

UNIVERSITY OF MARYLAND, COLLEGE PARK
College of Education
Department of Teaching and Learning, Policy and Leadership

TLPL 462: READING IN THE SECONDARY SCHOOL

COURSE DESCRIPTION

Recent research on education indicates a strong need for reading instruction in the content areas and in secondary schools. Students need to know how to read and write a variety of content area texts, use literacy strategies across the curriculum, learn from and respond to content texts, and incorporate newly learned concepts and content information into their schema. Traditionally, students learned to read outside of instruction in science, social studies, mathematics, and other subjects. At the same time, they were expected to complete extensive reading and writing assignments in these content areas while lacking the requisite knowledge of literacy strategies. Because content area teachers possess a deep understanding of the academic demands of their disciplines, they are in the best position to provide instruction on how to read and write content texts and how to develop academic vocabulary. The purpose of this course is to provide secondary school teachers with knowledge about content area reading instruction and discipline-specific literacy practices.

COURSE STANDARDS & OBJECTIVES

This course addresses the International Reading Association's Standards for Reading Professionals (2010) for secondary content teachers:

Middle and High School Content Classroom Teachers will:

1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction
2. use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
3. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
5. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments
6. recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility

The full description of the IRA standards and descriptors is available online at:

http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx

The learning outcomes for this course are taken from the course guidelines for Teaching Reading in the Content Areas: Part II developed by the Maryland State Department of Education. At the conclusion of the course, candidates will:

1. implement a coherent literacy program that supports content area learning (IRA Standards 2.1, 2.2, 2.3)
2. use a variety of strategies to promote independence in content area reading (IRA Standards 2.3, 4.2, 5.1, 5.2, 5.3)
3. use a variety of texts and approaches, including technology, to assist students who are having difficulty in reading (IRA Standards 2.2, 2.3, 4.3)
4. incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language, disabilities, and giftedness (IRA Standards 4.1, 4.2, 4.3, 5.4)
5. plan & teach lessons in the content areas focused on text-based concept development (IRA Standards 2.2, 2.3)
6. facilitate appropriate learning experiences for students with various reading abilities (IRA Standards 2.2, 2.3, 4.3)
7. use formal & informal writing strategies to facilitate student learning in the content areas (IRA Standards 2.1, 2.2)
8. implement coherent classroom approaches for assessing content area literacy (IRA Standards 3.1, 3.2, 3.3, 3.4)

REQUIRED TEXTS

- Daniels, H. & Steineke, N. (2011). *Texts and lessons for content-area reading*. Portsmouth, NH: Heinemann.
- Daniels, H., & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading* (2nd ed.). Portsmouth, NH: Heinemann.
- Gallagher, K. (2009). *Readicide: How schools are killing reading what you can do about it*. Portland, ME: Stenhouse.

Assigned readings from journal articles or book chapters.

REQUIRED TECHNOLOGY

Each student must have a university Canvas account with an updated university email address. **Canvas will be used as the method for communication outside of regular class meetings.** Students are expected to check Canvas regularly for announcements, homework assignments, and course materials, including the syllabus. Canvas uses your university email address (mail@umd.edu) for all communication unless you have officially changed your email address with the university. It is the responsibility of the student to make sure that the email address in Canvas is accurate. Students may verify or change their email address on Testudo (<http://www.testudo.umd.edu/>).

SMART PHONES, COMPUTERS, ETC.

Important Note: Ringing cell phones, telephone conversations, emailing, social networking, text messaging, completing work for other classes, and surfing the Internet are all distracting, unprofessional, and inappropriate during class. **All cell phones and laptops are to be turned off during class.**

ASSIGNMENTS & GRADING

All work will be taken into account in determining your final grade. All major assignments, indicated below with * will be graded from A-F. On these assignments, please **write and sign the University of Maryland Honor Pledge**. Some of the shorter homework, assignments, exercises, and quizzes will be graded on a Pass/Fail or Satisfactory/Unsatisfactory basis. Incompletes will not be given unless you make specific arrangements (in writing) with the instructor and complete a contract to be submitted to students' services before the final grades are due.

