

# Reading Across the Curriculum™ Online

**R**eading Across the Curriculum Online provides educators with research-based reading comprehension strategies. Educators will apply best practices related to diversity in the classroom, cooperative learning, vocabulary, technology, assessments, and motivation.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

## In this course, participants will

- ▶ Design lesson plans to accommodate diverse learning and behavioral preferences.
- ▶ Implement before-, during-, and after-reading strategies to create a foundation for successful reading.
- ▶ Explore multiple avenues for implementing appropriate materials and technology in the classroom.
- ▶ Plan and implement motivational strategies to promote reading growth.
- ▶ Integrate texts and assessments appropriate to their grade levels and content areas.

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## Course Description

This course provides research-based active reading comprehension strategies that participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the classroom. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivation, and grade-level vocabulary.

## Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Discuss and differentiate between seven expository text structures and a graphic organizer used to represent them.
2. Identify typical elements of narrative texts and create lesson plans using narrative text connected with his or her content area.
3. Articulate the need for before-reading, during-, and after-reading strategies to create a foundation for successful reading.
4. Develop a set of before-, during-, and after-reading strategies for a specific lesson or unit.
5. Compare and contrast current thinking regarding differences in learning preferences and apply those styles to reading tasks and assignments.
6. Compare and contrast the characteristics of cooperative learning and small-group learning and plan cooperative-learning opportunities to include social-reading strategies.
7. Create a preview guide that analyzes a textbook for specific text structures and other text features.
8. Research and discuss which reading practices best apply to his or her specific content areas, including mathematics, science, history, language arts, physical education, vocational education, and world languages.
9. Discuss and apply specific study-skills strategies.
10. Create a rubric that is relevant for a variety of reading situations and texts, applies to his or her classroom, and includes grading before-, during-, and after-active-reading strategies.
11. Utilize specific motivational strategies to promote reading growth.
12. Reflect upon how the needs of the diverse populations within classrooms are met by the application of the skills, strategies, and knowledge gained in this course.
13. Evaluate personal practice and explain proposed adjustments, using the knowledge and skills learned in this course.
14. Plan reading and vocabulary strategies that are appropriate to the grade level and reading abilities of his or her classroom.

## Required Text

Benjamin, A. (2007). *But I'm not a reading teacher: Strategies for literacy instruction in the content areas*. Larchmont, NY: Eye on Education.

Macaulay, D. (1979). *Motel of the mysteries*. New York: Houghton Mifflin.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

<b>Topical Outline</b>	<b>List of Concepts</b>
<b>How We Learn</b>	Introduction to 4A Learning Styles (PLS), Multiple Intelligences (Gardner), and Intelligent Behaviors; Schema Theory and the Transactive Theory of Reading (Rosenblatt)
<b>Diverse Learners</b>	Students with learning disabilities; students who lack basic reading skills; English language learners
<b>Before Reading</b>	The importance of before-reading strategies that 1) call up background information, 2) build necessary background information, 3) teach vocabulary, and 4) provide purpose to read; specific strategies for accomplishing each of these; applying this information within a lesson or unit of study used in the classroom
<b>During Reading</b>	Elements typically found in narrative text; graphic organizers that are useful for narrative text; analyzing prose fiction passages and short stories; constructing visual organizers for narrative text; seven expository text structures (description, sequence, effect, enumeration, classification, problem/solution, and compare/contrast), cue words, and graphic organizers to display both text structure and information from text; applying this information when constructing a Preview Guide for one basal text used in the classroom
<b>After Reading</b>	Specific strategies to 1) consolidate new information, 2) apply new information, 3) connect new information, 4) extend new information, 5) respond to text
<b>Materials &amp; Technology</b>	Materials other than the basal text, including, but not limited to, Internet sources, electronic supplementary material, trade books, magazines, reference books, pamphlets, videotapes or DVDs; importance of providing materials both above and below grade reading level; importance of providing multiple ways of accessing information (visual, auditory, kinesthetic, student's first language)
<b>Assessment</b>	Discussion of standardized testing and reading; answering, labeling, and writing reading questions based on fiction and expository text passages; Question-Answer-Response levels of questioning; testing and timing techniques; assessment for learning versus assessment of learning; construction and use of rubrics
<b>Motivation &amp; the "Whole Enchilada"</b>	Connections to testing and reading assessment issues (motivation for high performance in standardized testing); reading for pleasure; the role of choice in motivation; Sustained Silent Reading programs and policies that work with all grade levels; building a classroom library; shared book talks; outside experts and guest readers; incentive programs that motivate readers

