

RESPONSIVE LITERACY EDUCATION

Office: 1380 Lawrence Street Center, 701

Telephone: 303-315-6300

Email: sehdacademicservices@ucdenver.edu

Overview

The Responsive Literacy Education program provides educators with advanced knowledge and training to work with diverse student populations as they develop reading, writing and oral language skills. Course work includes language and literacy acquisition, culturally relevant teaching practices aligned to the sciences of reading and writing, literature, literacy assessment to inform instruction, hands-on practice, and other areas.

The MA degree options in Literacy Education will enhance your literacy instruction skills and credentials while providing advanced knowledge and training to work with diverse student populations as they develop reading, writing, and oral language skills. The program requires access to students in order to complete the methods courses. We stress the importance of recognizing a variety of literacies - home, school, community, and mainstream - in both first and second languages, and the meaningful use of literacy and language to improve students' quality of life.

By placing emphasis on the reading, writing, oral and visual language development of culturally, linguistically and academically diverse student populations, this master's program is at the forefront of the field. Importance is placed on using theory, inquiry and personal reflection to inform classroom practice. The program prepares teachers to become decision makers capable of developing scientifically-based and learner-centered curricula where each student's reading and writing abilities are assessed to address developmental or special needs.

Programs

- Literacy Education, MA (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/responsive-literacy-education/literacy-education-ma/>)
- Literacy Education in English Education, MA (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/responsive-literacy-education/literacy-education-english-education-ma/>)
- Literacy Education with Reading Specialist K-12 Endorsement, MA (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/responsive-literacy-education/literacy-education-reading-specialist-k-12-endorsement-ma/>)
- Digital Teacher Librarian Certificate (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/learning-design-technology/digital-teacher-librarian-certificate/>)
- Early Literacy Certificate ([http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/responsive-](http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/responsive-literacy-education/early-literacy-certificate/)
- Literacy and Language Development for Diverse Learners Certificate ([\[literacy-education/literacy-language-development-diverse-learners-certificate/\]\(http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/learning-design-technology/teacher-librarian-endorsement/\)\)](http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/responsive-

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- Teacher Librarian Endorsement (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges-departments/school-education-human-development/learning-design-technology/teacher-librarian-endorsement/>)

Faculty

Lori Elliott (<https://education.ucdenver.edu/about-us/faculty-directory/Elliott-Lori-UCD26883/>) | Clinical Associate Professor

Erica Holyoke (<https://education.ucdenver.edu/about-us/faculty-directory/Holyoke-Erica-UCD6004082727/>) | Assistant Professor

Lucinda Soltero-Gonzalez (<https://education.ucdenver.edu/about-us/faculty-directory/Soltero-Gonzalez-Lucinda-UCD6002157595/>) | Associate Professor

Sarah Woodard (<https://education.ucdenver.edu/about-us/faculty-directory/Woodard-Sarah-UCD19764/>) | Senior Instructor

Literacy, Language, & Culturally Responsive Teaching (LCRT)

LCRT 5000 - Elementary Literacy Instruction and Assessment in Diverse Classrooms (3 Credits)

This 3-credit course provides a foundation in literacy development, instruction, and assessment in early childhood and elementary education to meet the Colorado READ Act requirements for K-3 teachers. Cross-listed with LCRT 4000. Restriction: Restricted to students in the Teacher MA, ECE Licensure or undergraduates in the BAMA. Term offered: Fall, Spring. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restrictions: TCHR-MA, BMA, ECSE-LICG, ECSO-LICG, SPCE-ENDG and SPCO-ENDG.

Typically Offered: Fall, Spring.

LCRT 5001 - Elementary Literacy Instruction and Assessment (3 Credits)

This course develops an appreciation, understanding, and application of literacy assessment and instruction in PK-6th classrooms. Interns learn how to use various types of assessment and instruction for reading and writing that address the literacy needs of PK-6th Students. Cross-listed with LCRT 4001. Prereq: LCRT 4000 or LCRT 5000. Restriction: Restricted to students in the Teacher MA or undergraduates in the BAMA. Max hours: 3 Credits.

