

Reading Across the Curriculum™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL:

PLSClasses.com/our-courses/syllabi.

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 Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

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.

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

Course Outcomes

Upon completion of this class, the learner will 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.

Course Topical Outline

	List of Concepts
How We Learn	Introduction to 4A Learning Styles (PLS), Multiple Intelligences (Gardner), and Intelligent Behaviors; Schema Theory and the Transactive Theory of Reading (Rosenblatt).
Diverse Learners	Students with learning disabilities; students who lack basic reading skills; English language learners.
Before Reading	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.
During Reading	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.

After Reading	Specific strategies to 1) consolidate new information, 2) apply new information, 3) connect new information, 4) extend new information, 5) respond to text.
Materials & technology	Materials & Technology 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).
Assessment	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.
Motivation & the “Whole Enchilada”	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 Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This

project is divided into multiple grade activities to be completed throughout the term. Additional learning activities include whole-group and small-group discussions and assessments for a total of 624 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: How We learn	64	5, 9, 11, 12, 13, 14
Module 2: Diverse Learners	60	6, 9, 11, 12, 13
Module 3: Before Reading	64	3, 4, 6, 11, 12, 14
Module 4: During Reading	88	1, 2, 3, 4, 5, 6, 10, 11, 14
Module 5: After Reading	94	5, 6, 10, 11
Module 6: Materials & Technology	48	7, 8
Module 7: Assessment	64	5, 10, 12, 13, 14
Module 8: Motivation & the “Whole Enchilada”	142	11, 12, 13, 14
Course Total	624	

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Additional Information

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