

**Course Title:** Literacy and Integrating a New Curriculum in the Classroom

**Presenter:** Judith Irvin, Mark Springer, Rick Wormeli

**Length:** 10 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor's Degree

**Number of credits:** 1 SB-CEU

### **Course Overview**

Teachers will examine the specific ways in which content area teachers can use writing, vocabulary development, and reading comprehension to effectively teach their students. Teachers will learn techniques for increasing literacy at the school-wide level, as well as strategies to develop school-wide approaches for improving literacy learning, using the National Literacy Project's (NLP) model. They will observe the steps to teaching the reading process and clarify effective and ineffective behaviors for each step of the process.

Teachers will explore specific ways in which content area teachers can use writing, vocabulary development, and reading comprehension to teach their subjects. Teachers will learn techniques to improve literacy, as well as describe a model for strategy instruction and effective strategies for improving literacy before, during, and after reading the text. They will hone the steps necessary to successfully teaching the reading process, as presenters clarify effective and ineffective behaviors for each step of the reading process

### **The 5 Individual segments of the Courses:**

#### [School Wide Literacy, Part 1: The Building Blocks for Academic Achievement](#)

*Instructor:* [Judith Irvin](#)

Credit: 120 minutes/ 2 hours

This presentation is the first part of a two-part series on literacy improvement. The presenters, Dr. Judith Irvin and Nancy Dean, discuss literacy at the school wide level as well as discuss strategies to develop school-wide approaches to improve literacy learning. Using the National Literacy Project's (NLP) model of Literacy Learning, the presenters review the principles for literacy development and improvement. The presenters discuss the various factors to literacy learning, including- Code Breaking, Text Usage, Text Analyzing, and Meaning Making as well as provide examples of each factor. Dr. Irvin and Ms. Dean provide suggestions for school-wide efforts to improve literacy, including formation of a literacy council and writing of a literacy plan. The presenters discuss additional resources on literacy learning at the end of this presentation. After this session, you will be able to identify current practices in your own teaching that assist student literacy development use strategies for strengthening your literacy teaching evaluate teaching practices that promote specific reading skills describe the relationship between fluency and reading put into practice teaching and learning strategies to improve your students' ability to read for understanding.

#### [School Wide Literacy, Part 2: Improving Academic Achievement through Content Area Literacy](#)

*Instructor:* [Nancy Dean](#), [Judith Irvin](#)

Credit: 120 minutes/ 2 hours

This presentation is the second part of a two-part series on literacy improvement. The presenters, Dr. Judith Irvin and Nancy Dean, discuss strategies and techniques to improve literacy. The presenters describe a model for strategy instruction as well as discuss effective strategies for improving literacy before, during, and after reading the text. Using examples, the presenters then discuss the steps to teaching the reading process including- Pre-Reading, Reading and comprehending, and Re-Reading and Responding. Then the presenters clarify effective and ineffective behaviors for each step of the reading process. The presenters describe techniques to enhance reading comprehension and recall including- the INSERT technique, Mnemonic devices, Graphic Organizers, and writing test questions. At the end of this presentation, the presenters discuss additional resources for teaching literacy.

### Integrating Curriculum: Part 1

*Instructor: [Mark Springer](#)*

Credit: 120 minutes/ 2 hours

**Integrating Curriculum: The Missing Pieces Of the Middle School Puzzle - Session 1: Finding the Proper Pieces** In this session we will define curriculum integration and review successful examples currently in use. By highlighting specific connections between integrated curricula and the developmental needs of middle level students, we will develop a rationale for implementing curriculum integration. With this foundation in place, participants will be able to assess their current practice of curriculum integration along a continuum of implementation.

### Integrating Curriculum: Part 2

*Instructor: [Mark Springer](#)*

Credit: 120 minutes/ 2 hours

The participant will learn the ins and outs of Integrated curriculum, interdisciplinary teaching, thematic teaching, synergistic teaching. In this session we will attack the practical issues of initiating, maintaining, and expanding curriculum integration. Who are the stakeholders, and what are the roles and responsibilities of each. What are the problems and pitfalls, and how can we overcome them as we piece together this puzzle of a new vision for middle level curriculum?

### Literacy on All Fronts-Teaching, Reading, Writing & Vocabulary in All Subjects

*Instructor: Rick Wormeli*

Credit: 120 minutes/ 2 hours

Join us as we examine specific ways in which content area teachers can use writing, vocabulary development, and reading comprehension to teach their subjects. Provocative yet practical, this session opens minds to the power of literacy in any subject. Whether you're reading writing phobic or prolific, join us for a refreshing look at literacy on all fronts.

**Methods of instruction:**

**Percentage of Course Credit**

**Methods of instruction will include:**

- |                                    |                |
|------------------------------------|----------------|
| • 5 individual sections (10 hours) |                |
| • 5 pre assessments                | 10 %           |
| • 5 graded post assessments        | 20%            |
| • 5 Video Lectures                 | 70%            |
| • Polling questions                | part of videos |
| • 5, 60-100 pages study guides     |                |
| • Handouts                         | part of videos |

**Texts (included in program)**

- 110 page study guide provided in the program

**Assessments:**

5 Pre-assessments (5 questions each)

5 Post-assessments (8 questions each)

**Grading criteria/system and evaluation activities:**

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lecture into examples and lesson plans.

- Pass/No Pass

**Due dates of major assignments, projects, and examinations:** Online self-paced programs can be started and completed at the participants' own leisure within 2 months from the day they begin the course.