

The University of North Carolina Greensboro
School of Education – Curriculum and Instruction
Spring 2006

Course Prefix and Number: CUI 616

Course Title: Literacy Development and Instruction Across the Grades

Course Credits: 3:3:3

Course Prerequisites: Admission into the School of Education or instructor permission.

For Whom Planned: This course is designed to give experienced educators who are pursuing a M.Ed. with an emphasis in Reading Education, or Special Education with a Reading Concentration a deeper understanding of the theories and research behind effective literacy instruction for students within and beyond the primary grades, with a particular emphasis on content area reading/writing and reading/writing across the curriculum. This course will focus on topics and issues related to literacy instruction in grades 3-12.

For Ph.D. students, this course will provide an opportunity to connect your own research and university-based instruction to the content of this course.

Instructor Information:

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Course Purpose/Catalog Description: This course is “designed to give teachers a deeper understanding of the theories and research behind effective reading instruction for students [in and] beyond the primary grades” (2005/2006 *Graduate School Bulletin*, p. 99).

Course goals and objectives: The learner will:

- Understand and apply relevant research-based and/or theoretically-driven “best practices” to enhance content area literacy instruction at the classroom and/or school level in order to meet the needs of diverse K-12 students.
- Understand that reading is a complex, interactive, and constructive process in which meaning is constructed through an interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.
- Appreciate the value and importance of creating a supportive and positive environment for literacy learning, one that respects and focuses on students’ cultural, linguistic, and ethnic diversity.
- Be able to create and implement a literacy program that is designed to meet the needs of readers throughout the elementary, middle and secondary grades.
- Understand the impact of physical, emotional, social, cultural, environmental, economic, and intellectual factors on learning, language, development and literacy acquisition.
- Understand how to enhance and use reading comprehension, word identification, vocabulary, fluency, and discussion strategies inside and outside of the content areas.
- Understand the importance of teaching reading as a process rather than as a discrete series of skills to be taught through unrelated activities/exercises.

- Understand the role of what the reader/writer brings to the literacy experience (e.g. prior knowledge, metacognitive abilities, aptitudes, motivation, attitude, etc.) and how this knowledge can be applied when developing and implementing an instructional intervention.
- Support K-12 students' content area and literacy learning through effective instruction that builds on the reading/writing connection, effective planning, and reading aloud to students from a variety of informational texts and other genres.
- Provide leadership to colleagues in the class and as, applicable, in his/her school setting through sharing and/or modeling relevant content area literacy research, theory, ideas, and "best practices."

In addition to meeting the above course goals, this course also prepares educators to meet the following North Carolina Advanced Competencies of a Master Teacher and Program Standards for the Specialized Reading Professional as detailed by the International Reading Association.

- A. Instructional Expertise: The candidate demonstrates instructional expertise by applying the theoretical, philosophical and research bases for education practice in P-12 settings to improve student learning.
- B. Knowledge of Learners: The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery and evaluation of instruction.
- C. Research: The candidate uses research to examine and improve instructional effectiveness and student achievement.
- D. Content Knowledge: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.
- E. Professional Development and Leadership: The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Program Standards for the Specialized Reading Professional Teaching Standards

The reading professional will...

- 1.1 Demonstrate that reading should be taught as a process,
- 1.3 Demonstrate an understanding of the importance of literacy for personal and social growth,
- 1.5 Demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation,
- 2.8 Demonstrate an understanding of the role of metacognition in reading and writing, listening and speaking,
- 2.10 Show how past and present literacy educators contributed to the knowledge base,
- 2.11 Show an understanding of relevant reading research from general education and how it has influenced literacy education,
- 2.13 Illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders),
- 4.3 Illustrate an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels,
- 5.1 Create a literate environment that fosters interest and growth in all aspects of literacy,
- 5.2 Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently

- for information, pleasure, and personal growth,
- 5.3 Model and discuss reading and writing as valuable, lifelong activities,
 - 5.4 Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes,
 - 5.5 Provide opportunities for creative and personal responses to literature, including storytelling,
 - 5.6 Promote the integration of language arts in all content areas,
 - 6.3 Teach students to use context to identify and define unfamiliar words,
 - 6.6 Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition,
 - 7.1 Provide direct instruction and model when and how to use multiple comprehension strategies,
 - 7.2 Model questioning strategies,
 - 7.3 Teach students to connect prior knowledge with new information,
 - 7.4 Teach students strategies for monitoring their own comprehension,
 - 7.5 Ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links,
 - 8.2 Teach students to vary reading rate according to the purpose(s) and difficulty of the material,
 - 8.5 Teach test-taking strategies,
 - 10.1 Develop and conduct assessments that involve multiple indicators of learner progress,
 - 11.5 Interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community,
 - 12.2 Adapt instruction to meet the needs of different learners to accomplish different purposes,
 - 13.1 Participate in professional development programs,
 - 14.1 Apply research for improved literacy,
 - 16.1 Pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities,
 - 16.2 Reflect on one's practice to improve instruction and other services to students,
 - 16.6 Promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction.

Teaching Strategies: Throughout the semester, a variety of teaching strategies will be used, including lecture, class discussion, group work, student presentation, online discussion, professional book club discussions, simulations, multimedia presentations and participation in Writing Workshop.

1. Evaluation and Grading

I will use the following scale to determine letter grades:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

Grades will be assigned according to the professional level of the final submissions.

A = Excellent-All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance (spell checked, proof read, etc.).

B = Good-All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.

C = Average-The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D = Passing-The work is not adequate in details, efforts, professionalism, or completeness.

F = Failing-The work is inadequate or incomplete.

Course Assignments and Requirements:

1. **Class preparation and participation:** Because this class is highly interactive and based on constructivist principles of learning, your preparation for and participation in our class community is essential. Please be prepared for every class, that is, come to class having read and reflected on all readings and topics. This includes on-line class activities.
2. **Group children’s literature book club, strategy and lesson planning:** Using trade books and informational text you and two to three other group members will meet during class to discuss your trade book in book club format and plan a unit around your book topic (i.e. civil war, slavery, revolutionary war, explorers, etc.). You will meet with your group members to prepare a unit that will use a variety of informational text and will incorporate several literacy strategies to help your students through the text and lesson. Your group will briefly discuss and present your topic to the class providing every class member with a one-page outline – including text resources. If feasible (not required), you may want to try out any part of your unit with your own students and share how it worked. This could be used as one of your “Take Ten” lessons. Your group will turn in a unit outline with the following information:
 - Theme
 - Books selected
 - NCSCOS
 - Content Standards (NCTE, NCTM, IRS, NSTA, etc.)
 - Brief discussion of how unit will be implemented
 - Strategies used to teach lesson and support learning
 - Technology (websites, videos, etc.)
3. **Journal articles and Book Club Online:** (participation and discussion). You will read a total of 2 books for book club and/or two/three articles for online discussions. The books and articles have been selected for you and will be discussed on-line. Discussion should focus on (but not limited to):
 - Connections to topics or other text read in class
 - Major themes of the text
 - Implications for classroom practice
 - Salient points (what have I learned)
 - Evaluation of the chapter read and/or book.

4. Course Project: The purpose of this project is for you to implement at least 10 ideas, activities, strategies, and or resources that you learned about in our class discussions, readings and/or simulations in order to optimize the content area literacy learning of your students.

The purpose of this project is for you to implement 10 ideas, activities, strategies, and/or resources that you learned about in our class discussions, readings, and/or simulations in order to optimize the content area literacy learning of your students (or, if you are not teaching in a regular classroom, to enable your colleagues to do so or to enable you to do so at a future date). You will select 10 topics from this course that fit your needs as an educator, your students' needs, and the demands of the curriculum; and implement them in order to enhance your students' content area literacy learning and engagement, and the reading and/or writing of informational texts. All of your topics must be connected to helping students read and/or write informational texts and, when appropriate, be tied to your explicit modeling of the strategy being taught. (Please note that YOU need to keep a few copies of your students' work samples to include in your M.Ed. portfolio. In addition, you must include at least one topic that addresses each of the following areas:

- (a) assisting students in connecting prior knowledge with new information,
- (b) helping students learn to apply comprehension strategies for a variety of purposes and with a variety of materials,
- (c) helping students to select, organize, analyze, synthesize, and/or evaluate information and ideas presented in a variety of texts,
- (d) modeling questioning strategies,
- (e) incorporating the use of technology to support students' literacy learning, and
- (f) helping students to identify vocabulary words through the use of semantic, syntactic, graphophonic, and pragmatic cues.

