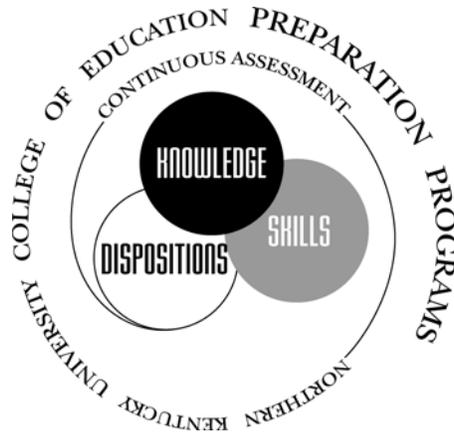


**COLLEGE OF EDUCATION AND HUMAN SERVICES  
NORTHERN KENTUCKY UNIVERSITY  
EDU 530: Reading in the Junior and Senior High  
3 CREDIT HOURS  
Tuesdays, 4:50-7:35, BEP 154  
SYLLABUS**



***“Providing for the educational needs of all students”***

The College of Education will prepare exemplary educators who demonstrate the knowledge, skills, and professional dispositions necessary to provide for the educational needs of all students in a diverse and technological society.

This model on which the College of Education has built its teacher preparation program represents the effort to prepare teachers and instructional leaders for ever-changing roles and continuous personal and professional self-improvement. These professionals know how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances. The College of Education places particular emphasis on the NCATE themes of diversity, technology, assessment, evaluation, intellectual vitality, conceptual framework, and professional community.

**Common Core State Standards Initiatives**

As students complete and implement projects and assignments throughout their education programs they will address all components of the Common Core State Standards for English/Language Arts.

The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. In addition, students in this course are bound by the College of Education Code of Ethics, reproduced online at: <http://www.nku.edu/~education/ethics.htm>

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Room 101, or call 859-572-6373 for more information. Verification of your disability is required in the Disability Services Office for you to receive reasonable academic accommodations.

**Professor: David M. Bishop**

**Office: 264 B.E.P.**

**Office Hours: M & W 1:15-2:30, And Tuesdays directly before and after class**

**Phone: 572-6546**

**Email: [bishopd@nku.edu](mailto:bishopd@nku.edu)**

- Textbooks:**
- 1. Burke, Reading Reminders**
  - 2. Christensen, Reading, Writing and Rising Up**
  - 3. Handout readings throughout the semester**

**Student Activities, Evaluation\* and Grading Policy** See the College of Education Policy and Procedures Handbook for COE Grading Standards.

**Students will attend all class meetings and participate in class discussion and group activities. In addition, students will complete the following assignments:**

**Assignments:**

- 1. Weekly application assignments (try-its) Please note that most of these will be self-choice, but three will be assigned as common activities. Each week noted in calendar.**
- 2. Final Examination. Due Dec. 15**
- 3. Author/Book discussion guide. Due Oct. 13**
- 4. Functional literacy reading material assignment. Due Nov. 17**
- 5. One peer teaching lesson of a reading strategy. Due as assigned**

**All of the above are worth 20% of the final grade. Each may be used as a portfolio entry to demonstrate student competence. Assignments 2 and 5 may also be used as on demand tasks. Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines and directions for each assignment.**

**Connections to Initial Teacher Standards (ITS) and Advanced Teacher Standards (ATS)**

- 1. Weekly Applications**  
ATS II (Demonstrates Content Knowledge), III (Designs /Plans Instruction), IV (Creates/Maintains Learning Climate), V (Implements/Manages) and VII (Reflects/Evaluates)
- 2. Final Examination**  
ATS II (Demonstrates Content Knowledge), IX (Evaluates own Performance)  
ITS VII (Evaluate Own Performance), VII (Content Knowledge)
- 3. Author/Book Discussion Guide**  
ATS II (Demonstrates Content Knowledge), IX (Evaluates Own Performance)  
ITS I (Designs/Plans), VIII (Content Knowledge)
- 4. Functional Literacy Reading Material Assignment**  
ATS III (Designs/Plans), VI (Assesses Learning)

