. They will explore available digital resources that support the execution of social behaviors in the classroom and connect to authors of books their classroom is exploring, as well as other resources for author studies. They will analyze the benefits of read alouds and Reader's Theater in the development of literacy skills, and will continue to work on their Course Project that will be posted for peer review by the end of Session 5. The final Course Project is due in Session 6.

By the end of this session, the learner will:

- Discuss how providing large chunks of in school reading-time are a social practice that benefits students’ literacy skills.
- Conduct your own online author’s search and reflect on how the results could support an author study in your classroom.
- Implement Reading Interest Survey in a classroom setting or with a group of students.

**Read/Watch/Listen**

- Independent Reading and the ‘Social Turn’: How Adolescent Reading Habits and Motivation Relate to Cultivating Social Relationships (PDF)
- Realistic Fiction: Bringing Words to Life (video)
- Tweeting the Read Aloud: Engaging and Motivating Readers (Web site)
- Virtual Author Visits in Your Library or Classroom (article)
- Virtual Visits (Web site)
- To Be A Drum (online picture book)
- Reader’s Theater (video)
- Using Digital Texts to Promote Fluent Reading (PDF)
- Taking it To the Stage with Readers Theater (video)
- Reading Aloud to Teens Gains Favor Among Teachers (article)

**Explore**

- Goodreads (Website)
- School Library Journal Blogs (Website)
- International Society for Technology in Education Student Standards (Website)

**Write in online journal**

- Finding Information About Authors Online
Participate in an online discussion
• Social Reading in the Classroom

Complete Activities and Assignments
• In *The Cultivation of Reading Relationships*, learners will read pages 6-10 of the article "Independent Reading and the 'Social Turn': How Adolescent Reading Habits and Motivation Relate to Cultivating Social Relationships" exploring action research. Learners will then discuss social reading in the classroom and whether these practices prove to be beneficial enough for schools to allocate significant instructional time to in-school reading and read alouds.
• In *Connecting to Authors Online*, learners will read "Tweeting the Read Aloud: Engaging and Motivating Readers" about one classroom's positive experience with connecting to an author on Twitter. They will then learn about how to meet authors virtually by reading "Virtual Author Visits in your Library or Classroom" and "Virtual Visits." They will then complete the Go on an Author Hunt Activity by taking the time to search for information online about a children's author of their choosing and reflect on the process in their online journal.
• Finally in *Creating Communities*, after watching and listening to James Earl Jones read a picture book aloud, learners will watch as classroom performance of a book in the video "Reader's Theater." They will read the articles about Readers Theater and how it engages students in "Using Digital Texts to Promote Fluent Reading" and "Taking it To the Stage with Readers Theater." And, they will read "Reading Aloud to Teens Gains Favor Among Teachers" about the benefits for older students.
• Learners will implement their Reading Interest Surveys in their classrooms by the end of this session.

**Session 5: Transforming the Curriculum**
This session will help learners understand that part of developing a vibrant reading community includes taking the time to have lots and lots of conversations centered on books. Projects such as the creation of video commercials or trailers, writing and illustrating online reviews, and sharing tweets with students in other schools all foster the development of a creative, collaborative, and literary classroom.

In this session, after reviewing their completed Student Reading Surveys, learners will discuss how understanding their students' attitudes and habits toward reading can impact their literacy program. They will also explore various resources for classroom projects. Finally, they will post a draft of the course project "Classroom Literacy Initiative" to the peer review forum.

By the end of this session, the learner will:
• Discuss how students' views about reading and their habits outside of school impact literacy in the classroom.
• Identify the connections beyond that classroom that are important for students to develop in reading and literacy.
• Post Classroom Literacy Initiative (Course Project) for peer review.

**Read/Watch**
• Flat Stanley (watch)
• Projects to Engage Middle School Readers (article)
Explore
• The Global Readaloud (Web site)

Write in online journal
• Connecting Students Beyond the Classroom

Participate in an online discussion
• Reading Interest Survey Results

Complete Activities and Assignments
• In Reading Survey Results, readers discuss the Reading Interest Surveys they implemented in their classrooms, focusing on how student views about reading and their reading habits outside of school impact their experience with literacy in the classroom.
• In Meaningful Book Projects, learners explore a video of a student-created "Flat Stanley" book trailer, and then read "Projects to Engage Middle School Readers," presenting several meaningful literature activities.
• Finally, in Beyond the Classroom, learners will learn about one reading initiative called "The Global Readaloud," reflect on the types of out-of-the classroom connections important to students in regards to reading literacy.
• Post a Classroom Literacy Initiative in the Course Project: Peer Review Discussion Forum by the end of the session.

Session 6: Envisioning a Classroom of Readers
In this session, learners will have the opportunity to explore course projects created by their fellow learners by completing Peer Reviews. Using the feedback from peers, learners will complete their course projects and submit them to the facilitator by the end of Session 6. They will also write a reflection paper about developing a Classroom Literacy Initiative.

By the end of this session, the learner will:
• Review and provide feedback on two course projects.
• Complete and submit final course project to facilitator.
• Think about ways educators can ensure that they bring balance to their reading programs in order to develop and nurture a love of reading.
• Reflect on their own course project and analyze their future goals for reading and literacy.
• Assess the learning in this course by comparing prior knowledge and newly acquired knowledge.
• Analyze the learning experience in this course by reflecting on professional goals and expectations.

Reading
• Please, Don't Commit 'Readicide' (article)

Watch
• How a Boy Became an Artist (video)
• How Books Can Open Your Mind (video)

Write in online journal
• Acquired Knowledge

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• Professional Goals and Expectations

Participate in an online discussion
• Peer Review: Peer Review Classroom Literacy Initiative Plans
• Balance to Reading

Complete Activities and Assignments
• In Classroom Literacy Action Plan Gallery learners will read through the projects submitted to the forum entitled Course Project: Peer Review Discussion, and then select two projects to offer feedback for, using the Peer Review Guidelines and Assessment Rubric to help them complete their reviews. Finally, learners will complete and submit the final course project to the facilitator.
• In the section What Books Can Do For Us, learners will watch two TED Talk videos: children's author and illustrator Jarrett Krosoczka's "How a Boy Became an Artist" and Lisa Bu's "How Books Can Open Your Mind" and then read the editorial "Please, Don't Commit Readicide" about how certain school practices destroy students' love of reading. Learners can think about how educators can bring a balance to their reading program in order to develop and nurture a love of reading.
• In Our Journey as Professionals, learners will complete the Classroom Literacy Initiative Reflection Paper assignment, in which they will write a 1-page paper reflecting on the creation of their course project.
• Finally, in the section Look Back, learners will review their learning in the course by reflecting on acquired knowledge and their professional goals and expectations.