Grading Basis: Letter Grade

Prereq: LCRT 5000 or LCRT 4000. Restriction: TCHR-MA plan or BMA subplan.

LCRT 5020 - Equity and Joy in Reading Instruction (3 Credits)

LCRT 5020 critically examines the reading process, instruction, and research and explores equity, joy, and inclusive reading instructional practices for diverse and multilingual learners. Teachers become familiar with responsive materials and methods used for reading instruction that support students' development, engagement, and motivation. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5028 - Developing Strategic Readers, Grades 4-12 (3 Credits)
 Focuses on supporting adolescents' developing literacy understandings especially related to vocabulary, reading comprehension, writing, and student engagement across all content areas in the upper elementary grades through high school. Importance is placed on putting new teaching practices in place. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5029 - Developing 21st Century Literacy Curriculum, Gr 4-12 (3 Credits)
 Focuses on adolescents' developing literacy understandings across all content areas upper elementary grades through high school. Attention is given to comprehension and critical thinking including assessment, unit planning, problem-based learning, research cycles, technology, and putting new teaching practices into place. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5055 - Literacy Assessment & Informed Instruction (3 Credits)
 Focuses on reading, writing, and language assessments and their use to plan and deliver informed classroom and intervention instruction. Principles of literacy assessment, state and federal law, instructional strategies and interventions are learned through creation of student literacy profiles. Needs of both L1 and L2 learners as well as other diverse learners are considered. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5100 - Secondary Literacy Instruction and Assessment (3 Credits)
 Provides knowledge and practice in using specific literacy methods to enhance students' content learning and literacy development in middle schools and high schools. Various methods of literacy assessment to guide instruction for students are emphasized. Instructional strategies for special populations, especially speakers of English as a second language, are also addressed. Cross-listed with LCRT 4100. Restriction: Restricted to students in the Teacher MA or undergraduates in the BAMA. Max hours: 3 Credits.
 Grading Basis: Letter Grade
 Restriction: TCHR-MA plan or BMA subplan.

LCRT 5150 - Culturally Relevant & Responsive Pedagogies (3 Credits)
 Provides an examination of broad cultural diversity regarding the role of culture in teaching and learning in the classroom. After examining their educational contexts, students gain skills to differentiate instruction for diverse learners; foster quality instruction that demonstrates respect for cultural pluralism; and, create equitable educational environments. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5200 - Theory and Methods of English Education (3 Credits)
 Focuses on teaching and learning theories and practical classroom strategies for teaching English Language Arts to students in middle school and high school. Cross-listed with LCRT 4200. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5201 - Teaching and Learning with Diverse Adolescent Literature (3 Credits)
 LCRT 4/5201 is grounded in the belief that individuals are more motivated to read when given choices about what they read. This course provides the opportunity to read a range of diverse adolescent literature in a variety of genres including fiction, non-fiction, novels in verse, graphic novels, and consider implications for teaching and learning. Cross-listed with LCRT 4201. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5210 - Literacy Development Pre K-3rd Grade (3 Credits)
 Focuses on children's developing literacy understandings and proficiencies beginning in the preschool years. Attention is given to language development, assessment, and instruction in pre-kindergarten through third grade, partnerships with community literacy institutions provide information on their use for literacy development. Cross-listed with LCRT 4210. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5220 - Literacy Routines and Assessment, Pre K-3rd Grade (3 Credits)
 This course will focus on the routines and practices which allow for student specific instruction and assessment in the Early Literacy classroom. Participants will examine and critique current literacy routines and assessments needed to best meet the needs of culturally and linguistically diverse children. Cross-listed with LCRT 4220. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5230 - Early Literacy Instruction (3 Credits)
 Participants will examine Pre K-3rd grade literacy instruction to understand how to meet the needs of young students. The course will analyze instructional practices for young gifted, special needs and English language learning students to best meet the needs of all learners. Cross-listed with LCRT 4230. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5310 - Literacy Assessment & Processing: Guided Reading (3 Credits)
 The course will explore the format and components of Guided Reading Plus, including: responsive teaching, summative and formative assessment, content/language objectives, oral language development, strategies for problem solving, comprehension, fluency, word solving strategies, and the reciprocity of reading and writing. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5320 - Teaching Students with Reading Difficulties (3 Credits)
 The course will explore specific teaching moves that help children build an effective literacy processing system and become independent readers. We will study areas of reading difficulty and ways of assessing students to determine their strengths and instructional needs. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5330 - Deepening Literacy Understandings (3 Credits)
 This will explore the power of formative assessment for observation and interpretation of reading behaviors. We will study the continuum of literacy learning as a foundation for learning the behaviors and understandings that must be taught at each text level. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5710 - Inclusive Early Literacy Development and Instruction (3 Credits)
 LCRT 4/5710 provides a scientifically informed foundation in early literacy acquisition and instruction in PreK-3 with attention to responsive and inclusive instruction for MLLs. It presents key conceptual and research foundations of the Science of Reading needed to understand how reading develops and how to deliver effective literacy instruction. Cross-listed with LCRT 4710. Max hours: 3 Credits.
 Grading Basis: Letter Grade