ITS I (Designs/Plans), IV Assesses Learning)

5. Peer Teaching Lesson

ATS II (Demonstrates Content Knowledge)

ITS VIII (Content Knowledge)

International Reading Association Standards	Assessments
<b>1. Foundational Knowledge.</b> Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, the candidates:	
1.2 Demonstrate knowledge of reading research and histories of reading.	Group projects, weekly assignments, midterm report, final report
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.	Group projects, weekly assignments, midterm report, final report
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	Group projects, weekly assignments, midterm report, final report
2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Group projects, weekly assignments, midterm report, final report
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.	Group projects, weekly assignments, midterm report, final report
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.	Group projects, weekly assignments, midterm report, final report
<b>Standard 4. Creating a Literate Environment.</b> Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:	
4.1 Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.	Group projects, weekly assignments, midterm report, final report
4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.	Group projects, weekly assignments, midterm report, final report
4.3 Model reading and writing enthusiastically as valued life-long activities.	Group projects, weekly assignments, midterm report, final report
4.4 Motivate learners to be life-long readers.	Group projects, weekly assignments, midterm report, final report
<b>Standard 5. Professional Development.</b> Candidates view professional development as a career-long effort and responsibility. As a result, candidates:	
5.1 Display dispositions related to reading and the teaching of reading.	Group projects, weekly assignments, midterm report, final report
5.2 Continue to pursue the development of professional knowledge and dispositions.	Group projects, weekly assignments, midterm report, final report
5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice	Group projects, weekly assignments, midterm report, final report
5.4 Participate in, initiate, implement, and evaluate professional development programs.	Group projects, weekly assignments, midterm report, final report

## **WEEKLY APPLICATION ASSIGNMENTS**

Every week (with a couple of exceptions) you will do something to apply concepts and strategies from the week's reading assignment and/or what is covered in class. These are meant to be informal "try-its" and will not be graded, as such. For each week indicated on the calendar, hand in a summary of what you tried, and how it worked out. Typed copy is preferred, but not required. I will suggest several strategies to get you started.

There are three types of application assignments—trying a strategy with students, doing some type of writing or reading-plus-response, and making some sort of material. If you are currently teaching I prefer that you try several application assignments with your students, but it is not required. If you do not have students please do an equal number of the other two options. Regardless of the option, I want you to do the activity, reflect on it, and hand in your reflection with student samples or your sample. PLEASE NOTE: Applications will be accepted up to one week late for credit.

Three application assignments will be the same for everyone. One is the "Window" assignment. The second and third will be initial draft and revised version of "This I Believe...about Literacy and Reading" essays. All three will be explained fully in class.

### **BOOK SHARE**

Sign up for one week, during which you share your reading for ten minutes. As a baseline, bring in one key book from childhood, one from teen years, and one from your current life. Fill up the rest of the ten minutes with whatever you wish!

## **PEER TEACHING LESSON of a READING STRATEGY**

Each student will be required to do one demonstration lesson on a reading or reading/writing strategy (taken from one of the texts or assigned by the instructor). For the week that you do the peer teaching lesson, you do not have to do an application assignment. For this lesson you will need to plan for approximately 20-30 minutes, during which you introduce the strategy, provide duplicated material for your class to use, and conduct a lesson guiding your class through the material using the strategy. In general the lessons will be taken from Burke or Christensen.

### **AUTHOR/BOOK DISCUSSION GUIDE**

Complete the following for the book you choose. Clear your title or author choice with me in advance. While this is meant to be an assignment that will familiarize you with adolescent literature, you may do adult market and literary canon works also. I will do a booktalk on several relevant titles, and distribute some handouts on teaching ideas.

Read the book(s). Just read it, for the spiritual, literary, aesthetic, or educational value of reading it before getting serious about the assignment.

1. List the author, book, bibliographic reference, and edition (important for page numbers!)
2. Create 2-3 open-ended prompts that students could respond to prior to reading the book. These should be designed to (a) Activate readers' minds regarding any themes, historical content, setting, or other items that may come up; (2) Help connect readers' experiences or feelings with material in the book; or (3) Ask students about other texts similar in some way to what they are about to read (genre, content, author).

