1. Course Description.
   Emphasis is on reading comprehension, strategies, study skills in content areas, lesson planning, lesson presentation skills, media techniques appropriate to the instructional process. * Required 10 hour field experience TBA. (4 cr.)
   Prerequisites: EFRT 305 & EFRT 311.

2. Core Material


3. Expectations
   a. Documents:
      1. Documentation of professional liability insurance (EMSP or other)
      2. Student permission form signed for sharing of student work.
   b. Conceptual Framework Linkage. While encompassing all three cornerstones of Reflection, Responsiveness, and Advocacy, this course most heavily emphasizes the cornerstone of responsiveness to broader psychosocial and global contexts through its focus on the unique instructional needs of an increasingly diverse population of students.
   c. Dispositions. This course provides most attention to dispositions in Area One: Commitment to Students and Positive Learning Environments through its focus on providing equitable access and opportunity and differentiated instruction so that all students can learn.
   d. BOT Standards: See Standards grid at end of document.
   e. GEP Standards: Not addressed in this course.
   f. Inclusive Excellence:
      WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

4. Course Requirements
   a. Grading: Offered for letter grade only.
   b. Assignments & Evaluation: Evaluation is based on student projects, student presentations, written assignments, quizzes, tests, and artifact projects.
   EDUC 429 Portfolio
1. **NCLB: The Big 5 + 1** Teachers will know and understand the findings of the National Reading Panel regarding five essential elements of reading development and instruction, including a) phonemic awareness, b) phonics, c) fluency, d) vocabulary, e) comprehension. And in addition, will know and understand the critical role of engagement and motivation.

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2. **Vocabulary and Concept Development** (2d) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words.

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3. **Comprehension and Higher Level Thinking** (2c) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and meta cognitive abilities; (2b) the ability to scaffold instruction for students who experience comprehension difficulties, and (2e) the ability to develop critical literacy skills by encouraging students to question texts from multiple viewpoints or perspectives.

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4. **Differentiated Scaffolding Project** (a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings; (f) the ability to identify instructional practices, approaches and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

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5. Bibliography


6. Course outline of major topics and subtopics

I. Course overview and current state of the field
   a. language as central to learning process
   b. language arts modes
   c. legislative and political initiatives
   d. standards-based instruction
   e. Common Core standards and disciplinary literacy

II. Reading as active construction of meaning
   a. motivation often overlooked
   b. discourse communities
   c. strategic reading of content area text

III. Model for Instruction to increase discipline-based literacy
   a. Before reading/listening/viewing
   b. During reading/listening/viewing
   d. After reading/listening/viewing

IV. NCLB Essential Components & factors that influence comprehension
a. phonemic awareness  
b. phonics & decoding  
c. fluency  
d. vocabulary  
e. comprehension  

V. Vocabulary  
a. role of audience and register  
b. conversational / informal  
c. conversational / literary enhanced  
d. technical academic vocabulary  
e. general academic vocabulary  

VI. Comprehension & Metacognition  
a. explicit (literal, or ‘right there’)  
b. implicit (inferential, or ‘think and search’)  
c. evaluative (experiential, or ‘on your own’)  
d. self-monitoring & strategic reading  
e. determining intended meaning of informational text  

VII. Writing to learn and reading/writing strategies  

VIII. Discipline-related adolescent literature  
IX. Assessment of learners & texts  

X. Differentiating and scaffolding instruction to learner needs  
a. struggling readers and writers  
b. English language learners  
c. diverse cognitive capabilities  
d. diverse linguistic and socio-cultural needs  

XI. Collaborating with families, community and school personnel  

XII. Technology and 21st century literacies  

7. Alignment of the course with MN Standards for Teacher Preparation  

Statutory Reading Requirements: Content area licenses: 5-8, 5-12, 9-12, K-12  

| MS 122A. 18-For ALL licensure programs: Subd. 2a. Reading strategies. (a) All colleges and universities approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure candidate to know how to teach reading in the candidate’s content areas. These colleges and universities also must prepare candidates for initial licenses to teach prekindergarten or elementary students for the assessment of reading instruction portion of the examination of licensure-specific teaching skills | EDUC 429/529 | Kane Chapter Readings 1, 2, 3, 10, 11 Knowledge/Assess Morpheme study guide Reading guide models Semantic Feature Analysis, Word maps Fluency development reading guide models Analogical graphic organizer Frayer model CARI, RAFT Four step summary National Reading Panel Reading First |
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(c) “Phonemic awareness’ is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.

(d) “Phonics” is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.

(b) “Fluency” is the ability of students to read text with speed, accuracy, and proper expression.