Each of these topics needs to include the following information:

- Topic and date(s) implemented
- Audience (grade level, number of students, etc.)
- Media (titles of texts or websites you use with your students for your lessons)
- Research basis (the cite of the research or theory that grounded the topic you implemented)
- Rationale (why, based on the needs of your students, your needs, the demands of the curriculum, etc, you needed to implement this topic)
- North Carolina Standard Course of Study (NC-SCOS) objective/s met
- Description (what you did)
- Reflection (what went well, did not go well, etc.)
- Now what? (what you learned from implementing this topic, how you will use what you learned in the future, etc.)

Please submit this project as simply as possible—NO large notebooks, sheet protectors, or other superfluous organizers are necessary.

5. Personal Writing: Throughout the semester we will work on a personal piece of writing based on the Writing Workshop. This assignment is open and you can be as creative as possible. You can interview a family member and create a life history, you can create a family album/tree, etc.

This course requires a lot of reading, responding, reflecting, dialoguing and writing.

Required Text:

Harvey, S. & Goudvis, A. (2000). *Strategies that work*. Portland, MA: Stenhouse Publishers.

Book Club Books

Beers, K. (2003). *When kids can't read what teachers can do*. Portsmouth, NH: Heinemann.

Daniels, H. & Zelmelman, S. (2004). *Subjects matter every teachers guide to content area reading*. Portsmouth, NH: Heinemann

Books may be purchased through:

www.amazon.com	(Amazon)
www.barnesandnoble.com	(Barnes & Noble)
www.heinemann.com	(Heinemann)
www.rowmanlittlefield.com	(Rowman and Littlefield)
www.stenhouse.com	(Stenhouse)
www.guilford.com	(Guilford Press)
half.ebay.com	(Textbook Superstore)

Online Reading list:

Selected readings (as listed on your course schedule) available online from Jackson Library (Try using the “Education Full Text” or “ERIC” databases for access to full-text, online articles):

- o Allen, J. (2002). “I am Thorgood, king of the orgies”: The reading challenge of content vocabulary. *Voices from the Middle*, 9, 22-27.
- o Allington, R.L. (2002). You can't learn much from books you can't read. *Educational Leadership*, 60, 16-19.
- o Barton, M.L., Heidema, C., & Jordan, D. (2002). Teaching reading in math and science. *Educational Leadership*, 60, 24-28.
- Blachowicz, C. L. Z., et. al., *Vocabulary Visits: Virtual field trips for content vocabulary development*. *The Reading Teacher* v. 59 no. 3 (November 2005) p. 262-8
- o Blackowicz, C.L.Z., & Fisher, P. (2004). Vocabulary lessons. *Educational Leadership*, 61, 66-69.
- o Brandenburg, M.L. (2002). Advanced math? Write! *Educational Leadership*, 60, 67-69.
- o Broaddus, K. & Ivey, G. (2002). Surprising the writer: Discovering details through research and reading. *Language Arts*, 80, 23-30.
- o Daniels, H. (2002). Expository text in literature circles. *Voices from the middle*, 9, 7-14.
- o Doiron, R. (1994). Using nonfiction in a read-aloud program: Letting the facts speak for themselves. *The Reading Teacher*, 47, 616-624.
- o Dong, Y.R. (2004/2005). Getting at the content. *Educational Leadership*, 62, 14-19.
- o Duke, N.K. (2004). The case for informational text. *Educational Leadership*, 61, 40-45.
- o Franks, L. (2001). Charcoal clouds and weather writing: Inviting science to a middle school language-arts classroom. *Language Arts*, 78, 319-324.