## Course Assessments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 765 points.

Modules	Topics of Modules	Points	Correlation With Course Outcomes
Module 1:	How We Learn	94	5, 9, 11, 12, 13, 14
Module 2:	Diverse Learners	73	6, 9, 11, 12, 13
Module 3:	Before Reading	103	3, 4, 6, 11, 12, 14
Module 4:	During Reading	91	1, 2, 3, 4, 5, 6, 10, 11, 14
Module 5:	After Reading	139	5, 6, 10, 11
Module 6:	Materials & Technology	56	7, 8
Module 7:	Assessment	80	5, 10, 12, 13, 14
Module 8:	Motivation & the “Whole Enchilada”	129	11, 12, 13, 14
	<b>Total</b>	<b>765</b>	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

### Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant’s individual grade level, subject area(s), and classroom.

### Grading Scale

The course facilitator will post the grading scale.

### Performance Learning Systems’ Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments which are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before

leaving; replies may be completed according to agreed-upon timing when the participant returns.

- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

### **Performance Learning Systems' Participant Drop Policy**

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- **Plagiarism:** the use of another's ideas, data, or words without proper acknowledgment.
- **Fabrication:** the use of invented information or the falsification of research or other findings with the intent to deceive.
- **Collusion:** improper collaboration with another in preparing assignments or projects.
- **Cheating:** an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- **Academic Misconduct:** tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

## **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<b>Standard 1: Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
<b>Standard 2: Student Learning</b> The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14
<b>Standard 3: Diverse Learners</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3, 5, 6, 8, 9, 10, 11, 12, 14
<b>Standard 4: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	1, 2, 5, 6, 8, 9, 10, 11, 12, 14
<b>Standard 5: Learning Environment</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	3, 4, 5, 6, 8, 9, 10, 11, 12, 14
<b>Standard 6: Communication</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3, 4, 5, 6, 8, 9, 11, 12, 13, 14
<b>Standard 7: Planning Instruction</b> The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
<b>Standard 8: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
<b>Standard 9: Reflection and Professional Development</b> The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14
<b>Standard 10: Collaboration, Ethics, and Relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	8, 9, 11, 12, 13, 14

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	<b>5, 6, 8, 9, 11, 12, 14</b>
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	<b>5, 6, 8, 9, 11, 12, 13, 14</b>
NBCTs understand how students develop and learn.	<b>5, 6, 8, 9, 11, 12, 13, 14</b>
They respect the cultural and family differences students bring to their classroom.	<b>5, 11, 12, 14</b>
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	<b>5, 6, 9, 11</b>
NBCTs are also concerned with the development of character and civic responsibility.	<b>5, 6, 11, 12, 14</b>
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	<b>5, 6, 8, 9, 10</b>
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
They are able to use diverse instructional strategies to teach for understanding.	<b>3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14</b>
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	<b>1, 2, 3, 4, 6, 7, 9, 11, 12, 14</b>
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	<b>3, 4, 5, 8, 9, 11, 12, 13, 14</b>
NBCTs know how to assess the progress of individual students as well as the class as a whole.	<b>7, 9, 10</b>
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	<b>3, 4, 5, 6, 9, 10, 11</b>
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	<b>5, 6, 8, 9, 11, 12, 13, 14</b>
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	<b>5, 6, 8, 9, 10, 11</b>
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	<b>8, 9, 12, 13</b>

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	<b>6, 8, 9, 11, 12, 13, 14</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>6, 8, 9, 11, 12, 13, 14</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>12, 13, 14</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	<b>12, 13, 14</b>
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>8, 11, 12, 13, 14</b>

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