The University

**READ 3245: Adolescent Literacy: Reading in the Disciplines**

Fall, 2013

**University/Instructor Information**

**Course Description:** READ 3245, Adolescent Literacy: Reading in the Disciplines includes methods, strategies, and resources for teaching students in grades 6-12 to read complex disciplinary texts. It addresses the Common Core State Standards for Grades 6-12 English/LA Literacy and Literacy in History/Social Studies, Science, & Technical Subjects. Students are expected to apply, model, and utilize the strategies presented; active engagement and participation during class is required.

**Course Objectives:**

At the completion of this course, students will be able to:

1. Define disciplinary literacy and how it differs from reading in the content areas
2. Address the expectations of the CCSS and what students need to know and be able to do
3. Apply the components of close reading of complex text
4. Implement the principles of *Reading Apprenticeship*, (Schoenbach, et al., 2012)
5. Identify the unique literacy skills utilized in history, mathematics, science & technical subjects, and literary genres
6. Model the use of metacognitive strategies using *think alouds*
7. Plan and implement lesson plans in a selected discipline focusing on:
   1. academic vocabulary acquisition
   2. comprehension skills
   3. use of text-based evidence
   4. critical & analytical reading and writing
   5. universal, generic reading strategies
   6. discipline specific reading strategies
8. Plan and apply effective, evidence-based scaffolds for students with learning difficulties; implement the principles of Universal Design for Learning

**Common Core State Standards**

The ten college and career readiness anchor standards and the grade 6-12 standards for reading define the skills and understandings that all students must demonstrate (CCSS, pg. 35).

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**State Teacher Certification Standards Addressed**

Add your state standards

**Required Readings**

Biancarosa, C., & Snow, C. E. (2004). *Reading next–A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education. Available for free download from www.carnegie.org

Faggella-Luby, M., & Deshler, D. (2008). Reading comprehension in adolescents with LD: What we know; what we need to learn. *Learning Disabilities Research & Practice, 23 (2), 7-78.*

Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report.* Washington, DC: Alliance for Excellent Education. Available for free download from [www. carnegie.org/literacy](http://www.carnegie.org/literacy)

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools* – A report to Carnegie Corporation of New York.Washington, DC:Alliance for Excellent Education. Available for download at: www.all4ed.org and [www.carnegie.org/literacy](http://www.carnegie.org/literacy).

Jetton, T. & Shanahan, C. (2012). *Adolescent literacy in the academic disciplines.* New York: Guilford Press.

Lee, C. & Sprately, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy.* New York, NY: Carnegie Corporation of New York. Available for free download at [www.carnegie.org/literacy](http://www.carnegie.org/literacy).

NGA (2010). Common Core State Standards. Available for download at: www.corestandards.org

Schoenback, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms.* San Francisco, CA: Jossey-Bass Publishers.

**Websites**

Universal Design for Learning: www.udlcenter.org

IRIS Center: http://iris.peabody.vanderbilt.edu/

**Additional Materials Required:**

Textbook in your discipline

Authentic documents in your discipline

**Assignments**

1. **Readings**

The readings assigned for each class must be completed before class. You are expected to discuss the main ideas of each reading, how you could apply the information to teaching in your discipline, and questions/comments you may have.

1. **Lesson Plans (5)**

The purpose of this assignment is for you to apply course content to writing and delivering lessons. You will develop 5 lessons that could be used in a unit of instruction within your discipline. Lessons should be unified in theme with the intent that they would be taught consecutively.

The lessons must address the discipline you are preparing to teach (e.g., mathematics, science, social studies/history, English/language arts, the arts, physical education, etc.). In addition to generic reading strategies and activities, include strategies specific to your discipline. Include a selection of vocabulary words to teach, comprehension strategies, and writing strategies. For each objective and activity, explain how you would scaffold instruction for students who may struggle.

A lesson plan rubric will be distributed in class.

1. **Classroom Activities**

During class you are expected to participate in activities that will enhance your understanding how adolescents learn from complex text. You will experience barriers to comprehension and learn to utilize fix-up strategies; you will apply metacognitive strategies and learn to *think aloud* as you solve comprehension problems.

1. **Peer Reviews**

You will be asked to present short lessons to your peers. Your peers will review your lessons based on a rubric to be discussed in class. You will provide your peers with specific and useful feedback on their lessons.

1. **Application Quizzes (2)**

The two quizzes focus on applying the strategies discussed in class. You are provided with typical text secondary students are required to read. For each text you will identify potential challenges for students and provide strategies to scaffold student learning. You are expected to provide alternative ways for students to access the content and express what they have learned.

1. **Final Examination**

The final examination provides you an opportunity to apply all that you have learned. Provided a profile of a typical secondary class, you will design a lesson to teach students to read complex text in your discipline, including differentiating your instruction and assignments for students who struggle.

**University Procedures and Policies**

Tentative Calendar

*Dates/assignments may be modified based on class needs.*

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| Week | Topic | Assignment Due |
| 1 | Overview of syllabus; Introduction to Disciplinary Literacy (DL); Review of the CCSS; Features of Effective Instruction |  |
| 2 | How DL differs from content area reading; Review of universal and disciplinary literacy strategies; role of secondary teachers in teaching literacy; | Jetton ch. 1; Schoenbach, ch. 1 |
| 3 | Metacognitive reading strategies;  What do good readers do?  Scaffolding instruction for struggling students; UDL Framework | Biancarosa & Snow; UDL: www.udlcenter.org |
| 4 | The Reading Apprenticeship Framework; Engaging Students | Schoenbach, ch. 2 & 3 |
| 5 | Challenges of disciplinary texts; How experts read; Annotating and talking to the text | CCSS; Jetton ch. 2 & 3  Quiz #1 |
| 6 | Interactive lesson planning | Jetton ch. 4; Graham & Perin |
| 7 | Reading in YOUR discipline  Compare and contrast reading in various disciplines | Jetton ch. 5, 6, 7, 8, OR 9 |
| 8 | Selecting & teaching academic vocabulary | 2 Lesson Plans  IRIS Center; Academic Vocabulary Module |
| 9 | Strategies to support comprehension: use of charts, graphs, illustrations; graphic organizers; before, during, and after reading strategies, focusing on vocabulary & comprehension | Quiz #2  Graham & Hebert  Model strategies in group |
| 10 | Use of think alouds to teach metacognitive strategies; the role of schema in reading comprehension | Schoenbach, ch. 4 & 7 |
| 11 | Supporting close reading of complex text | Schoenbach, ch. 5; class materials |
| 12 | Self-monitoring & regulation of reading | Schoenbach, ch. 6 |
| 13 | Putting it all together | 2 Lesson Plans |
| 14 | Scaffolding instruction for students with disabilities; decoding multisyllabic words; use of morphology to aid comprehension | Faggella-Luby article; Edited lesson plans |
| 14 | Circle of Fives: Modeling of Think Aloud Strategies | Model Metacognitive Strategies |
| 15 | Final Exam |  |