(f) “Vocabulary development” is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

(e) “Reading comprehension” is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

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<td>K: Chapter Readings Kane 1, 6 Morpheme study guide, Word identification, Reading guide models</td>
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### MS 122.06, subd. 4: Comprehensive, scientifically based reading instruction.

(a) “Comprehensive, scientifically based reading instruction” includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include at a minimum, effective

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K: Chapter Readings 1, 4, 5 Response to Intervention

A: Assessment through the field experience as noted in Form III. Students
**MN LITERACY STANDARDS FOR 5-8, 5-12 AND K-12 PROGRAMS**

**(Declarative Knowledge Standards)**

1. Knowledge of reading processes and instruction, including:
   - Knowledge of orthographic knowledge and morphological relationships within words;
     - Chapter Reading 1
     - Midterm exam
   - Knowledge of the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
     - Chapter Readings 4, 5, 6
     - Course notes: Vocabulary, comprehension, & fluency
     - Midterm exam, performance activities & portfolio
   - Knowledge of the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
     - Chapter Readings 4, 5, 6
     - Course notes & input: Vocabulary Instruction
     - Midterm exam, performance activities & portfolio
   - Knowledge of the relationships between and among comprehensions processes related to print processing abilities, motivation, reader’s interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
     - Chapter Readings 2, 3, 4, 5, 9
     - Course notes & input: schema theory, developing lifelong readers, website assignment
     - Midterm exam, performance activities & portfolio

**(Procedural Knowledge Standards)**

2. The ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
   - The appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
     - Chapter Readings 1, 5, 8, 10
     - Course notes & input: differentiation instruction
     - Course portfolio
   - The ability to scaffold instruction for students who experience comprehension difficulties;
     - Chapter Readings 1, 4, 5, 10
     - Course notes & input: Metacognition: “Fix up strategies”
     - Midterm & final exams
   - The ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
     - Chapter Readings 1, 4, 5, 6
     - Course notes & input: lesson designs, metacognition
     - Lesson designs, in-class project
   - The ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;
     - Chapter Readings 1, 2, 3, 5, 6, 8, 9
     - Course notes & input: Vocabulary instruction
     - Midterm & final exams, portfolio
   - Implementation of a variety of grouping strategies that include individual, small group, and whole group reading experiences that promote enhanced comprehension of text; and
     - Chapter Readings 1, 2, 4
     - Course notes & input: differentiated instruction, Literature Circles
     - Portfolio
   - The ability to plan instruction and select strategies that help students read and understand language arts texts and spur student interest in more complex reading materials, including the ability to help students;
     - Chapter Readings 3, 9, 10, 11
     - Course notes & input: Literature Circles: fiction & expository text
     - Midterm & final exams, in-class assignments
   - Selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
     - Chapter Readings 4, 5, 9
     - Course notes & input: lesson designs: metacognition
     - Lesson designs, in-class project
   - The ability to develop critical literacy skills by encouraging students to question texts from multiple viewpoints or perspectives;
     - Chapter Readings 5, 8
     - Course notes & input: Literature Circles in fiction & expository text
     - Lesson designs, in-class project
### DISCIPLINE SPECIFIC MN LITERACY STANDARDS: COMM ARTS 5-8 & 5-12

| (i)  | distinguish fact from opinion and the words that signal opinions and judgments in persuasive texts; | EDUC 429/529 | A: Chapter Readings 4, 5, 6, 8  
Course notes & input: Literature Circles: fiction & expository text, Reading strategies  
A: in-class assignment, portfolio  
(CMST 375) |
| (ii) | think critically, draw inferences or conclusions from facts, analyze author’s purpose and point of view, evaluate author’s argument and evidence, and synthesize information from more than one text; and | EDUC 429/529 | K: Chapter Readings 4, 5, 7, 8, 10  
Course notes & input: schema theory  
A: midterm & final exams, portfolio  
(CMST 375) |
| (iii) | use aids such as glossaries and appendixes that pertain to reading, writing, and English language conventions; | EDUC 429/529 | A: Chapter Readings 4, 5, 6, 8  
Course notes & input: expository text, Reading strategies  
A: in-class assignment, portfolio  
(CMST 375) |
| (3)  | use of a variety of assessment practices to evaluate effective reading: | EDUC 429/529 | K: Chapter Reading 10  
Course notes & input: assessment packet  
A: midterm & final exams, portfolio  
(CMST 375) |
| a)   | understand the measurement systems and proper interpretation of assessment tools that determine individual student’s reading level, fluency, comprehension abilities, and reading interests; | EDUC 429/529 | K: Chapter Reading 10  
Course notes & input: assessment packet  
A: midterm & final exams, portfolio  
(CMST 375) |
| (b)  | use of data to set goals and objectives, make effective instructional decisions, and demonstrate responsiveness to student needs; and | EDUC 429/529 | K: Chapter Readings 1, 2, 10  
Course notes & input: assessment packet  
A: midterm & final exams, portfolio  
(CMST 375) |
| (c)  | the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement. | EDUC 429/529 | K: Chapter Readings 1, 10, 11 Course notes & input: assessment packet  
A: midterm & final exams, portfolio  
(CMST 375) |