3. Identify 2-3 stopping points in the book and write 2-3 suggested literature log response prompts for those who won't already be moved to write about what they've read.
4. List page numbers and paragraphs for passages relevant to illustrate where the author has done well at:
  - Setting (historical, geographic, both)
  - Character Description
  - Character change / development pivot points
  
  - Plot conflicts / problem introduction
  - Attempts at plot resolution
  - Climax incident / problem resolution
  - Style, good language usage
5. Identify a “grabber passage” and copy it. (Good passage for reading aloud to get students' interest). If it is longer than a page, synopsise and note the page.
6. Suggest 3 follow-up activities that engage readers with re-examining the book. For each activity, note how it supports development of an aspect of the core content for assessment in reading or writing.
7. Suggest 3 extension activities that encourage the reader to make connections with other works, explore the topic or theme further, or do something practical. For each activity, note how it supports development of an aspect of the core content for assessment in reading or writing.
8. Consult Kentucky's Six Goals for student learning.(Print copies will be distributed.) Assuming that you lead a whole-class reading and discussion of this text: select one “content” or “concept” outcome from Goal 2 and describe how you see it being developed. Select one “critical thinking” outcome from Goal 5 or one “connecting knowledge” outcome from Goal 6 and describe how you see it being developed.
9. Do a brief author biography and selected bibliography of other books by the same author.
10. Limit your paper to three (3) typed pages.
11. Make a copy for each student in class.

### **FUNCTIONAL LITERACY READING MATERIAL ASSIGNMENT:**

1. On the day assigned for bringing in functional literacy material, each small group should do the following:
  - A. Take turns showing and describing what each group member has found.
  - B. Make a master list of all material in the target category. Add items to this list—brainstorm.

- C. Discuss which of the materials seem most promising for developing lessons and test prompts. (Each group will be responsible for one lesson and one test prompt.)
- D. Assign materials to each group member. It is then each group member's primary responsibility to get that lesson and test prompt done; other group members become consultants and helpers.
- E. As a group, be sure you have one lesson and one test prompt on one of the three types of reading material other than literary as introduced in class: persuasive, informational, or practical/workplace.

2. Complete, type and duplicate material by the assigned due date

#### Directions for Lesson Preparation

Lessons should be short, in the 1-2 page range. They should contain the following:

- A. A rationale. Why is it important for students to be able to read the item you're presenting? Refer to the Core Content for Assessment as a part of your rationale. (4-5 sentences)
- B. Use a simple lesson format consisting of the following
  1. Teacher preparation—What needs to be collected, arranged, etc.
  2. Preparation—what to do with students before they see the target text
  3. Guided reading—What you do, and what you have them do, as they are reading
  4. Follow-up—the application, practice, and connections you have students do to reinforce the preparation and guided reading.

NOTE: If you are used to the semi-official lesson format required for Kentucky student teaching and internship observations, you may use this format instead.

#### Directions for Prompt Preparation

Prompts should include three components:

- An Organizer, the introductory or orienting information that helps set a purpose for the student's test response.
- A Target text, the material the student has to comprehend
- A Task specification, the directions on what a student needs to do with the target text.
- A description of what a top response will contain or look like.

In-class guidance will be provided in developing open-response essay prompts.

### **FINAL EXAMINATION:**

If you are currently teaching:

Demonstrate to me how what you have learned in this course could change the way you approach teaching in the future.

Begin with a basic statement (approximately ½ -3/4 page) of how and what you teach right now.

Next, address the following key components:

1. Materials, resources, reading matter
2. Assessment issues (classroom as well as state accountability)
3. teaching strategies
4. climate, community, "I count" and other affective issues

Better papers will regularly reference the Burke and Christinsen texts, as well as handouts and class activities. Other ideas from other sources are welcome also. Some people have found it useful to organize this exam in a chronological fashion (see the hypothetical prompt below, for people not teaching yet). Others have done well by organizing their thoughts developmentally (this I can implement right now; this I can do with some effort; this I will have to really work at and change to be able to implement; this is not germane to my situation.). There are undoubtedly other patterns as well.

