EDRD 620: Reading in the Middle and Secondary School
Dates: Fri, May 20 (5-9pm); Sat, May 21 (8am-3pm); Fri, July 22 (5-9pm)
Deena Koessl, Ph.D.
308 McKee Hall
Office Hours: Before and after class F/S
e-mail: deena.koessl@unco.edu

Catalogue Course Description:

Prerequisites: EDRD 611 and EDRD 612 for Reading majors. Introduction to reading skills and reading requirements in developmental reading and subject matter classes in the middle and secondary school. Examine instructional strategies and evaluation procedures as reflected by research.

Knowledge/ Research Bases for the Course

Existing and developing knowledge about learners, about the content and processes of literacy, and about the contexts that surround literacy teaching/learning constitute the knowledge base of the literacy program for the preparation of reflective practitioners of literacy instruction at the University of Northern Colorado. The knowledge base for literacy is derived from a broad set of historical and current developmental, cognitive, and constructive philosophies, theories, perspectives, research, and teaching/learning practices from a variety of social science areas, i.e. philosophy, pedagogy, cognitive psychology, sociology, psycholinguistics, and socio-linguistics.

The knowledge base for EDRD 620 is found in reading and reading-related publications. Periodicals providing support for instruction include, *Cognition and Instruction*, *English Education*, *Journal of Adolescent and Adult Literacy*, *Journal of Educational Psychology*, *Journal of Educational Research*, *Journal of Literacy Research*, *Middle School Journal*, *Reading Research and Instruction*, *Reading Research Quarterly*, *Reading Teacher*, *Theory Into Practice*.

**Professional Standards Addressed:**

The mission of the Reading/Literacy Graduate Programs at the University of Northern Colorado is to prepare inquiring practitioners who seek knowledge and experiences about reading/literacy processes and practices. These evolving scholars are guided and encouraged to pursue knowledge, commit to inquiry, engage in problem solving related to reading/literacy processes and practices, and participate as leaders in reading/literacy related activities. The inquiring practitioner learns to use reading/literacy knowledge, practices, and processes to serve the changing technological, diversity, and reading/literacy education needs of dynamic local and global environments.

Specific outcomes for specialized reading professionals are clearly identified by the Professional Standards and Ethics Committee of the International Reading Association in the *Standards for Reading Professionals, Revised* (1998). The Colorado Department of Education also has specific content requirements for Colorado endorsement as a Reading Teacher and for Colorado licensure as a K-12 Reading Specialist. The following broad outcomes are grounded in the professional and state standards and reflect the mission of our graduate programs.

<table>
<thead>
<tr>
<th>Standard One: Knowledge of Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.</th>
<th>Assignments and Course Topics Addressing the Standard Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher has demonstrated the ability to:</td>
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<tr>
<td>1.1 Plan and organize reading instruction based on ongoing assessment.</td>
<td>Assignment: The Achievement Gap at 4th-8th Grades; Word Catalog:</td>
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<tr>
<td>1.2 Develop phonological and linguistic skills related to reading including:</td>
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<tr>
<td>• · Concepts about print.</td>
<td>Assignment: Variety of Texts, Variety of Purposes</td>
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<tr>
<td>• · Systematic, explicit phonics.</td>
<td>Assignment: The Content Area Word Wall; Word Catalog</td>
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<tr>
<td>• · Other word identification strategies.</td>
<td>Assignment: The Content Area Word Wall</td>
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<tr>
<td>• · Spelling instruction.</td>
<td>Assignment: The Content Area Word Wall; Word Catalog</td>
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<tr>
<td>1.3 Develop reading comprehension and promotion of independent reading including:</td>
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<tr>
<td>• · Comprehension strategies for a variety of genre.</td>
<td>Assignment: Teach the text backwards</td>
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<tr>
<td>• · Literary response and analysis.</td>
<td>Readings: Gallagher, <em>Deeper Reading: Comprehending Challenging Texts, 4-12</em></td>
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</tbody>
</table>
• · Content area literacy.                          Assignment: The college reading fallacy; Teach the text backwards
• · Student independent reading.                  Assignment: The college reading fallacy; Teach the text backwards

1.4 Support reading through oral and written language development including:
• · Development of oral English proficiency in students. Assignment: Language Experience
• · Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling. Assignment: Language Experience
• · The relationships among reading, writing, and oral language. Assignment: Language Experience
• · Vocabulary development.                      Assignment: The Content Area Word Wall
• · The structure of standard English.            Assignment: Language Experience

1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction. Assignment: Variety of Texts, Variety of Purposes

**Major Program Concepts:**

The following competencies from the International Reading Association document, *Standards for Reading Professionals Revised (1998)*, are concepts the Reading Program faculty members believe all candidates for a MA Degree in Reading Education must demonstrate knowledge of and expertise in during and at the end of their program. These particular concepts are identified as an integral part of each Reading Program course.

