

Learning Modules: Content, Concepts, and Activities

I describe five of the 12 modules I developed for this course. Content from three other modules—M4: Selecting Texts & Materials, M6: Unit & Lesson Planning, and M7: Literature—is reflected in the assignments on subsequent pages. **Note:** PSTs work samples may be shared upon request.

Module 1: Content Area Literacy

This module aimed to broaden prospective secondary teachers' (PSTs') understanding of literacy by addressing concepts such as content-area literacy, disciplinary literacy, expressive processes, and receptive processes. As a culminating activity, which integrated opportunities for reading, writing, and higher order thinking, PSTs wrote about and discussed how these new concepts were reflected in a [digital text on the Lascaux caves](#).

Module 2: Technology

The second module, which also integrated reading, writing, and higher order thinking, addressed issues related to technology: (1) online risks, (2) comprehension of digital texts, and (3) effective use of tech-based literacy activities (e.g., online lit circles, WebQuests). After a brief presentation, PSTs explored resources (e.g., [1](#), [2](#), [3](#)) and developed two literacy activities.

Module 8: Vocabulary

Though vocabulary development is crucial, it is often taught through ineffective means. As such, this module aimed to enhance PSTs' understanding of vocabulary and empower them with more effective practices. The module clarified the difference between conceptualizing and defining, and provided strategies for unlocking word meanings (e.g., context clues, morphemic analysis), and supporting vocabulary development (e.g., personal glossaries, mapping). Following an instructional presentation, PSTs developed two strategic vocabulary activities.

Module 9/10: Comprehension

Modules 9 and 10 illuminated principles regarding [prior knowledge](#), levels of understanding, and organization/structure. It also introduced PSTs to numerous reading comprehension strategies. As a culminating activity, PSTs developed an activity based on a strategy of their choice.

Module 11: Writing

In Module 11, PSTs learned about numerous writing-to-learn (WTL) strategies (e.g., mapping, Venn diagrams) and developed a WTL activity. Using a process that I developed, PSTs: (1) identified the content to be learned, (2) outlined the content (e.g., superordinate concepts, subordinate concepts), (3) identified a suitable WTL strategy, and (4) customized it to fit their instructional needs.

EDUC 472: Literacy Topics

Technology

Texts & Materials

Language & Diversity

Planning & Assessment

Literature

Vocabulary

Writing

Comprehension

Studying