If you are NOT currently teaching: (Hypothetical Prompt)

Work with the following hypothetical situation. See me if you need to adapt it.

Your main task is to organize and apply what you've learned about 7-12 reading and writing from any source: practicum experience, texts, me, other courses and people, classroom activities. However, I expect to see significant references to what you've learned in this class.

You will demonstrate this by writing about how you will set up and begin teaching one (choose a grade level) grade language arts/English class, or secondary reading class.

Here are the conditions:

**You are part of a family. You may assume reasonable cooperation among 3 other core teacher, and "special" instructors. The school is neither affluent nor desperately underfunded. It has a generally Anglo population (about 80% German/English/Scots-Irish) with a mix of African-American, Latino, and Asian students. It is not an overtly dangerous school in terms of ethnic/racial tensions, nor is it out of a 1950's Ozzie and Harriet/Dick and Jane setting.**

**You have 25 students, one class set of literature anthologies (recent publication), one language arts/grammar/writing handbook, and a reasonably but not wonderfully stocked school library to draw upon. The local school council has voted \$700 to each teacher for instructional supplies and resources beyond the baseline the district supplies to everyone.**

**You may assume flexible block scheduling (but remember that everyone needs time at the beginning of the year) and opportunities for team teaching and thematic teaching with all members of the family.**

**Your class is neither brilliant nor desperately behind/remedial. However, you do have a normal heterogeneous range in reading and writing abilities (the 2/3 CA rule), half males and females, and 20% minorities.**

**Curriculum-wise, you are responsible for teaching to and assessing students' reading and writing for CATS, and the other aspects of language arts laid out in the district curriculum. There are no required topics or texts.**

- Tell me what you will do in advance, from July 1 when you sign your contract until August 15, your first day of district bureaucracy.
- Tell me how you will use the one day the district gives you to set up your room before students arrive.
- You have students for 90 minutes each day the first week, Tuesday through Friday. Describe in detail how you will use that four day period
- Describe more broadly how you will use the next three weeks (4 days the second week, 5 days each – weeks 3 and 4).

- In roughly one paragraph per week, describe how you will continue your reading instruction in weeks 5 through nine.
- Focus on how you will assign a grade at the end of 9 weeks (roughly the end of October) by telling me in broad scope (i.e. not every minute of every day, but in terms of what is emphasized), what sorts of tasks and activities you will have students do, what materials and resources you and they will use and how you will assess and evaluate their performance.

**Over the course of the first quarter you can assume 90 minutes a day for a block of reading/writing/language arts, but it can be flexibly accomplished over the course of a week's or month's average. You can assume that topics/materials in other content areas can dovetail with your agenda (e.g., using historical novels for both history and literature study; using Project Learning Tree activities to stimulate writing about science, or as a connection to reading trade books on science topics).**

As you prepare this answer, make sure you attend to the same four components from the prompt of those who are already teaching:

- Materials, resources, reading matter
- Classroom and state assessment issue
- Teaching strategies
- Climate, community, "I count" and other affective issues

A good paper will regularly reference Burke, Christensen, handouts, and class activities.

Okay, you've read enough of my thinking. Now it's time to write. You may (and I encourage you to) collaborate, but I expect to see the unique you, the person who made the window, emerge from our final draft. We need real people, not cookie-cutter teachers, just as we need real portfolios.

There's no luck to it—good fortune and good writing!

### **EDU 530: Reading in Junior and Senior High** **Bibliography**

Allen, Janet. 1998. *There's Room For Me Here: Literacy Workshop in the Middle School*. York, Maine: Stenhouse.

Alverman, Donna. 2002. *Content Reading and Literacy*, 3<sup>rd</sup> ed. Boston: Allyn & Bacon

Atwell, Nancie, editor. 1990. *Coming to Know: Writing to Learn in the Intermediate Grades*. Portsmouth, NH: Heinemann.

Atwell, Nancie, editor. 1998. *In The Middle: New Understandings About Writing, Reading, and Learning*. Second Edition. Portsmouth, NH: Heinemann.

\_\_\_\_\_. 1991. *Side By Side: Essays on Teaching to Learn*. Portsmouth, NH: Heinemann.

Aulls, Mark. 1978. *Developmental and Remedial Reading in the Middle Grades*. Boston: Allyn and Bacon.

Bishop, David M. 1982. *Subject Area Reading in the Middle School: Learning Through Text and Learning Through Experience*. Columbus, OH: National Middle School Association.

Burke, Jim *The English Teachers Companion*. 1999. Portsmouth, N.H.: Heinemann

\_\_\_\_\_ *Illuminating Texts*. 2001. Portsmouth, N.H.: Heinemann

\_\_\_\_\_ *Reading Reminders*. 2001 Portsmouth, N.H.: Heinemann

Bushman, John H. 1993. *Using Young Adult Literature in the English Classroom*. NY: MacMillan/Merrill

Butler, Deborah. 1998. *Rooms to Grow: Natural Language Arts in the Middle School*, second edition. Durham, NC: Carolina Academic Press.

Carnegie Council on Adolescent Development. *Great Transitions*. 1996. N.Y.: Author

Ciani, Alfred, editor. 1981. *Motivating Reluctant Readers*. Newark, Delaware: International Reading Association.

Daniels, Harvey. 2002. *Literature Circles*. 2<sup>nd</sup> ed. Portland, Maine: Stenhouse.

Davidson, Judith. 1993. *Adolescent Literacy: What Works and Why*, second edition. New York: Garland Publishing.

Day, Jeni. 2002. *Moving Forward with Literature Circles*. N.Y.: Scholastic.

Donelson, Kenneth. 1997. *Literature for Today's Young Adults*, fifth edition. New York: Longman.

Dornan, Reade. 1998. *Multiple Voices, Multiple Texts*. Portsmouth, N.H. Heinemann.

Duffy, Gerald, editor. 1975. *Reading in the Middle School*. Newark, Delaware: International Reading Association.

Five, C.L. 1995. *Bridging the Gap: Integrating Curriculum in Upper Elementary and Middle Schools*. Portsmouth, NH: Heinemann.

Fletcher, Ralph. 1998. *Craft Lessons: Teaching Writing K-8*. York, Maine: Stenhouse Publishers.

Frost, Helen. 2001. *When I Whisper, Nobody Listens*. Portsmouth, N.H. Heinemann.

Harvey, Stephanie. 1998. *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. York, Maine: Stenhouse Publishers.

\_\_\_\_\_ 2000. *Strategies That Work*. Portland, Maine: Stenhouse

Jago, Carol. 2001. *Beyond Standards: Excellence in the English Classroom*. Portsmouth. Heinemann

Kaywell, Joan, editor. 1993. *Adolescent Literature as a Complement to the Classics*. Norwood, Massachusetts: Christopher-Gordon Publishers.

- Manning, Maryann. 1979. *Reading Instruction in the Middle School*. Washington, D.C.: National Education Association.
- Maxwell, Rhoda. 1993. *Teaching English in Middle and Secondary Schools*. New York: MacMillan.
- McKenna, Michael. 1993. *Teaching Through Text*. N.Y.: Longman
- McTeague, Frank. 1992. *Shared Reading in the Middle and High School Years*. Markham, Ontario: Pembroke Publishers.
- Moore, David. 1989. *Pre-reading Activities for Content Area Reading and Learning*, second edition. Newark, Delaware: International Reading Association.
- Moss, Joy. 1994. *Using Literature in the Middle Grades: A Thematic Approach*. Norwood, Massachusetts: Christopher-Gordon Publishers.
- Mueller, Pamela. 2001. *Lifers: Learning from At-Risk Adolescent Readers*. Portsmouth: Heinemann.
- Ohanian, Susan. 2001. *Caught in the Middle: Nonstandard Kids in a Killing Curriculum*. Portsmouth, N.H.: Heinemann.
- Pace, Glenellen, editor. 1995. *Whole Learning in the Middle School: Evolution and Transition*. Norwood, Massachusetts: Christopher-Gordon Publishers.
- Peck, David. 1989. *Novels of Initiation: A Guidebook to Teaching Literature to Adolescents*. New York: Teachers College Press.
- Pennar, Daniel. 1994. *Better Than Life*. Toronto: Coach House Press.
- Portalupe, Joann. 2001. *Nonfiction Craft Lessons: Teaching Information Writing K-8*. Portland, Maine: Stenhouse Publishers.
- Probst, Robert. 1984. *Adolescent Literature: Response and Analysis*. Columbus, OH: Merrill.
- Reed, Arthea. 1985. *Reaching Adolescents: The Young Adult Book and the School*. New York: Holt, Rinehart, and Winston.
- Rief, Linda. 1992. *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, NH: Heinemann.
- \_\_\_\_\_. 1999. *Vision and Voice: Extending the Literacy Spectrum*. Portsmouth, NH: Heinemann.
- Robb, Laura. 2000. *Teaching Reading in Middle School*. New York: Scholastic.
- Rycik, James, editor. 2001. *What Adolescents Deserve: A Commitment to Students' Literacy Learning*. Newark, Delaware: International Reading Association.
- Schoenbach, Ruth. 1999. *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass.

- Sabornie, Edward. 1997. *Teaching Students with Mild Disabilities at the Secondary Level*. Upper Saddle River, N.J.: Prentice Hall.
- Schoenbach, Ruth. 1999. *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass.
- Schultz, Jeffrey. 2001. *In Our Own Words: Students' Perspectives on School*. Lanham, MD: Rowman Littlefield
- Schwartz, Sheila. 1979. *Teaching Adolescent Literature: A Humanistic Approach*. Rochelle Park, NJ: Hayden Books.
- Siu-Runyan, Yvonne. 1995. *Beyond Separate Subjects: Integrative Learning at the Middle Level*. Norwood, Massachusetts: Christopher-Gordon Publishers.
- Smith, Michael. 2002. *Reading Don't Fix No Chevys*. Portsmouth, N.H. Heinemann.
- Snodgrass, Dawn. 2000. *Collaborative Learning in Middle and Secondary Schools*. Larchmont, N.Y.: Eye on Education.
- Strickland, Dorothy. 2002. *Supporting Struggling Readers and Writers*. Portland, Maine: Stenhouse.
- Tompkins, Gail. 2001. *Language Arts: Content and Teaching Strategies*, fifth edition. Upper Saddle River, NJ: Merrill.
- Trelease, Jim, editor. 1993. *Read All About It: Great Read-Aloud Stories, Poems, and Newspaper Pieces for Preteens and Teens*. New York: Penguin.
- Vacca, Richard. 2001. *Content Area Reading*, 7th edition. Boston, Allyn & Bacon
- Vaughan, Joseph. 1986. *Reading and Reasoning Beyond the Primary Grades*. Boston: Allyn and Bacon.
- Vine, Harold. 1993. *Improving Comprehension with Think-Aloud Strategies: Modeling What Good Readers Do*. New York: Scholastic
- Wilhelm, Jeffrey. 2001. *Improving Comprehension with Think-Aloud Strategies: Modeling What Good Readers Do*. New York: Scholastic.
- \_\_\_\_\_. 2001. *Strategic Reading: Guiding Students to Lifelong Literacy*. Portsmouth, NH: Heinemann.

**CALENDAR**  
**CLASSES MEET 4:50-7:35 Tuesdays**  
**Instructor reserves the right to change topics and activities in response to classroom developments.**

