PLS CLASSES

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

Reading Across the Curriculum is a 3-credit hour course that provides active research-based reading strategies that are immediately applicable to a wide-array of grade levels and content areas. By incorporating reading strategies, participants are able to design lessons that develop reading skills and enhance comprehension. Participants explore strategies to engage students, deepen their understanding of content, and prepare them for success beyond the classroom. Emphasis is on learning styles, schema, vocabulary, fluency, reading strategies, text marking, questioning, text structure, and comprehension.

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

Prior to the first day of class, purchase the following text and bring it with you to each class session:

Differentiated Instructional Strategies for Reading in the Content Areas (2nd ed.)
by Carolyn Chapman & Rita King. Thousand Oaks, CA: Corwin.

Research-based designed materials, web-based resources, selected research articles, research synthesis, and topical articles drawn from educational literature.

Course Outcomes

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

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.

2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to reading across the curriculum.

3. Incorporate activities into a lesson to ascertain background knowledge and build schema.

4. Incorporate before-, during-, and after-reading activities to develop vocabulary and enhance comprehension.

5. Design activities that develop and improve students' reading skills and self efficacy.

6. Develop activities that utilize text-engagement and questioning strategies to enhance comprehension.

7. Develop a comprehensive reading plan that incorporates activities into a lesson that motivate diverse learners, build schema, develop vocabulary, foster reading ability and self-efficacy, and enhance comprehension.

8. Develop activities that teach text structure and utilize text structure strategies to enhance comprehension in subject-oriented texts.

Course Topical Outline

	List of Concepts
Section 1: Overview	Welcome and course organizer: engagement and motivation; community of learners and introductions; section overview and objectives; bridging classroom strategies and reading research; research excerpts; literary life in one's past; sharing strategy: seek, share, sign, shake; issues and challenges related to reading; teacher attitudes toward reading; supporting struggling readers; reading mindset and self-efficacy; six Ps of reading comprehension: preview, predictions, patterns, purpose, planning, and prereading; differentiated strategies for reading; self-assessment of teacher practice relating to reading comprehension; reading teacher self-reflection; book talk discussion; defining vocabulary activity; literacy language; relevant strategies for the classroom.

Section 2: Foundations and Schema for Reading	Section overview and objectives; lesson with before, during, and after reading strategies; choice to encourage motivation; scenarios to determine behaviors, feelings, diagnosis, and interventions for types of readers; 8 Ms of Reading: metacognition, making meaning, marking a text, memory, model, monitor, mental imagery, and motivation; definition of reading; essential elements of reading instruction; essential elements of reading comprehension: reader, task/purpose, and text; reading challenges; the power of schema; developing schema plans for the classroom; differentiated strategies for reading; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise; complete an assessment and incorporate activities in a lesson that build schema.

Section 3: Stages and Styles of Reading	Section overview, objectives, and research excerpts; the five stages of reading development: pre-reading, decoding, automaticity, reading for learning, multiple viewpoints, and construction; scenarios and videos to determine stages of reading; anticipation guide; KWLR chart; KWLR role-play; connections between emotions and learning; brain research; traditional and nontraditional learners and schools; sequential, random, analytical, and imaginative learners; schoolhouse learner styles and reading; preferences when learning; understanding schoolhouse styles; learning preferences; differentiated strategies for reading; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.
Section 4: Vocabulary	Section overview, objectives, and research excerpts; mental imagery activity based on a story; word map graphic organizers; schema-building word maps; visual and verbal encoding; encoding and memory activity; encoding and memory strategies; strategies for instruction: roots and word parts, P.A.V.E., K.I.M and vocabulary blocks, possible sentences, semantic mapping/ classification, stoplight strategy; vocabulary building instructional strategies; differentiated strategies for reading; relevant strategies for the classroom; complete an assessment and develop before, during, and after reading activities that focus on content-oriented vocabulary.