Class Participation & Activities (20%)

This portion of the grade takes into account the student's preparation for class, level of engagement during class, contributions to discussions and activities, and completion of weekly assignments. Students are expected to attend and participate in all class meetings and activities, complete all readings, and complete all homework assignments when they are due. Note that **simply attending class is necessary but not sufficient**.

In addition, you will participate in **2 peer review sessions** in which you give suggestions and feedback to other class members regarding lesson plan drafts (IRA Standards 1.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4)

Team Teaching (20%)*

For this assignment, students will work in teams or small groups (3 students per group) and assume responsibility for teaching a strategy to the class. Strategies are listed on the syllabus and teaching presentations will occur throughout the semester. In particular, students will plan a brief engaging presentation and lesson that shows how they would use the assigned strategy with a short text in their content areas. Additional information about the assignment will be presented in class. (IRA Standards 2.1, 2.2, 2.3)

Content Area Book Clubs (10%)*

Students will participate in a content area book club with other pre-service teachers. Students will read and discuss one educational book written for teachers and write a reflection about the text. Book club meetings will take place during class and discussions will be student-led. This assignment provides time for professional learning and reflection. Students will be exposed to trends and issues in education and content area reading, and perspectives of various stakeholders. Discussions and reflection papers provide time for students respond to ideas in the readings and to advocate for literacy, adolescents, subject matter, teaching, and learning. (IRA Standards 1.1, 1.3, 4.1, 4.3, 6.1, 6.2, 6.3, 6.4)

Readicide Discussion Group Instructions

In groups of at least five, students will read and discuss the five chapters of Readicide; How Schools are Killing Reading and What You Can Do About It one chapter at a time. There are five class dates assigned for these discussions between 10/14 and 10/28. On each of these class days, one student will be assigned to lead the discussion of a chapter using their pre-prepared written questions and impromptu follow up questions. Each discussion should be between 15-20 minutes. Students should bring in printed copies of their questions to distribute to their group members. Following all five discussion class dates, students will choose one set of questions prepared by any of their other team members to respond to in written answers. The grade for this project will be based on an evaluation of the questions you write in preparation for discussion leadership and the answers you write in response to another group member's questions. Both pieces of writing are due on 11/2 following the completion of all five discussions.

If more than five members are assigned to a group, two people will present on a single chapter. As we get closer to the assignment, more specifics will be provided regarding the required format of questions and answers as well as some tips on effective discussion leadership.

The project will be posted on ELMS and your group will present it in class. The reflection on your group work will be turned in to the instructor. Additional information about the assignment will be provided in class. (IRA Standards 1.1, 1.3, 4.1, 4.3, 6.1, 6.2, 6.3, 6.4)

Unit Plan Portfolio (40%)*

The Unit Plan Portfolio serves as an assessment of the student's ability to apply what has been learned during the semester and the student's ability to plan and implement recommended instructional strategies. The portfolio will be completed throughout the semester and consist of the following items: Textbook Feature Analysis and two Literacy Lesson Plans. The lesson plans may be 50 or 90 minutes long, depending on your current and/or future teaching situation. Lesson plans should follow the EDCI 463 lesson plan format and consist of appropriate texts and reading strategies. Furthermore, you are to choose a grade level and a class level in order to make sure your lesson plans are focused. Further information will be provided as we progress through the course. (IRA Standards 1.3, 2.2, 2.3, 3.2, 3.3, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4)

Summary Percentages for Assignments

The breakdown is as follows:

Class Assignment	Percentage	Due
Class Participation & Activities	20	
Team Teaching	20	
Content Area Book Clubs	10	
Unit Plan Portfolio	40	
Textbook Feature Analysis 20%		
Lesson Plan #1 10%		
Lesson Plan # 2 10%		
Gallery Walk	10	
Total	100	

Grading Scale

A=90-100 B=80-89 C=70-79 D=60-69 F= Below 60

NOTE: All assignments should be typed and turned in to the instructor in class (or uploaded to Canvas if specified by the instructor). Emailed assignments will not be accepted. Late assignments will be marked down at least one letter grade.

