PLS 3rd Learning
Educators elevated.®

Reading Across the Curriculum™

Course Description

Reading Across the Curriculum™ is a PLS 3rd Learning course that provides research-based active reading comprehension strategies which 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.

Digital vs. Printed Course Materials

Please note:

- There is a **required** $10 material fee that provides access to digital course materials.* (The digital materials are identical to the printed materials.)
- You have the **option** to purchase a printed manual (and other printed corresponding materials) for an additional $30.

*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.

Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual. In addition, you will need to purchase the following book for this course and be sure to bring it on the first day of class.

Chapman, C., & King, R. (2009). *Differentiated instructional strategies for reading in the content areas* (2nd ed.). Thousand Oaks, CA: Corwin.

Be sure to have this book with you on the first day of class.

Course Alignments

This PLS 3rd Learning course is aligned to Charlotte Danielson's **Framework for Teaching:**

Domain 1 – 1A, 1B, 1C, 1D, 1E, and 1F
Domain 2 – 2A and 2B
Domain 3 – 3A, 3B, 3C, and 3D
Domain 4 – 4A, 4E, and 4F

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.

Institutional Outcomes
(To be listed here)

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 (75% of final grade)

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
	Total	**100**		

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

Course Project (25% of final grade)

As a requirement of this course, 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:

- topic identification and approval;
- topic research and article review;
- topic presentation and feedback survey development;
- presentation and feedback review; and
- project reflection.

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)

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning 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 3rd Learning 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, PLS 3rd Learning, 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 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, 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.

Alignments to Charlotte Danielson's *Framework for Teaching*

Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson's *Framework for Teaching.* The alignments for this course are listed below.

DOMAIN 1: PLANNING AND PREPARATION
1A. Demonstrating Knowledge of Content and Pedagogy
1B. Demonstrating Knowledge of Students
1C. Setting Instructional Outcomes
1D. Demonstrating Knowledge of Resources
1E. Designing Coherent Instruction
1F. Designing Student Assessments

DOMAIN 2: THE CLASSROOM ENVIRONMENT
2A. Creating an Environment of Respect and Rapport
2B. Establishing a Culture for Learning

DOMAIN 3: INSTRUCTION
3A. Communicating with Students
3B. Using Questioning and Discussion Techniques
3C. Engaging Students in Learning
3D. Using Assessment in Instruction

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4A. Reflecting on Teaching
4E. Growing and Developing Professionally
4F. Showing Professionalism

Course Outcome Correlations With Model Core Teaching Standards (InTASC)

Course Outcomes

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3, 5, 6, 8, 9, 10, 11, 12, 14

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

3, 4, 5, 6, 8, 9, 10, 11, 12, 14

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 5, 6, 8, 9, 10, 11, 12, 14

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

2, 4, 8, 12, 13

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

8, 9, 11, 12, 13, 14

The Interstate New Teacher Assessment and Support 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/intasc

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	**5, 6, 8, 9, 11, 12, 14**
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.	**5, 6, 8, 9, 11, 12, 13, 14**
NBCTs understand how students develop and learn.	**5, 6, 8, 9, 11, 12, 13, 14**
They respect the cultural and family differences students bring to their classroom.	**5, 11, 12 ,14**
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	**5, 6, 9, 11**
NBCTs are also concerned with the development of character and civic responsibility.	**5, 6, 11, 12, 14**

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
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.	**5, 6, 8, 9, 10**
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.	**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11**
They are able to use diverse instructional strategies to teach for understanding.	**3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14**

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	**1, 2, 3, 4, 6, 7, 9, 11, 12, 14**

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	**3, 4, 5, 8, 9, 11, 12, 13, 14**
NBCTs know how to assess the progress of individual students as well as the class as a whole.	**7, 9, 10**
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	**3, 4, 5, 6, 9, 10, 11**

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	**5, 6, 8, 9, 11, 12, 13, 14**
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	**5, 6, 8, 9, 10, 11**
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	**8, 9, 12, 13**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	**6, 8, 9, 11, 12, 13, 14**
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	**6, 8, 9, 11, 12, 13, 14**
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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