Section 5: Fluency	Section overview, objectives, and research excerpts; five essential components of reading instruction and development: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension; explicit teaching techniques for comprehension: direct explanation, modeling, guided practice, feedback, and application; reading fluency and building fluency practice; fluency in action: partner repeated readings; read-a-minute (R.A.M.); phrase-cued texts; reader's theater; differentiated strategies for reading; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment and describe an activity to implement that develops and improves reading skills in students (Part A).
Section 6: Scooping, Scanning, and Skimming	Section overview, objectives, and research excerpts; define scooping, scanning, and skimming; expanding reading field of vision; scooping activity; differentiated strategies for reading; eye races; scanning activities; improving student retention; skimming charts and activities; before, during, and after reading strategies to support students; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment and describe an activity to implement that develops and improves reading skills in students (Part B).

Section 7: Text Marking and Note Taking	Section overview, objectives, and research excerpts; SUBSEARCH (PS) terms and activities: skim, underline, bracket, symbols, enumeration, abbreviation, react, connect, highlight, paraphrase, and summarize; motivating students to read; types of note taking: double-column notes, mind maps, Cornell notes, quick writes; differentiated strategies for reading; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; enhance teacher practice in an exchange of methods, strategies, and activities; complete an assessment and describe a strategy to incorporate that teaches and utilizes text engagement.

Section 8: Assessment and Questioning	Section overview, objectives, and research excerpts; answering assessment questions strategies: right there, think and search, author and me, on my own, and vocabulary; five stages of literacy development; question-answer-response (QAR) activity; Label-Answer-Write (LAW) activity; writing questions: main idea, vocabulary and words in context, significant details, sequence/ order of events, cause-effect relationships, compare/contrast relationships, and deeper reading/inference; QAR activity; Questions for Life; Questions for Life using biographies; Questions for Life using an article; Questions for Life and classroom text; differentiated strategies for reading; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment and describe a strategy to incorporate that teaches and utilizes assessment and questioning techniques; complete a synthesis assessment and develop a lesson that incorporates schema, motivation, vocabulary, reading ability, and comprehension strategies into a unit.

Section 9: Expository Text and Text Patterns	Section overview, objectives, and research excerpts; share ideas, insights, and innovations; bridge between tools and texts; considerate and inconsiderate text; the power of patterns; interpret patterns; drawing experiment; comprehension and text structure; expository texts; expository text centers: description, sequence, cause/effect, compare/contrast, problem/solution; enumerative, classification; why teach text structure; differentiated strategies for reading; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment and develop an activity that teaches text structure for expository text and utilizes text structure strategies to enhance comprehension.

Section 10: Narrative Text and Motivation	Section overview, objectives, and research excerpts; readability, user-friendly, use, and influence regarding text structure; characteristics of narrative text structure; story grammar: plot, setting, character, theme; applying narrative terms; the importance of theme; teaching story elements to students; story grammar activity; using metaphors to make connections; deeper reading strategies: it says, I say, so; say something stem starters; and text connections; article deeper reading activity; engagement and motivation: task-mastery orientation and performance or ego-orientation; tips to promote success in reading, guidelines for enhancing motivation; tips to promote lifelong, engaged reading; sustained silent reading; response prompts; motivating reading ideas; relevant strategies for the 6 Reading Across the Curriculum—Onsite 2011v8.2 classroom; reflect and content learned and make correlations to the classroom and teacher practice; complete an assessment and develop an activity that teaches text structure for narrative text and utilizes text structure strategies to enhance comprehension; course conclusion: the reading teacher in me revisited and the bushido warrior.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the

other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Creating a Schema Plan	20	Outcome 3
Assessment 4: Vocabulary Lesson	20	Outcome 4
Assessment 5: Developing Reading Skills	20	Outcome 5
Assessment 6: Enhancing Comprehension	20	Outcome 6
Assessment 7: Lessons that Foster Reading	35	Outcome 7
Assessment 8: Text Structure	20	Outcome 8
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Supplemental Assessment 1: Learning Styles Literacy Lessons	[20]	Outcome 4
Supplemental Assessment 2: Engagement and Motivation	[20]	Outcome 5
Final Course Portfolio Total		

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Additional Information

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