WRITING, GRAMMAR, PROFESSIONALISM

Your work represents you as a professional. Consequently, all the work you submit must be **typed and must reflect high-quality writing**. Your writing should be clear and well-organized, reflecting attention to detail. You may want to refer to a college English handbook to review grammar, effective writing, diction, punctuation, and mechanics. The work you submit must be carefully proofread and edited. If you know that you have difficulty writing (including proofreading and editing), you need to make arrangements to remedy the problem. Note the following valuable resource:

University of Maryland Writing Center
<http://www.english.umd.edu/academics/writingcenter>
Call (301) 405-3785 or e-mail writadmin@umd.edu.
1205 Tawes Hall

GENERAL INFORMATION & POLICIES

Attendance

Regular attendance and participation are expected. Please see the university policy below.

University policies excuse the absences of students for illness, religious observances, participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control (e.g., car accident).

Classes Missed Due to Illness

In the event that a class must be missed due to an illness, the policy in this class is as follows:

For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and must sign the note acknowledging that the information in the note is accurate. Failure to provide an accurate statement is a violation of the university honor code.

If a student is absent more than 2 times due to illness and wishes to have the absence excused, then the student is required to bring documentation signed by a health care professional. If a student is absent on days when tests are scheduled or papers are due *[or other such events as*

specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Religious Observances

Please inform the instructor(s) of any absences for religious observances in advance. The UM Policy concerning academic assignments on dates of religious observances (http://www.president.umd.edu/policies/docs/iii_510a.pdf) states the following:

It is the policy of UM that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever practicable, to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor for each course in which work is missed, and make arrangements for make-up work or examinations.

Excused Absences

Excused absences (see above attendance policy for which types of absences may be excused) may be made up by completing a 2-3-page typed reflection paper on the assigned topics or by writing an additional lesson plan that includes the assigned strategy or strategies. Papers should be submitted to the instructor in person when the student returns to class. Students should provide documentation for excused absences.

Unexcused Absences

Absences that do not meet the above criteria (see university policy statement above) are NOT excused and are NOT subject to the same criteria listed above for making up work, assignments, tests, and other activities. These absences are unexcused and may affect the student's grade (due to missed assignments, lack of participation, and missed activities).

Weddings, honeymoons, appointments, interviews, flights, birthdays, sporting events, concerts, plays, organization meetings, work, trips, family trips or cruises, Spring Break and other breaks, etc. are NOT excused absences. **These are examples of unexcused absences.**

Advance Notification of Absences

Students should make every effort to notify the instructor in advance of an absence (excused or unexcused). This may be done by email. **Please note that advance notification of an absence does NOT make the absence excused.**

Academic Integrity & Honor Pledge

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without

authorization, buying papers, submitting fraudulent documents and forging signatures. Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. For further information, consult <http://www.studenthonorcouncil.umd.edu/index.html>.

Online Course Evaluations:

At the end of each semester, students are asked to complete course evaluations through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link at which you can access the submission system is www.courseevalum.umd.edu.

Emergency Protocol

In the event of a campus emergency and/or closing of the university, please check Canvas and your university email account for information regarding class meetings and assignments. In most cases, cancelled class meetings will be made up with online classes.

Accommodations for Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations, please contact the instructor as soon as possible. The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's Disability Support Service Office (DSS) works with students and faculty to provide appropriate accommodations. To receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

Copyright Protection for Course Materials

Because commercial firms have been paying students to take notes and collect course materials, which are then copied and sold, faculty members may wish to notify students at the beginning of the course that these materials are copyrighted. Course materials that exist in a tangible medium, such as written or recorded lectures, Power Point presentations, handouts and tests, are copyright protected. Students may not copy and distribute such materials except for personal use and with the instructor's permission.