LCRT 5720 - Responsive Writing Instruction (3 Credits)

LCRT 4/5720 presents current theories of writing development and instruction as they relate to classroom practices and researched-based literacy instruction. The course prioritizes connections between reading comprehension and writing to prepare teachers to examine inclusive and responsive instruction, assessment, and literacy development. Restriction: Restricted to graduate students in the SEHD or Teacher Education minors (EDUCG, TEDU-MIN, ERLT-CERG, ERLT-CERN, LLDE-CERG, LLDE-CERN) only. Cross-listed with LCRT 4720. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restricted to graduate students in the SEHD or Teacher Education minors (EDUCG, TEDU-MIN, ERLT-CERG, ERLT-CERN, LLDE-CERG, LLDE-CERN) only.

LCRT 5724 - Colorado Writing Project I (4 Credits)

Teachers will experience participating in writers' workshop, writing several pieces, taking them through revision and workshop groups. Teachers will also read, discuss, and respond to texts about teaching writing and preparing students to take state writing tests. Max hours: 4 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 4.

LCRT 5726 - Colorado Writing Project II (4 Credits)

Teachers will experience participating in writers' workshop, writing several pieces, taking them through revision and workshop groups. Teachers will also read, discuss, and respond to texts about teaching writing and preparing students to take state writing tests. Max hours: 4 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 4.

LCRT 5728 - Colorado Writing Project III (4 Credits)

Teachers will experience participating in writers' workshop, writing several pieces, taking them through revision and workshop groups. Teachers will also read, discuss, and respond to texts about teaching writing and preparing students to take state writing tests. Max hours: 4 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 4.

LCRT 5730 - Disciplinary Language and Literacy (3 Credits)

LCRT 5730 explores strategies for teaching literacy across grade levels (PK-12) and disciplines including comprehension strategies before, during, and after reading; vocabulary and language development; oral language development; and writing to learn. We will design responsive instruction for teaching literacy and language across the curriculum. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5750 - Children's Literature in Spanish (3 Credits)

Taught in Spanish, this course presents children's literature from Spanish speaking countries and Spanish speaking authors, along with teaching methodologies and avenues of further research in the field. Prereq: senior-level proficiency in Spanish. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5770 - Effective Literacy Instruction for Diverse Learners (3 Credits)

Focuses on exploring, applying, and evaluating research-based instructional models and learning strategies for teaching literacy to diverse learners. Students develop a professional practice of providing instruction to support oral language, academic reading, and academic writing for native speakers of English, multilingual and bidialectal learners of English. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5780 - Connecting Cultures Through Literature (3 Credits)

This course looks at the issue of multicultural literacy for K-8th grade and how children's and young adult literature can be used to create a high quality multicultural curriculum which enhances literacy development and covers all the content areas. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5790 - Children's Literature: Grimm through Graphic Novels (3 Credits)