- Aug. 25: Introduction to course content and procedures. Definitions of reading and writing.. Self-evaluation and literacy history. Assign weeks for peer teaching. Booktalk explanation and demonstration; explanation of author/book discussion guide; Description of Windows assignment and “This I Believe” writing.
- Sept. 1: . Establishing climate, community, and “I Count”. Rdg. Due: Burke p 1-28 and Christensen p 2-17. Instructor demo lesson on peer teaching assignment. Introduce diagnosis. First self-choice application due.
- Sept.8: Reading due, Christensen, pp. 160-168, and Burke, pp 103-126. Application assignment due on “Window” and on draft of “This I Believe.”. Topic: “Whose classroom is this? Diagnosis and evaluation.
- Sept. 15: Reading due, Christensen pp. 18-38, and Burke, pp. 313-327. Application assignment due. Peer teaching lessons. . Topic: struggling readers and writers.
- Sept. 22: Reading due, Christensen pp. 170-182 and Burke pp. 83-102. Application assignment due. Peer teaching lessons. Struggling readers and writers, continued.
- Sept. 29: Reading due, Christensen pp. 100-124 and Burke pp. 29-59. Application assignment due. Peer teaching lessons. . Language/dialect issues; helping students make connections.
- Oct. 6: Reading due, Christensen pp. 126-142 and Burke pp. 60-82. Application assignment due. Peer teaching lessons. Functional literacy material collection due. Discussion: everyday material, student texts, the literacy canon.
- Oct. 13: Reading due, Christensen pp. 144-158, Burke pp. 173-204, Application assignment due. Peer teaching lessons. Author/book discussion guide due. Bring copies. Topic: questioning strategies.
- Oct. 20: No Class. Fall Break
- Oct. 27: Reading due, Christensen “Politics of Correction”, “Move Over, Sisyphus,” and Burke pp. 205-232. Application assignment due. Peer teaching lessons. . Topic: Vocabulary and word identification.
- Nov. 3 Reading due, Christensen “I don’t grade papers” and Burke pp. 235-278. Application assignment due. Peer teaching lessons. Topic: Small group work and cooperative learning.
- Nov. 10: Reading due, Burke pp. 279-312. Application assignment due. Peer teaching lessons. Topic: Pre-reading and prewriting strategies.

- Nov. 17: Reading due, Burke pp. 127-148. No application assignment due. Peer teaching lessons. Functional literacy material assignment due. Bring copies. Topic: writing to learn and writing to show learning.
- Nov. 24: Reading due, Burke pp. 149-172. Application assignment due: revision of “This I Believe” draft.. Peer teaching lessons. Topic: Study strategies and study guides. Demonstration of “think-aloud” on handout chapter “Promoting Student Understanding”
- Dec. 1: Reading due, handout on promoting student understanding. Application assignment due. Peer teaching lessons..
- Dec. 8: No Class. Instructor at conference.
- Dec. 15 Final Examination due by 5:00.

## Standards for the English Language Arts

Sponsored by NCTE and IRA

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities-reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**A Starter List of Application Ideas from Christensen's Reading, Writing and Rising Up**

pp. 2-38, 170-182

1. Placing students' lives in the curriculum (Christensen, 2-9). Locate Margaret Walker's poems (p. 8) Write a similar effort, or lead your students in doing same.
2. Names. (Christensen P. 10-13) Use one of the suggested readings to trigger your own or your students' writing.
3. Do a read-around (pl 14-17, Christensen)
4. Do a "Where I'm from" story (Christensen pl 18-21) yourself or with students.
5. Do a "sweet learning" story (Christensen p. 23-26) yourself or with students (strategy p. 24.)
6. Do a "childhood narrative" as described in Christensen pl 27-36 yourself or with students.
7. Try self-guided imagery to situate yourself in another time than early childhood.
8. Respond to the substance and strategies (not just the introductory argument) or Christensen's response to untracking English (p. 170-182).

pp. 40-98

1. Do a critique yourself, or lead your students in doing one, of a cartoon movie—(Look at the options p. 46-7)
2. Try your own attempt at a "praise poem", or introduce the same to your students and have them write some.
3. Do a library search and duplicate several of the praise poems in the bibliography p. 55.
4. Choose a key selection and lead students in a dialogue journal assignment (p. 48, pp 60- 62)
5. Forgiveness poems (p. 66 ff) Write one yourself. Lead your students in doing one.

6. Try an “essay with an attitude” yourself or with your students ( p 60- 80)
7. Writing about (and acting for) justice. Follow the steps outlined on p 82-85 to focus either your own writing or your students’.
8. Try a “significant person” or an “aha” essay yourself or with your students (pp 88-98)

Pp 100-142

1. Make a list of your students’ nonstandard usages, both written and oral.
2. Try teaching one or more of the stories mentioned on page 109 in a lesson ore lessons focusing on prestige dialects and power languages. Record the results of your students’ observations.
3. Try a variation of the character “tea party” descried on pp. 115-120.
4. Use the poem p. 122 to stimulate discussion among your students (see teaching notes p 121 and 123). Summarize the results.
5. Try one of the approaches to teaching writing of poetry on pp 126-142. Or write one yourself.
6. Collect copies of several of the stories and poems mentioned pp. 100-142.

Pp 144-168

1. Adopt and begin a version of Christensen’s immigration unit.
2. Research your own family’s journey to the U.S. What stories of immigration, prejudice, struggle, language barriers, etc. have been passed down?
3. Try a video approach. Show “The Godfather” portions, or “Mia Famiglia”, or “El Norte” or another similar film and lead students in discussing, writing, reading in response.
4. Write an extended response to the ideas on portfolios in Christensen and Vacca. Compare/contrast to the official Kentucky Portfolio. Use your ideas to speculate on how you, with your classes, can make the portfolio concept work for you and your students to create more authentic, instructionally embedded assessment and evaluation.

**A Starter List of Application Ideas from Burke’s Reading Reminders  
(In each case reflect on what happened)**

P. 1-28

1. Lead students through an SSR session plus journal response (pp 4-5)
2. Begin (and keep adding to) a collection of good read-alouds for your students. Collect newspaper and magazine articles; photocopy excerpts from books, or entire stories, poems, and other short forms.
3. Lead students through a reading autobiography.
4. Do one yourself.
5. Follow guidelines p 15-17 to establish conditions for effective learning.
6. Implement a “model reader” program by doing several of the activities p. 18-19.
7. Try literature circles instead of whole class reading of one book.
8. Implement an “essential conversations” experiment.

p. 103-126

1. Administer (or do yourself) the reading survey in Appendix 33.
2. Draw up a plan for a reading portfolio for your class.
3. Lead students in (or analyze yourself) analysis of whether they are more like effective or ineffective readers.
4. Do the same for scales of inexperienced-experienced readers.
5. Apply the “Big Idea” organizer (p. 125-6)

p. 313-327

1. Try one of the “Review, Reflect, Reinforce” ideas.
2. Do a goal-setting session with your students.
3. Recast a text into a new form.
4. Start (or restructure your approach toward) learning logs.

p. 83-102

1. Evaluate your class according to Burke’s 10 principles. Develop an action plan and priorities for changing things you think you need most.
2. Focus on a unit that has been unsuccessful or somehow troubling to you in the past. Use the questions p. 92-93 to analyze how to change.
3. Apply the checklist p. 94-95 to your classes.
4. Use the features of instruction p. 100-102 to evaluate your teaching.

p. 29-59

1. Apply the questions p. 36-37 when selecting a new text for a lesson or unit.
2. Vary the ways you allow students to respond to a reading selection.
3. Apply the dense question strategy (do it on a text or do it on a text and apply with students) p. 43-44.
4. Try a new pre-reading (p. 45-47) strategy.
5. Try a movie/reading package.
6. Use a new graphic organizer, or one of Burke’s.
7. Apply Burke’s guidelines for group discussion.
8. Vary the types of questions and approaches you use according to guidelines pl 57-59.

p. 60-82

1. Choose one or more of the vocabulary strategies p. 60-63 and apply with students.
2. Make up a bookmark from the options in appendices 30 and 31 and have students try them.
3. Try a “mind representation” like those p. 68-69. (see p. 72-73 also for this idea)
4. Try a study guide, using one of the directions or approaches p. 74-76.
5. Apply a strategy you haven’t tried before from among the choices p. 77-81.

I’m certain you get the idea. For the remaining Burke readings, I’ll leave it to your imagination and ingenuity to apply his ideas.