- Gomez, K., et. al., *Vocabulary Instruction for ELL Latino Students in the Middle School Science Classroom. Voices from the Middle* v. 13 no. 1 (September 2005) p. 42-7
- o Greenwood, S.C. (2002). Making words matter: Vocabulary study in the content areas. *Clearing House*, 0009-8655, 75 (5). [Available from Academic Search Elite]
 - Grierson, S.T., & Anson, A. (2002). Exploring the past through multigenre writing. *Language Arts*, 80, 51-59.
 - o Guillaume, A.M. (1998). Learning with text in the primary grades. *The Reading Teacher*, 51, 476-486.
- Hall, L. A. *Teachers and content area reading: Attitudes, beliefs and change. Teaching and Teacher Education* v. 21 no. 4 (May 2005) p. 403-1
- o Harvey, S. (2001). Nonfiction inquiry: Using real reading and writing to explore the world. *Language Arts*, 80, 12-22.
 - o Holloway, J.H. (2002). Integrating literacy with content. *Educational Leadership*, 60, 87-88.
 - o Irvin, J.L. (2001). Assisting struggling readers in building vocabulary and background knowledge. *Voices from the Middle*, 8, 37-43.
 - o Klinger, J.K., & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reasoning. *The Reading Teacher*, 52, 738-747.
 - o Lott, C, Avery, C., Hadaway, N.L., Louie, B.Y., Thompson, D.L., Valle, J.P., & Wilson, S.L. (2004). Choosing the best in nonfiction: The Orbis Pictus award winners. *Language Arts*, 82, 142-147.
- Moss, B. *Making a case, and a place for effective content area literacy instruction in the elementary grades. The Reading Teacher* v. 59 no. 1 (September 2005) p. 46-55
- o Moss, B. (2004). Teaching expository text structures through information book retellings. *The Reading Teacher*, 57, 710-718.
 - o Palmer, R.G., & Stewart, R.A. (2005). Models for using nonfiction in the primary grades. *The Reading Teacher*, 58, 426-435.
 - o Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510-519.
 - o Robb, L. (2002). Multiple texts: Multiple opportunities for teaching and learning. *Voices from the Middle*, 9, 28-32.
 - o Schoenbach, R., Braunger, J., Greenleaf, C., & Litman, C. (2004). Apprenticing adolescents to reading in subject-area classrooms. *Phi Delta Kappan*, 85, 133-138.
 - o Short, D., & Echevarria, E. (2004/2005). Teacher skills to support English language learners. *Educational Leadership*, 62, 8-13.
 - o Smith, J.L., & Johnson, H. (1994). Models for implementing literature in content studies. *The Reading Teacher*, 48, 198-209.
 - o Stien, D., & Beed, P.L. (2004). Bridging the gap between fiction and nonfiction in the literature circle setting. *The Reading Teacher*, 57, 510-518.
 - o Tower, C. (2000). Questions that matter: Preparing elementary students for the inquiry process. *The Reading Teacher*, 53, 550-557.
 - o Wenglinsky, H. (2004). Facts or critical thinking skills? What NAEP results say. *Educational Leadership*, 62, 32-35.
 - o Worthy, J., & Prater, K. (2002). "I thought about it all night": Readers theatre for reading fluency and motivation. *The Reading Teacher*, 56, 294-297.
 - o Yel, M.M (2002). Putting gel pen to paper. *Educational Leadership*, 60, 63-66.
 - o Young, T.A., & Vardell, S. (1993). Weaving Readers Theatre and nonfiction into

the curriculum. *The Reading Teacher*, 46, 396-406.
o Zwiers, J. (2004/2005). The third language of academic English. *Educational Leadership*, 62, 60-63.

Class policies and Regulations:

Attendance and Class Participation: Attendance is an essential requirement of this course and is the responsibility of the student. You are expected to attend every class and be prepared to actively contribute to class discussion.

Assignments: All papers must be word-processed, doubled spaced and spell checked. Cite references where applicable (using APA 5th edition).

Late assignments: Late assignments will not receive full credit and some will not be accepted at all. Of course there are some events in life we cannot predict nor dictate that may cause delay in work products, I will take this into consideration on an individual basis.

