EDRD 443: Reading Instruction in the Middle School
Jamaica, West Indies
Instructor: Dr. Roya Scales
RQScales@gmail.com

Textbooks:


Conceptual Framework

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include:

1. the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions;
2. appreciation of and respect for diversity; and
3. the fostering of the responsible use of technology.

Course Objectives

At the conclusion of this course students should be able to:

1. understand how literacy development is related to the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts
2. plan the teaching/learning process to facilitate early adolescent development
3. create and maintain a developmentally responsive literacy program and learning environment
4. understand and implement a balanced curriculum which includes skills for continued learning, exploratory and enrichment opportunities, and understanding of interrelationships among fields of knowledge
5. adapt curriculum and instruction to the learning patterns of each student
6. facilitate students' personal growth through appropriate instructional procedures, relevant curriculum content and supportive personal relationships; foster active learning by employing a variety of classroom grouping patterns including whole group work, small group work and independent study
7. understand middle school language acquisition and development, dialects and levels of usage, and various purposes of language
8. possess knowledge and understanding of the reading and writing processes including ways students respond to literature and ways students read and write for different purposes
9. use instructional strategies that help students explore and relate personal experiences and develop interpretation
10. select and use materials appropriate to diverse cultural groups and individual learning styles
11. apply research findings in studying and in teaching middle grades reading and writing
12. design, interpret and provide results of varied assessment instruments
# Course Schedule

**Week 1:**

**Monday, July 6**  
Introduction: Who we are as readers and authentic purposes for reading  
Share a strategy that you use as a reader when you read challenging text.

**Tuesday, July 7**  
Tovani chapters 1 & 2  
Strategies: #3 Concept maps, #38 Split-Page Notetaking, #16 KWL, #43 Think-Alouds

**Wednesday, July 8**  
Tovani chapter 3  
Strategies: #31 Read-Write-Pair-Share, #34 Response Writing, #8 Exit Slips

**Thursday, July 9**  
Tovani chapter 4  
Strategies: #2 Anticipation Guides, #6 DR-TA, #42 Text Structures

**Friday, July 10**  
Tovani chapter 5  
Strategies: #17 Language Experience Approach, #25 Professor Know-It-All, #45 Vocabulary Cards  
*Literacy Autobiography due*

**Week 2:**

**Monday, July 13**  
Tovani chapters 6 & 7  
Strategies: #36 Shared Reading, #32 Reciprocal Teaching, #15 Jigsaw

**Tuesday, July 14**  
Tovani chapter 8  
Strategies: #1 Adjunct Displays, #24 Popcorn Review, #39 Student Booktalks

**Wednesday, July 15**  
Tovani chapter 9  
Strategies: #26 Questioning the Author, #27 Question-Answer Relationship, #47 Word Grids/Semantic Feature Analysis,

**Thursday, July 16**  
Strategies: #10 Found Poems, #21 Opinionnaire, #22 Pattern Guide, #28 RAFT Writing, #30 Readers' Theatre, #33 ReQuest, #37 SPAWN Writing, #40 Student Questions for Purposeful Learning, #46 Vocabulary Self-Awareness, #49 Word Sorts

**Friday, July 17**  
*Literacy Strategies Position Paper due*  
*Teaching Project due*  
Teaching Project Presentations
REQUIREMENTS OF THE COURSE

Attendance: Students are expected to attend every class session and to participate in class activities and discussion. In our class sessions we will be presenting strategy workshops which cannot be "made up." These strategy workshops are worth one point per class session, for 10 points possible.

Daily Journal Entries: Using the KWL strategy (see pages 47 - 49 in 50 Content Area Strategies), each student will write notes each day related to the next day's reading assignment in our textbooks. This strategy requires students to focus on three questions, two before they read (K= what I know, W=what I want to find out) and one after they read (L=what I learned and still need to learn). This assignment is worth 10 points. Due: Daily

Literacy Autobiography: During the first week of the course, each student will write a literacy autobiography that will address the following questions:
1. What are your earliest memories of reading?
2. How did you learn to read in school and how does that compare to the way you teach?
3. What types of reading do you enjoy as an adult?
4. What types of reading strategies work best for you as a reader?
5. What do you hope to accomplish in this course?

