Research-Based Literacy Strategy for All Content Areas, Grades K-12

Dates & Times: Online: This 20-hour online, asynchronous course, divided into 3 modules.

COURSE DESCRIPTION:

Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help students build foundational skills across reading, writing, speaking and listening. They'll learn the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away implementation tools that include graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Understand how to move scientific theory into classroom literacy strategy across specific content areas.
- Learn how to scaffold student progress along a rigorous strategy continuum.
- Plan for scaffolding, implement lessons and reflect on them to modify as needed.
- Understand how to import research-based literacy strategy into lessons for rigorous application and implementation.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Beers, K., Probst, R. E., (2016). *Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies.* Portsmouth, NH: Heinemann, 2016
- Beers, Kylene; Probst, Robert E., & Rief, Linda (2007). *Adolescent Literacy: Turning Promise into Practice.* Portsmouth, NH: Heinamann
- Vacca, R.T., & Vacca, J. L., (2013). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). Boston, MA: Pearson Custom Publishing.
- Reeves, D. (2003). *High Performance in High Poverty Schools: 90/90/90 and Beyond.* Center for Performance Assessment.
- Ruckdeschel, S. (2010). *Peer Coaching for Adolescent Writers.* Thousand Oaks, CA: Corwin Press.
- Strickland, D.S. (2012). *Planning Curriculum to Meet the Common Core State Standards*. *Reading Today: Informed Content for Literacy Professionals*, *29*, 25-26.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.

- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

Grade Scale:
   Grading will be Pass/Fail: A minimum score of 80% will be required to pass.