### DISCIPLINE SPECIFIC MN LITERACY STANDARDS: MATH 5-12

| (e)  | the ability to plan instruction and select strategies that help students read and understand math texts and spur student interest in more complex reading materials, including: | EDUC 429/529 | K: Chapter Readings 1, 2, 3, 8, 9, 11  
Course notes & input: Literature Circles: complex reading  
A: midterm & final exams, in-class assignments, portfolio  
(Also in MTED 222) |
| (i)  | the density of ideas; | EDUC 429/529 | K: Chapter Readings 5, 6  
Course notes & input: Literature Circles: fiction & expository text  
A: midterm & final exams, in-class assignments, portfolio  
(MTED 222) |
| (ii) | concepts that build within a Chapter Readings or across Chapter Readings; | EDUC 429/529 | K: Chapter Readings 5, 6, 7, 8  
Course notes & input: connections and transferability  
A: midterm & final exams, in-class assignments, portfolio  
(MTED 222) |
| (iii) | use of equations to model life situations, asking students to create or restate in words or sentences the | EDUC 429/529 | K: Chapter Readings 4, 5, 6, 7, 8  
Course notes & input: discussion on  
(CMST 375) |
relationship between symbols and the situation being modeled; (MTED 222) meanings, different abbreviations, symbols used in math A: in-class assignments, portfolio

(iv) text with diagrams and graphs; and EDUC 429/529 K: Chapter Readings 3, 5, 7, 8, 9, 10 Course notes & input: discussion on use of graphs, differences between intent and content A: in-class assignments, portfolio

(v) use of different representations to aid students in understanding the underlying mathematical concept, matching each representation to the learning styles of different individuals; and EDUC 429/529 (MTED 222) K: Chapter Readings 1, 2, 3, 5, 8, 9 Course notes & input: lesson plans, identification of cognitive levels, social aspects of literacy A: midterm & final exams, in-class activities, portfolio

(f) model strategies for representing mathematical ideas in a variety of modes (literal, symbolic, graphic, and digital), which includes asking students to restate symbolic representations (numerals, equations, and graphs) in words or sentences. EDUC 429/529 (MTED 222) K: Chapter Readings 1, 3, 5, 7, 8, 9, 10 Course notes & input: discussion on use of representation of ideas through many modes A: in-class assignments, portfolio

### DISCIPLINE SPECIFIC MN LITERACY STANDARDS: SCI 5-8, 5-12 LICENSES

(g) the ability to plan instruction and select strategies that help students read and understand science texts, including the ability to: EDUC 429/529 (CHEM 311) K: Chapter Readings 1, 2, 8, 9 Course notes & input: Literature Circles: fiction & expository text A: midterm & final exams, in-class assignments

(i) distinguish between facts based on empirical/scientific findings from opinion; EDUC 429/529 (CHEM 311) K: Chapter Readings 5, 6 Course notes & input: Literature Circles: fiction & expository text A: midterm & final exams, in-class assignments

(ii) relate what is read to relevant prior knowledge; EDUC 429/529 (CHEM 311) K: Chapter Readings 4, 5 Course notes & input: schema theory A: midterm & final exams, in-class assignments

(iii) use scientific knowledge to draw inferences or conclusions from facts, discern cause and effect relationships, detect fallacies in author’s evidence, and support own claims with evidence; EDUC 429/529 (CHEM 311) K: Chapter Readings 4, 5, 7, 8, 10 Course notes & input: discussion on inference, determine support or lack of support for evidence A: in-class assignments, portfolio

(iv) follow instructions to perform laboratory activities step by step in a disciplined fashion; EDUC 429/529 (CHEM 311) K: Chapter Readings 1, 2, 4, 10 Course notes & input: discussion on creating and following directions A: in-class assignments, portfolio

(v) explain diagrams and graphs in terms of scientific content/meaning: and EDUC 429/529 K: Chapter Readings 5, 7, 8, 9, 10 Course notes & input: discussion on use
| (CHEM 311) | of graphs, differences between intent and content
| A: in-class assignments, portfolio |

**DISCIPLINE SPECIFIC MN LITERACY STANDARDS: K-12 VISUAL ARTS**

| (2) the role and rationale in using literature and other texts including electronic text and non print materials across the curriculum | EDUC 429/529 | K: Chapter Readings 1, 2, A: portfolio project |