Grading policy: I take the evaluation and grading of your work very seriously, and I know that you work very hard to do your best in your courses. While it may take me a little longer to read your work and return it to you, I write many comments on papers and read exams more than once before assigning a grade to them.

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises.

1. Respect

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.

2. Comfort

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

3. Honesty

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.
- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website.
- Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness.
- Appropriate citation of resources is required.
- In interpreting others' comments, we should be fair-minded and understanding.

Americans with Disabilities Act (ADA) compliance:

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodation for the course.

Other books to consider:

- o Allington, R.L. (2006). *What really matters for struggling readers*, 2nd edition. New York: Pearson/Allyn and Bacon.
- o Allington, R.L. & Johnston, P.H. (2002). *Reading to learn: Lessons from exemplary fourth-grade classrooms*. New York: Guilford.
- o Cappellini, M. (2005). *Balancing reading and language learning: A resource for teaching English language learners*. Portland: Stenhouse.
- o Daniels, H., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.
- o Duke, N.K., & Bennett-Armistead, V.S. (2003). *Reading and writing informational text in the primary grades: Research-based practices*. New York: Scholastic.
- o Duthie, C. (1996). *True stories: Nonfiction literacy in the primary classroom*. Portland, ME: Stenhouse.
- o Fitzgerald, J., & Graves, M.F. (2004). *Scaffolding reading experiences for English-language learners*. Norwood, MA: Christopher-Gordon.
- o Hammond, B., Hoover, M.E.R., & McPhail, I.P. (Eds.). (2005). *Teaching African American learners to read: Perspectives and practices*. Newark, DE: International Reading Association.
- o Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. York, ME: Stenhouse.
- o Keene, E.O., & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.
- o Kristo, J.V., & Bamford, R.A. *Nonfiction in focus*. New York: Scholastic.
- o Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.
- o Moss, B. (2003). *Exploring the literature of fact: Children's nonfiction trade books in the elementary classroom*. New York: Guilford.
- o Peregoy, S.F., & Boyle, O.F. (2005). *Reading, writing, and learning in ESL: A resource book for K-12 teachers*. New York: Pearson.
- o Robb, L. (2003). *Teaching reading in social studies, science, and math*. New York: Scholastic.
- o Robb, L. (2004). *Nonfiction writing from the inside out*. New York: Scholastic.
- o Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). *Reading for understanding: A guide to improving reading in middle and high school classrooms*. San Francisco: Jossey-Bass.
- o Spiegel, D.L. (2005). *Classroom discussion: Strategies for engaging all students, building higher-level thinking skills, and strengthening reading and writing across the curriculum*. New York: Scholastic.
- o Strickland, D.S. & Alvermann, D.E. (Eds.). (2004). *Bridging the literacy*

achievement gap: Grades 4-12. New York: Teachers College Press.

SELECTED HELPFUL WEBSITES FOR CONTENT AREA LITERACY INSTRUCTION:

Center for the Improvement of Early Reading Achievement--
<http://www.ciera.org/library/index.html>
International Reading Association-- <http://www.reading.org/>
Issues in Literacy Development--<http://www.eduplace.com/rdg/res/literacy/>
National Council of Teachers of English-- <http://www.ncte.org/>
National Reading Conference-- <http://www.oakland.edu/>
National Research Center on English Learning and Achievement--<http://cela.albany.edu/>
National Writing Project—www.writingproject.org
Reading Online-- <http://www.readingonline.org>
Read/Write/Think.org: www.ReadWriteThink.org
The Literacy Web at the University of Connecticut--<http://www.literacy.uconn.edu/>
University of Virginia—<http://pals.Virginia.edu/Instructional-Resources/>
Word Study—www.prenhall.com/bear

CONTENT AREA SITES

NASA Education: <http://education.nasa.gov/home/index.html>
National Geographic: <http://www.nationalgeographic.com/index.html>
National Geographic Kids: <http://news.nationalgeographic.com/kids/>
Nature Conservancy: <http://www.nature.org/>
Smithsonian: <http://www.smithsonian.org/>