College of Education & InTASC Standards Addendum

This course is part of a program for initial certification for teacher preparation in the College of Education (COE) at the University of Maryland, College Park and therefore is grounded on the COE's framework and mission. Candidates will develop knowledge of subject matter, pedagogy, learners, curriculum, educational goals and assessment, social and cultural contexts, and technology. In addition, they will begin to demonstrate the COE's Emerging Commitments in the following areas: equity and diversity, advocacy, internalization, reflection, innovation and creativity, responsible and ethical action, and specialist competence. Finally, as a requirement for

initial teacher certification, the goals, assignments, and assessments in this course are aligned with the InTASC Model Core Teaching Standards (2011).

Assignments

Task #1: Textbook Feature Analysis

Select and examine a textbook in your content area. If possible, use a textbook written for elementary or secondary students. If you are unable to use a textbook for K-12 students, then use a college-level text in your field.

Use the Textbook Feature Analysis Form in *Subjects Matter* (pages 184-185) to guide your examination. Record your findings in a typed version of the Textbook Feature Analysis Form and write a reflection paper (1-3 pages) about what you learned. Your reflection paper should also include your suggestions for ways to help students learn from this text (What strategies from the suggested in *Subjects Matter* would help students better understand this textbook?).

Upload the following documents to Canvas by the due date:

1. Typed Textbook Feature Analysis Form
2. Reflection Paper

Task #2: Lesson Plan #1

Select a topic or concept in your content area, a reading strategy from the *Texts and Lessons for Content Area Reading* textbook, and create a lesson plan. Lesson plans should also include a one-page wonder (article, image, graph, or other text). Lesson plans should be typed, professional, and neat.

EDCI 463 Lesson Plan Format

Lesson plans should contain the following components:

- Title of Lesson Plan
- Subject and Grade Range
- Lesson Overview (Introduction)
- Time
- Grouping Sequence
- Content Objectives
- Literacy Objectives
- Materials Needed
- Steps and Teaching Language
- Tips and Variations
- Article (one-page wonder)

Remember

- Content and literacy objectives should begin with SW (Students will) or SWBAT (Students will be able to).
- Write 1-2 content objectives and 1-2 literacy objectives
- Verbs for objectives (see class handout)
- Tips and variations should include modifications for English language learners and struggling readers (e.g., have students read article in pairs)

Task #3: Lesson Plan #2

Create a second content-area reading lesson plan. Follow the lesson plan format (see sample lesson plan). Your lesson plan must include:

- A one-page wonder
- A strategy from the *Texts and Lessons* book
- 1-2 content objectives (see Module 7)
- 1-2 literacy objectives (see Module 7)

Create a poster about your lesson plan and be prepared to present your lesson to the class on the last day of class.

Literacy Objectives

Literacy objectives focus on the language and literacy skills that students will use during the lesson. There are six different skills areas for language and literacy: reading, writing, speaking, listening, viewing, and vocabulary. Objectives should begin with one of the following stems: Students will be able to (SWBAT)

SWBAT read...

SWBAT write...

SWBAT view...

SWBAT define...

SWBAT discuss...

SWBAT listen...

TEAM TEACHING ASSIGNMENT

OVERVIEW

Choose a strategy and a one-page wonder and create a 25-minute lesson. Make copies of your one-page wonder and teach your lesson on your selected date. Groups may create a short PowerPoint or handout for their lesson (optional). Sign up to present your lesson.

SPECIFIC INSTRUCTIONS

This assignment has 2 parts —a team part and an individual part. You must complete both parts to receive full points

TEAM TEACHING LESSON

For this assignment, you will work with a partner or team to teach a lesson to the class using a strategy presented in class and your textbook.

Daniels, H. & Steineke, N. (2011). *Texts and lessons for content-area reading*. Portsmouth, NH: Heinemann.

Note: The lesson should include strategies to use before, during, and after reading to promote content area learning.

With your team, you will plan an engaging lesson.

Your lesson will show how you would use your selected strategy with a text (most likely a short text which you provide to the class) in your content area.

Your lesson will be brief – 20 minutes.

Your lesson should be creative and engaging.

All team members must participate in the creation of the lesson.

