

# Reading Across the Curriculum™

**R**eading Across the Curriculum provides educators with research-based reading comprehension strategies which are applicable to all grade levels and content areas. Educators will apply best practices related to types of text, reading assessments, fluency, motivation, cooperative learning, vocabulary, reader background knowledge, and note taking.

To the right are the key areas of focus for the 45-hour 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 different learning and behavioral styles.
- ▶ Implement before, during, and after reading strategies to create a foundation for successful reading.
- ▶ Accommodate the factors in the reader, task, and text that affect reading comprehension.
- ▶ Plan and implement motivational strategies to promote reading growth.
- ▶ Integrate texts and assessments appropriate to their grade levels and content areas.

# Reading Across the Curriculum™

## 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.

## Institutional Outcomes

(To be listed here)

## Reference Text

Chapman, C., & King, R. (2009). *Differentiated instructional strategies for reading in the content areas*. Thousand Oaks, CA: Corwin.

## Topical Outline

### List of Concepts

#### Overview

Building the bridge between research and reading-comprehension instruction; sharing literary history; previewing course text; discussing issues common to all grade levels and content areas; setting course goals; identifying the traits of a struggling reader; completing a self-assessment; creating a classroom literacy language

#### Foundations and Schema for Reading

Exploring the before-, during-, and after-reading process; examining types of readers and how to support them; learning eight research-based words related to reading to use throughout course; reviewing definitions of reading and creating our own definition; connecting course research to definitions of reading; exploring the reader's background and schema; participating in reading challenges similar to those students face

#### Stages and Styles of Reading

Discovering the five stages of reader development; completing an anticipation guide relative to the brain; taking notes on a reading video; introduction to traditional and nontraditional learners, learning preferences, and their connections to reading comprehension; the K-W-L/K-W-L-R model (role-plays); exploring how the brain functions; A-Frame learning styles (accountant, attorney, associate, adventurer); planning an A-Frame reading lesson

#### Vocabulary

Introducing and applying memory strategies, including word maps and schema-building maps; encoding new words into long-term memory; recognizing the importance of a strong sight word vocabulary; vocabulary strategies for A-Frame learning styles; using word games and visual imagery to deeply encode vocabulary from each content-area word attack, using two primary strategies: (1) context clues and (2) word parts (roots, prefixes, and suffixes); developing key content area word lists for each curricular area; strategies for metacognition and vocabulary development; test-taking strategies for decoding unfamiliar words

#### Fluency

Discovering essential components of reading instruction and reading development; exploring the impact fluency has on reading comprehension; understanding the importance of providing fluency practice using different types of text; recognizing the behaviors of struggling readers; understanding and developing individual reading rate in students; fluency and prosody activities; RAM (read-a-minute) activities for fluency practice and growth; recognition of appropriate fluency- and reading-rate levels for all students; methods of developing fluency

**Scooping,  
Scanning, and  
Skimming**

Scooping, scanning, and skimming techniques and practice activities; differentiating between scooping, scanning, and skimming and determining when to use each; reading passages representing types of reading comprehension and the reading field of vision; experiencing the roles of scanning and skimming in reading comprehension

**Text Marking and  
Note Taking**

Distinguishing between active and passive reading; introducing and applying the SUBSEARCH (P.S.) method of marking a text; connecting SUBSEARCH (P.S.) to reading and learning styles; modeling and applying four systems of note taking from text: (1) double-column notes, (2) Cornell notes, (3) mind maps, and (4) quick writes; demonstrating the use of graphic organizers as note-taking systems; understanding the benefits of each type of note-taking system for each type of A-Frame learner

**Assessment and  
Questioning**

Discussion of standardized testing and reading; answering, labeling, and writing reading questions based on different types of passages; QAR (question-answer-response) levels of questioning; Six-Way Paragraphs (six question styles); Questions for Life™ (11 styles of questions for deeper reading and thinking); assessment for learning versus assessment of learning

**Expository Texts  
and Text Patterns**

Differentiating between considerate and inconsiderate texts; demonstrating the importance of text structure; recognizing paragraph patterns and cue words; using graphic organizers to recognize and teach seven structures; recognizing external textbook structures and patterns; generating content area, job, and life skills corresponding to text structures

**Narrative Text  
and Motivation**

Differentiating between narrative and expository text; narrative elements and story grammar (plot, setting, character, and theme); analyzing prose passages; narrative instructional strategies: (1) It Says, I Say, and So... (inference), (2) Say Something/Stem Starters (inference and reflection), (3) Metaphor Bag (connections), and (4) three types of connection points (text-text, text-world, text-self); narrative-unit planning; connections to testing and reading assessment issues (motivation for high performance in standardized testing); reading for pleasure—SSR programs and policies that work with all grade levels; reading as a cooperative learning activity; building team-based cooperative-reading experiences; top reads for all ages and students; building a classroom library; shared book talks; outside experts and guest readers; incentive programs that motivate readers

## Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are 11 assessments in this course, for a total of 100 points.

		Points	Correlations With Institutional Outcomes	Correlations With Course Outcomes
Assessment No. 1:	Creating a Literacy Language	8		6, 7, 8, 9, 11, 12, 13, 14
Assessment No. 2:	Creating a Schema Plan	10		3, 6, 7, 8, 9, 10, 11, 12, 13, 14
Assessment No. 3:	Learning Styles Literacy Lesson	10		2, 3, 4, 5, 6, 9, 11, 12, 13, 14
Assessment No. 4:	Vocabulary Lesson Plan	7		5, 6, 8, 9, 10, 11, 12, 13, 14
Assessment No. 5:	Fluency	8		7, 8, 9, 10, 11, 12, 13, 14
Assessment No. 6:	Scooping, Scanning, and Skimming	7		8, 9, 11, 12, 13, 14
Assessment No. 7:	SUBSEARCH (P.S.)	10		8, 9, 11, 12, 13, 14
Assessment No. 8:	Assessment and Questioning	10		2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Assessment No. 9:	Expository Text Structure	10		1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Assessment No. 10:	Creating a Narrative Lesson Plan	10		2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Assessment No. 11:	Motivation and Engagement	10		2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14
<b>Total</b>		<b>100</b>		

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

### Instructional Materials

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

### 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 instructor presentation of new content through short

lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

### **Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the 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; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

### **Grading Policy**

(To be listed here)

### **Absence and Tardy Policy**

(To be listed here)

### **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 acknowledgement.
- 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 or suspected violation 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.

### **Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

## 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 of Professional Teaching (NBPTS) Five Core Propositions

<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>
<b>Proposition 5: Teachers are Members of Learning Communities.</b>	
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	<b>6, 8, 9, 11, 12, 13, 14</b>

with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

**12, 13, 14**

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

**12, 13, 14**

They know how to work collaboratively with parents to engage them productively in the work of the school.

**8, 11, 12, 13, 14**

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