

Curriculum Planning Tool

Reading Module 7: Putting It All Together

Use this Curriculum Planning Tool to assist you in planning the best use of an Online Academy module in your courses. The Planning Tool contains four pages. Page one (below) shows the module Table of Contents. Page two provides an overview of the module's contents, including the (1) goals of the module, (2) discussion questions relevant to the module, (3) the topic title of each lesson in the module, and (4) a list of the glossary words used in the module. Page three is a course integration plan form that allows you to record where the module could fit into the courses you teach. Page four contains a breakdown of all the student tasks included in the module. There is also space on page four for you to plan where each task may fit into your course plan.

Reading Module 7 Putting It All Together

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Content Overview

Reading Module 7: Putting It All Together

This module address the issues related to putting together classroom, grade level, and school-wide programs for identifying and providing sufficient support of individuals who may have difficulty developing reading skills. This module address programs at the elementary and secondary levels.

Goals:

1. Explain how to teach comprehension to struggling readers in a way that spotlights the reader.
2. Discuss the contributions of social interaction to reading comprehension.
3. Explain the metacognitive components of metacognitive knowledge and self-regulation.
4. Discuss multi-component strategies that help promote coordination of strategic components for students' use.
5. Summarize the metacognitive and cognitive processes required for proficient reading.
6. Give examples of multi-component strategies that have been successful with struggling readers.
7. Explain the important factors that create the context for program selection and use.
8. Discuss suggestions from research about grouping practices and peer-assisted learning and how these relate to the organization of classroom instruction.
9. Assess class- and school-wide programs in terms of research validation.

Discussion Questions:

1. What reading comprehension elements need to come together for an individual reader to become a proficient reader?
2. Why is packaging of strategies crucial to the individual reader?
3. How does metacognition assist the reader to coordinate processes involved in comprehension?
4. To what aspects of teaching reading comprehension, beyond background knowledge, text structures, and goal specific comprehension strategies, must teachers attend to promote reading comprehension?
5. How should educators select and use reading comprehension programs for classrooms and schools?
6. Why is it important to use research to judge class- and school-wide programs?

Lesson Topics:

1. Focus on the Reader
2. Multi-component Strategies
3. Class- and School-wide Programs for Reading Comprehension

Glossary:

Attribution	Heterogeneous grouping	Scaffolding
Background knowledge	Homogeneous grouping.	Self-efficacy
Benchmark	Intensive instruction	Self-knowledge
Cognition	Macrostructure	Self-questioning.
Cognitive	Metacognition	Self-regulation
Content literacy	Metacognitive knowledge	Semantic map
Cooperative story mapping	Motivation	Speech-language pathologist
Corrective action	Narrative text	Story grammar
Decoding	POSSE	Strategic instruction
ESOL teacher	Paraphrasing	Strategy
Early Literacy Project (ELP)	Peer-assisted Learning Strategies (PALS)	Summarization
Explicit	Prior knowledge activation (PKA)	Systematic instruction
Expository text.	Proficient readers	Text structure
Fluency	Reading comprehension	Title I teachers
Generalization	Reciprocal teaching	Transactional Strategies Instruction
Goal specific strategies	Responsive instruction	Visual imagery
	Scaffolded instruction	Word recognition

Course Integration Plan

Course Integration: Courses in which this module would be applicable:	
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Lessons	Courses in which the lessons would be applicable:
Lesson 1 Focus on the Reader	
Lesson 2 Multi-component Strategies	
Lesson 3 Class- and School-wide Programs for Reading Comprehension	

Notes:

Students' Tasks

The following is a comprehensive list of every task that students are asked to complete in this module. Use this task breakdown sheet to designate where each task best fits into your course(s).

Support Level Assessment	
Support Level Directed Questions	
Lesson 1 Assessment	
Lesson 1 Activity	
Lesson 1 Directed Questions	
Lesson 2 Assessment	
Lesson 2 Activity	
Lesson 2 Directed Questions	
Lesson 3 Assessment	
Lesson 3 Activity	
Lesson 3 Directed Questions	
Practice 1	

A Curriculum Planning Tool is available for each of the 22 modules produced by the Online Academy. The modules cover three content areas: Positive Behavioral Supports, Reading, and Technology in Education. All the Curriculum Planning Tools are available online at onlineacademy.org. Instructors are free to access the tools and print multiple copies.