Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation...

- The act of reading is critical to learning in all subject areas. Reading is one of the English language arts involving several communication processes including reading, listening, speaking, writing, viewing, and visually representing. While all six processes are mutually enhancing and essential tools for thinking and learning in all content areas, we have singled out the process of reading and articulated standards for the preparation of all secondary teachers. Since students spend much of their time learning from texts, reading instruction should be embedded and developed in all subject areas. In a broad sense, all teachers are teachers of reading.

- The ultimate goal of reading instruction is to develop independent, strategic, motivated readers who actively engage in reading as a lifelong pursuit for a variety of purposes, such as recreation, economic success, participation in political and social processes, remaining informed, and continuing to learn. (2002, Michigan State Board of Education)

**Applications/Assessments (1000 pts)**
- Unit Packet (200)
- Unit Presentation (100)
- Course Portfolio (100) (not to be confused with the Department Teaching Portfolio)
- Portfolio letter (50)
- Teaching Day (50)
- Book Presentation (100)
- Tutoring Memos (100)
- Action Research Project (100)
- Individual unit pieces connected to chapters (100)
- Critical thinking and conversation (100)

**Course Goal:** to deeply understand literacy and be able to apply techniques as necessary or appropriate, enabling learners to reach independence.

**Course Objectives**
- Design instruction
- Defend instructional choices
- Inquire into own literacy practices
- Improve own literacy practices
- Apply effective teaching strategies
- Reflect on teaching practices through tutoring, discussion, observation
- Meet needs of specified student audiences (by being able to differentiate instruction)
- Build knowledge by sharing perspectives and information with classmates and other professionals
- Understand and increase connections between literacy and thinking
- Contextualize literacy culturally
- Meet state literacy goals for teachers

**Standards • context of teaching**
- State standards for teachers (ELSMT)
- Professional standards for teachers (content area and literacy)
• School expectations for entry-level teachers
• Curriculum expectations for students (MDE and school)
• Community expectations and connections
• Additional articles assigned as needed

**Resources**
- Unit Design Workbook
- Composition books for tutors and tutees
- How Can This Be So Difficult: F.A.T. City Workshop film
- Professional websites in your teaching area
- MDE website for standards
- Local schools, teachers, libraries
- Etc

**Required Texts:**
- Improving Adolescent Literacy
- 50 Content Area Strategies for Adolescent Literacy
- The Trouble is my English
- The Circuit
- One book of your choice on literacy, diversity, teaching, and adolescents to read and share with the class

I reserve the right to make changes to the syllabus to meet my students' needs. I welcome recommendations from students to alter the plan if those alterations will work better for everyone.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Dean of Students, at 2212. For other concerns about discrimination, you may contact your advisor, department head/chair, or the Affirmative Action Office.

The interactive nature of this class requires you to attend—if circumstances prevent you from attending, please let me know immediately. Two absences are permitted with reasonable excuses. Just please keep me informed...Absences can result in a diminished grade.

This schedule is a draft, subject to change. Let me know if you have a problem with that. I welcome you to my office whenever you would like a conference.

**Weeks one and two • January 15, 17, 22, 24**

Goal: Students will know what this course entails:
- Examine Unit Plan and other assignments
- Understand key terms, structure of the course, expectations of students and teacher.
- Receive tutoring assignments;
- Select a trade book to read and present;
- Identify a big question or theme for their unit;
- Begin to design their unit;
- Choose a teaching day (45 min lesson and 10 min discussion) and
- Choose a book presentation day (20 min. presentation and 10 min. discussion).
- Determine a unifying idea for unit

1/22—Textbook chapters 1, 2, and 10; and skim 50 content strategies for in-class discussion
1/24—Unit Idea Memo (10/200 unit points): Please suggest a theme or Big Idea/Question for your unit and type at least one page roughly describing what you would like this unit to be/what you'd like to do/benefits to students. How you expect to assess students at the
end. This proposal does not set your unit in stone—it does get your ideas down on paper and gives me something to respond to.

Notes:

Weeks three and four • January 29, 31; February 5
Attention getters and Vocabulary development
 ✓ 1/29 txtbk chapter 3
 ✓ 1/31, student teaches from ch 3
 ✓ 2/5 txtbk ch 4
 ✓ 2/5, student teaches from ch 4
 ✓ 2/5: Anticipation guide and vocabulary plan or activity for your unit
 ✓ (include lesson plan and teaching materials for everyone)
 ✓ No class or tutoring, Feb. 7 (winter carnival)
 ✓ Activities: Visit to Hancock MS Library

Notes:

Weeks five and six • February 12, 14, 19, 21
Comprehension and Question Strategies
 ✓ 2/12 Txtbk ch. 5
 ✓ 2/14, student teaches from ch 5
 ✓ 2/19—Txtbk ch 6
 ✓ 2/21, student teaches from ch. 6;
 ✓ 2/21: hand in a unit proposal memo* (a statement of intention with some description), a comprehension guide and a questioning strategy
 ✓ Activities: View and Discuss F.A.T. City Film; Guest lecturer

*Unit Proposal Memo (10/200unit pts.): Please refine your theme or Big Idea/Question for your unit and type at least a one page proposal describing in more detail what you intend for your unit. What you would like this unit to be/what you'd like to do/benefits to students. Specify how you expect to assess students at the end. Identify the MDE standards you will address. This proposal shows that you are making progress on your vision for the unit.

Notes:

Weeks seven and eight • February 26, 28; March 4
Graphic organizers and Note taking
 ✓ 2/28 Txtbk ch 7 and 8
 ✓ 2/28, student teaches from ch 7
 ✓ 3/4 Student teaches from ch 8
 ✓ 3/4 First tutoring memo due
 ✓ 3/5: graphic organizer and note-taking strategy for your unit
 ✓ No class March 6 (to conduct action research) • Spring break 3/10–3/14

Notes:

Weeks nine and ten • March 20, 25, 27
Writing to learn
 ✓ No class March 18 (to conduct action research)
✓ 3/20 Tntbk ch 9, student teaching day;
✓ 3/25 The Trouble is my English (for literature circle discussions)
✓ 3/27: Three book presentations
✓ 3/27: Writing to learn plan for your unit

Notes:

Weeks 11 and 12 • April 1, 3, 8, 10
4/1 Final tutoring memo
4/3: The Circuit
4/8: Bring to class: Unit design workbook, your unit introduction, rationale, annotated trade books bib for your unit
4/10: Three book presentations

Notes:

Weeks 13 and 14 • April 14, 16, 21, 23
Unit presentations

Notes:

Exam week:

Notes: