



Renew a Teaching License

by Professional Learning Board



GRAD ONLINE: Reading in Every Subject

“Course was great. It delivered a lot of new information and gave great strategies that can be implemented in the classroom.”

- Heather F.

Reading should be a meaningful activity that is focused on comprehension and that results in understanding. The strategies in this course are imperative for all educators to help their students become proficient readers.

Reading Across the Curriculum helps teachers understand how to assess reading skills in the classroom and plan instruction accordingly. When every day teaching is carefully designed around this type of data it means that all students can learn and grow.

Tackling Tough Text equips educators to empower their students with confidence when handling tough text. Strategies to break down, engage and interact with the text are all explained in detail. Reading is a complex cognitive process that develops cognitive skills.

In Guided Reading, the **teacher acts as a facilitator** for small groups. In these groups, students are encouraged to **critically analyze what they read**, while using proven reading strategies such as summarizing, predicting, clarifying, revisiting, rereading, connecting, and so much more. Guided Reading also encourages students to **make real-world connections** between the reading material and their lives. Guided Reading is the bridge between shared reading and independent reading. Through the use of the Guided Reading strategy, a teacher helps the student grow out of teacher modeled reading to independent self-reading and self-correcting. Teachers scaffold the literacy learning of the Guided Reading group to help them transition from the previously taught shared reading, to independent reading via guided reading.

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Each online graduate PD course includes:

- **Convenient access** anytime, anywhere, any device
- Interactive **online** textbook
- Implement **practical resources and tools** in your classroom
- Demonstrate comprehension with quizzes and checks for understanding
- Align with your **Professional Learning Plan**
- Course Action Plan
- **Official Transcript** from regionally accredited university



Reading in Every Subject
Ashland University



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Course Outline

SECTION A: *Reading Across the Curriculum*

LESSON 1: The basics of developing reading skills

- The importance and nature of the 'reading' skill
- Language development in the early years
- Implications of different levels of daily language exposure
- Understanding how the brain processes what we already know and have experienced, to develop reading skills

LESSON 2: Reading assessments and varying student levels

- The true diversity in the range of students' reading abilities
- The purpose of reading assessments and components included to assess students' phonemic awareness, phonics, fluency, vocabulary and comprehension
- Categories of reading assessments and their suitability for varying students
- Common reading assessments and their usage

LESSON 3: Making reading 'meaningful'

- Deconstructing the nature and essential elements of meaningful reading in your classroom
- The benefits of and the need for new lesson formats to replace traditional ones, including pre-reading elements to strengthen students' understanding of the text
- Making the actual reading process interactive and thorough by using reading guides, visual imagery, inquiry charts, questions and promoting word comprehension
- Effective ways to extend the life of the text beyond the lesson through post reading, vocabulary and fluency strategies

LESSON 4: Strategies for effective lesson planning

- Scaffolding a common textbook to support varying reading levels using four steps
- Using different books, on a common topic or learning objective to meet differing needs
- Question-Answer Relationships (QARS) as a way to teach students about various questions that arise while reading a text, and ways to answer them
- Effectively approaching different structures of texts



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SECTION B: *Tackling Tough Text*

LESSON 1: Comprehension

- Understanding the importance of building students' self-efficacy to ensure learning
- Exploring the need for appropriate background knowledge and reading strategies for successful student comprehension
- Examining strategies for teaching reading comprehension
- The need to go beyond traditional teaching models toward participatory literary practices
- The Reading Comprehension Checklist – the research behind it and the practical highlights of the checklist

LESSON 2: The Checklist

- Exploring the roadmap to activate students' background knowledge
- Understanding essential steps while working with the checklist, to ensure an internalization of the reading comprehension process
- Examining the value of pre-reading in making stronger readers, and the four steps involved

LESSON 3: Working with Questions

- Understanding how to *label* and *analyze* questions that accompany the text

LESSON 4a: Time to Read

- Beginning the final part of the checklist; the actual *reading* of the text
- The process of identifying and underlining five *key words* in the text
- Exploring the recommended *sequence* of answering questions
- The importance of emphasizing students' *self-confidence*

LESSON 4b: Evaluating the Checklist

- Exploring the practical aspects and *benefits* of using the checklist in the classroom
- Using the evaluation in the checklist to *identify* areas where students need more help
- Understanding the need for *tough text* levels and the significance of the checklist



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SECTION C: *Guided Reading*

LESSON 1: An Overview

- Integrating Guided Reading into classroom curriculum, following step by step proposed plan to adapt it
- Examining the pros and cons of traditional vs Guided Reading groups, and its various components
- A look at the foundational principles of Guided Reading, and how these make teaching more effective and relevant
- Impact of Guided Reading, and its implementation across grades

LESSON 2: Procedure

- Exploring the different ways teachers can implement a Guided Reading instruction program to match individual student needs
- Examining Manzo's 9 steps to improve reading comprehension among students through guided learning methods
- A look at strategies to provide differentiated instruction, to reach every child
- Stages of reading and assessing student levels by specific characteristics

LESSON 3: Strategies

- Implementing Guided Reading by integrating strategies so that students can learn to comprehend, predict, question, make mental images and summarize as they read
- Tips for implementing age-appropriate strategies to match student age and intellect
- Examining the scope, implementation of Guided Reading for ELLs (English Language Learners), CCNs (Complex Communication Needs) and students with special needs
- Understanding the application of Guided Reading across curriculum to help students learn to think critically, make deductions, improve their memory, pay attention to detail, remember facts and figures accurately and recall events with a photographic memory
- Examining the challenges faced during Guided Reading

LESSON 4: Resources and Organization

- Practical tips for effective implementation of the Guided Reading Program, and using resources creatively
- Tips to manage student behavior, striking the perfect balance
- Learning the key to staying organized
- Assessing the reading level of students, and exploring its various components
- Using technology effectively for Guided Reading groups