We will work on some portions of this assignment in class and some portions will be written at home. Students will participate in writing workshops to revise and improve their final paper. This assignment is worth 20 points. Due: July 10

Rubric for the Literacy Autobiography (20 points total)

1) Clarity of presentation:
The author presents information very clearly in a way that is useful to other teachers. = 6
The author presents information fairly clearly in a way that might be useful to other teachers. = 5
The author presents limited information. = 4

2) Integration and documentation of readings.
The author integrates research in a powerful way and offers thorough documentation. = 7
The author draws from useful research and offers adequate documentation. = 6
The author makes limited use of research and offers minimal documentation. = 5

3) Applications of theory and research to practice.
The author has thought critically and creatively about ways to use this information. = 7
The author offers insightful suggestions for professional applications. = 6
The author offers a few useful ways to put information from this course into practice. = 5

Literacy Strategies Position Paper: During the second week of the course, each student will write a literacy strategies position paper that describes how he or she will put research into practice. We will work on some portions of this assignment in class and some portions will be written at home. Students will participate in writing workshops to revise and improve their final plan. This assignment is worth 40 points. Due: July 17
Rubric for the Literacy Strategies Position Paper (40 points total)

1) Clarity of presentation:
The author presents information very clearly in a way that is useful to other teachers. = 13
The author presents information fairly clearly in a way that might be useful to other teachers. = 11
The author presents limited information. = 9
Comments:

2) Integration and documentation of readings.
The author integrates research in a powerful way and offers thorough documentation. = 13
The author draws from useful research and offers adequate documentation. = 11
The author makes limited use of research and offers minimal documentation. = 9
Comments:

3) Applications of theory and research to practice.
The author has thought critically and creatively about ways to use this information. = 14
The author offers insightful suggestions for professional applications. = 12
The author offers a few useful ways to put information from this course into practice. = 10
Comments:

Teaching Project: Each student will develop an integrative reading unit that applies the basic concepts of the
course. Students are expected to create a series of five lesson plans that incorporate strategies with content area
reading. This project is worth 20 points.
DUE July 17

Rubric for the Teaching Project (20 points total)
1) Clarity of presentation:
The author presents information very clearly in a way that is useful to other teachers. = 6
The author presents information fairly clearly in a way that might be useful to other teachers. = 5
The author presents limited information. = 4
Comments:

2) Integration of Hands On/Minds On Learning
The author integrates subject material in an outstanding way = 7
The author integrates subject material in a basic way. = 6
The author integrates subject material in a limited way. = 5
Comments:

3) Applications of theory and research to practice.
The author has thought critically and creatively about ways to use this information. = 7
The author offers insightful suggestions for professional applications. = 6
The author offers a few useful ways to put information from this course into practice. = 5
Comments:
## Grading Scale

**Total Points Possible for Course = 100**

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Sample Lesson Plan Template for the Teaching Project

Title of lesson

Specific learning/instructional objectives:

| Connecting: | Grab students’ attention, “listen up.” Connecting takes no longer than a few minutes and locates this lesson in the context of reading. Connecting summarizes the previous lesson, followed by several examples. End by what you will teach in this lesson (the focus). Specifically, what they will learn and why it is important to their reading. |
| Focus of the lesson: |

| Teaching: | Explicitly teach students a strategy that they will use when reading. Explain what the strategy is and why it is important to readers. Then, show the students how and when they will use it through a demonstration or explaining it and providing a model of what it looks like. |

| Active Engagement: | Give students opportunities to try out what you taught through a brief shared reading or guided practice. Give prompts that scaffold readers through the steps as they make initial approximations. Instead of trying it out, you may have students talk with partners about what they learned and how they will use it when reading on their own. Students can also discuss with partners their plans for their reading that day. |

| Link: | Link the lesson to the plans for that day’s reading goals. Your lesson may not be pertinent to each reader for that day, so you may ask, “Who will do this today?” On the other hand, your lesson may involve a task that you want all students to begin, such as a vocabulary lesson. In this case, you can have them begin as a whole group and then, once they have started, move to working in small groups, partners, or independently. Remind students to add the day’s lesson to their toolbox of strategies that good readers use (a chart could be the toolbox). This section should include your transition to workshop (independent reading, small group reading, partner reading). |

| Share: | At the close of workshop, gather students in a share group session. You can begin by following up with the lesson, asking who used this strategy in their reading. Look for a teaching point in the session as the students share about their reading experiences. Remain positive and celebrate the approximations that students offer. |

| Differentiated Instruction: | In this section of your lesson plan, note any special arrangements or instruction that you believe will be necessary for diverse learners to be more successful with this lesson/workshop. |

| Assessment: | How will you know that students understood what you taught in the lesson? How will you maintain systematic records of and monitor your students’ reading progress? Your assessment may be guided by anecdotal records during conferences, checking-in with students, and/or a task from your lesson. |