Your lesson will be evaluated based on whether:

Your lesson shows your team's knowledge of the strategy.

Your lesson makes clear how your strategy could improve students' performance in your content area.

Your lesson is creative and original.

You provide copies of any material your classmates are expected to read or react to.

Your lesson is no more than 20 minutes.

ONE-PAGE REFLECTION (due no later than 1 week after your lesson)

You will write a short reflection paper that describes what you learned about the strategy as you worked on preparing the lesson with your team. This reflection is an independent paper (not a group activity). Your reflection paper will be one page in length (12-point font). It will be evaluated based on how well you address the following areas:

Thoughts on what you learned as you helped prepare a lesson on your chosen strategy, including how you might use/modify the strategy in your future teaching. Use a **SUBHEAD** to make clear where this information is in your paper.

Points that show your knowledge of issues addressed in our class textbook with regard to your chosen strategy and other strategies similar to it. Use a **SUBHEAD** to make clear where this information is in your paper.

Proper use of standard English.

LESSON PLAN DRAFT RUBRIC

Name:

Lesson Plan Section	Feedback & Comments
Title of Lesson Plan	
Subject & Grade Range	
Lesson Overview	
Time	
Grouping Sequence	
Content Objectives	
Literacy Objectives	
Materials Needed	
Steps & Teaching Language	
Tips & Variations	
Article	

Readicide Discussion Questions

Generic Questions for Nonfiction

These ideas might help you get book club discussions off to a good start.

1. What is the **central idea** discussed in the book (or chapter)? What issues or ideas does the author explore? Are they personal, sociological, global, political, economic, spiritual, medical, or scientific?
2. Talk about **specific passages** that struck you as significant—or interesting, profound, amusing, illuminating, disturbing, sad...? What was memorable?
3. What **evidence** does the author use to support the book's ideas? Is the evidence convincing...definitive or...speculative? Does the author depend on personal opinion, observation, and assessment? Or is the evidence factual—based on science, statistics, historical documents, or quotations from (credible) experts?
4. Do the issues **affect your life**? How so—directly, on a daily basis, or more generally? Now or sometime in the future?
5. What kind of **language** does the author use? Is it objective and dispassionate? Or assionate and earnest? Is it polemical, inflammatory, sarcastic? Does the language help or undercut the author's premise?
6. What are the **implications** for the future? Are there long- or short-term consequences to the issues raised in the book? Are they positive or negative...affirming or frightening?
7. What **solutions** does the author propose? Who would implement those solutions? How probable is success?
8. How **controversial** are the issues raised in the book? Who is aligned on which sides of the issues? Where do you fall in that line-up?
9. What have you **learned** after reading this book (or chapter)? Has it broadened your perspective about a difficult issue—personal or societal? Has it introduced you to a culture in another country...or an ethnic or regional culture in your own country?

SOURCE: Adapted from

<http://www.litlovers.com/run-a-book-club/questions-for-nonfiction>

Readicide Discussion Questions – Introduction and Chapter 1

- 1) Based on what you have read so far, is “readicide” real?
- 2) Reflect on your elementary and secondary school experiences with reading. How has your interest in reading changed as you progressed through school? What contributed to those changes?
- 3) Discuss this quote by Gallagher: “When a school “values” reading, what it really means is that the school intensely focuses on raising state-mandated reading test scores” (p. 7).
- 4) On page 11, Gallagher states that the curriculum is being narrowed and subjects such as social studies, foreign language, and music are being cut or reduced. How do you feel about this? Discuss the consequences of less attention to these subjects and others that are not assessed with standardized tests.
- 5) Discuss this quote on page 11: “The sheer number of standards is the biggest impediment to implementing standards”.
- 6) How have you been affected by “readicide” in your own education?
- 7) Why do schools continue to engage in the Paige Paradox?
- 8) The testing movement is not going to go away. How do we work within the system we have while also trying to change it?
- 9) How and when are standardized tests helpful?
- 10) *Readicide* was published before the implementation of the Common Core State Standards. What impact will the standards and the assessments have on the state of readicide in schools?