1.1 - recognize that reading should be taught as a process.
1.2 - understand, respect, and value cultural, linguistic, and ethnic diversity.
1.3 - recognize the importance of literacy for personal and social growth.
1.4 - recognize that literacy can be a means for transmitting moral and cultural values.
2.10 – know past and present literacy leaders and their contributions to the knowledge base.
3.2 - understand, respect, and value cultural, linguistic, and ethnic diversity.
5.3 – model and discuss reading and writing as valuable, lifelong activities.
13.6 - model ethical professional behavior.
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.
16.3 - interact with and participate in decision making with teachers, teacher educators, theoreticians, and researchers.
16.6 - promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction.

Course Goals:

The goals for EDRD 620 reflect the Standards written in the International Reading Association document Standards for Reading Professionals Revised (1998).

To assist each student to develop knowledge and beliefs about reading including a knowledge base of reading knowledge, knowledge about individual differences, and knowledge about reading difficulties (IRA 1.0, 2.0, & 4.0).

To assist each student to develop knowledge about reading instruction and assessment including knowledge about creating a literate environment, understanding about word identification, vocabulary, spelling, and comprehension processes, and developing and implementing reading assessment procedures (IRA 5.0, 6.0, 7.0, 8.0, & 9.0).

To assist each student to organize and enhance a reading program by communicating information about reading and reading curriculum development (IRA 11.0, 13.0, 14.0 & 16.0).

Course Objectives:

The course objectives for EDRD 620 are competencies identified in the International Reading Association document, Standards for Reading Professionals Revised (1998). Individuals seeking to become reading specialists must attain competency in these EDRD 620 objectives.

2.5 - understand the interrelationship of reading and writing, and listening and speaking.
2.6 - understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, and viewing.
2.8 - understand the role of metacognition in reading and writing and listening and speaking.
2.9 - understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment).
2.11 - know relevant reading research from general education and how it has influenced literacy education.
2.13 - recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders).
2.14 - understand that goals, instruction and assessment should be aligned.
3.1 - recognize how differences among learners influence their literacy development.
4.4 - know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.
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.

5.4 - 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 - produce the integration of language arts in all content areas.

6.1 - teach students to monitor their own word identification through the use of syntactic, semantic, and grapho-phonics relations.

6.3 - teach students to use context to identify and define unfamiliar words.

6.4 - guide students to refine their spelling knowledge through reading and writing.

6.5 - teach students to recognize and use various spelling patterns in English language as an aid to word identification.

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, including retelling.

7.2 - model questioning strategies.

7.3 - teach students to connect prior knowledge with new information.

7.4 - teach student 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.

7.6 - ensure that students gain understanding of the meaning and importance of standard written English (e.g., punctuation or usage).

8.2 - teach students to vary reading rate according to the purpose(s) and difficulty of material.

8.4 - teach students strategies to organize and remember information.

8.5 - teach test-taking strategies.

**Broad Course Outline:**

1. Context, clients, and effective teaching of reading in content areas.
2. Diagnosis of student needs and selecting appropriate materials.
3. Strategies for vocabulary development in content areas.
4. Strategies for teaching comprehension and developing students' understanding.
5. Strategies for obtaining information and study strategies in content areas.

**Course Requirements:**

**Assignments:** Work for each listed assignment is required to complete this course successfully. The purposes for each assignment are to reinforce course topics, provide practical experiences, and allow students opportunities to discuss and share ideas with one another.
All assignments are to be typed unless otherwise specified. Assignments are graded primarily on the basis of content, however, neatness, writing style, organization, grammar, and spelling are considered in awarding grades. Therefore, the presence of grammatical errors, misspellings, run-on sentences, sentence fragments, and other stylistic shortcomings detract from your grade.

If you have any questions concerning any of the assignments, please schedule a time to talk with me individually. I prefer to help you as much as you need before a project is due, rather than after you the date has passed.

**Hybrid Format:** This class will meet face-to-face for fifteen hours and, between classes, on BlackBoard. Each student needs to participate actively using communications tools in the Blackboard course during each week. I will leave this open-ended, but there are some general expectations and etiquette. You should both initiate and respond to conversations. You should check and consider participating in the discussion boards early, in the middle, and late in a module (unit). People who check the boards only at the end of the unit or end of the week are not participating adequately.

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**Grades:**

Grades are determined by weighing performance on the course requirements in the following manner: Grades are based on the quality of work, not on quantity. There is no predetermined distribution of grades in this class. All grades are awarded on merit and not by means of a “curve.” The instructor reserves the right to raise or lower individual assignments and/or final grades based upon additional factors: excellent or poor attendance in the online course, prompt versus late participation, excellent or poor writing skill, demonstration of excellent or poor thinking, etc.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>F</td>
<td>Below 63</td>
</tr>
</tbody>
</table>

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**Required Materials and Textbooks:**

- One text from the following Discipline-Based reading lists: [http://www.unco.edu/cebs/teachered/reading_resource.html](http://www.unco.edu/cebs/teachered/reading_resource.html)
The Reading program at UNC is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, the program seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. UNC and the College of Education and Behavioral Sciences (CEBS) prohibit discrimination against any member of the College’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

### Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.