Children's literature course exploring the historical development of children's literature and its influence on contemporary literature and media. Emphasized are various genre including both fiction and nonfiction, choosing and critiquing children's literature, and children's book awards. Graphic novels and e-books are explored as the leading edge of this area. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5795 - Teaching and Learning with Diverse Children's Literature (3 Credits)

This course explores children's literature, including electronic books, within the past decade. A wide range of genres will be explored with a particular emphasis on newer authors and illustrators in the field. Participants will also practice critiquing children's literature and selecting books for instruction. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5810 - Language and Literacy Use in Schools, Homes, and Communities (3 Credits)

Focuses on oral/written language and literacy in educational and home settings. Addresses learners with native English, English as additional language, bi-dialectal, and multilingual. Students analyze language and literacy samples using language structures and discourse patterns to develop instructional techniques. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5815 - Family Literacies in Diverse Communities (3 Credits)

Focuses on involving and connecting with families and communities of classroom learners. Students gain practical strategies to identify resources and funds of knowledge that diverse learners and families bring to schools; and, use learners' cultural resources and references to promote all aspects of learning in the classroom. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 5831 - Assessment for Early Literacy Interventions (2 Credits)

This assessment course will provide background in literacy acquisition and prepare participants' to administer early literacy assessment tasks which will be used to inform teaching decisions and progress monitor student growth through the Early Literacy Intervention program. Max hours: 2 Credits.

Grading Basis: Letter Grade

Typically Offered: Fall.

LCRT 5835 - Special Topics: Literacy and Language (0.5-3 Credits)
Specific topics vary but will include the exploration of literacy development and instruction in particular populations or with specific focuses. Repeatable. Max hours: 9 Credits.

Grading Basis: Letter Grade
Repeatable. Max Credits: 9.

LCRT 5840 - Independent Study: LCRT (1-4 Credits)

Repeatable. Max Hours: 9 Credits.
Grading Basis: Letter Grade
Repeatable. Max Credits: 9.

LCRT 5911 - Early Literacy Intervention Practicum (3 Credits)

This is the first of 2 courses of a comprehensive field experience that extends participants' understanding of literacy acquisition by integrating theory and practice and prepares them to implement the Early Literacy Intervention program within a school or district. Max hours: 3 Credits.

Grading Basis: Letter Grade
Typically Offered: Fall.

LCRT 6840 - Independent Study: LCRT (1-4 Credits)

Repeatable. Max Hours: 9 Credits.
Grading Basis: Letter Grade
Repeatable. Max Credits: 9.

LCRT 6910 - Practicum in Literacy Leadership (3 Credits)

LCRT 6910 provides a supportive context for educators to apply principles of effective literacy and language instruction; practice peer coaching; plan professional learning; and grow and develop as a reading specialist and literacy leader. Teachers will identify areas of professional growth and practice reflection and life-long learning. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 6911 - Seminar and Practicum in Literacy and Language, 7-12+ (3 Credits)

Provides opportunities for advanced students in the M.A. program to apply concepts acquired in course work and other educational experiences to specific situations. Students will work in schools, classrooms, administrative offices, or community centers (according to their experience, interests and current teaching positions; sites to be identified before course begins) to study the potential for change in schools and society and reflect upon their own roles as change agents in the field. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 6913 - Reading Recovery: Practicum (4 Credits)

A practicum which refines the participants' understanding of literacy acquisition and finalizes preparation to implement the Reading Recovery Program within their school/district. Max hours: 4 Credits.

Grading Basis: Letter Grade

LCRT 6915 - Inquiry, Advocacy, and Teacher Research (3 Credits)

LCRT 6915 is designed for teachers to enhance their education as literacy specialists and literacy leaders. Participants will refine the inquiry they engage in on a regular basis in their classroom and school to self-evaluate their literacy instruction and/or coaching, and practice and model life-long learning and reflection. Max hours: 3 Credits.

Grading Basis: Letter Grade

LCRT 6950 - Master's Thesis (4 Credits)

Max hours: 4 Credits.

Grading Basis: Letter Grade with IP

Additional Information: Report as Full Time.