

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES**

**EDSS 546 B SECONDARY ENGLISH EDUCATION METHODOLOGIES
SPRING 2012
CRN # 21429**

**Monday evenings/Saturday (see dates below)
UH –440**

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Meeting dates: JANUARY 28 (SATURDAY); FEBRUARY 6 AND 13; MARCH 5 AND 12; APRIL 14 (SATURDAY) AND 23; MAY 7

SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community, October, 1997).

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MESSAGES FOR SUCCESSFUL TEACHING

This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.

ATTITUDE IS EVERYTHING! Guiding principles:

1. All Students Can Learn.

Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

2. Relationships are the Key to Success. Reputation is everything. Perception is Reality. This is a year- long interview.

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small. You never know who knows whom, or who can help you get your ideal teaching position. Candidates who do not understand this early-on may encounter barriers to getting hired. What you do EVERY day matters!

3. It's not about you, it is all about your students.

Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

4. Ensure social justice and equity.

Teaching is a political act. Effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

5. Listen and learn.

Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context. Be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!! Benefit from their expertise and experience. Learn the culture and the politics and develop a positive reputation to position yourself to transform education. At school meetings find ways to confirm and support, not challenge.

THE DAY TO DAY.....

6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be reflective.

You are expected to have a lesson plan for each and every day you teach. Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

7. Engaging Lessons/Activities and Your Positive Attitude Are The Best Management Approach. (Refer to #1)

"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests. If a lesson challenges students then they will not find ways to challenge you.

8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be present.

You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as failure. If you observe a problem and do not act, you are sending the message that that action is approved.

AND FINALLY.....

9. Be Flexible.

Be open to and enthusiastic for learning (Disposition 6 & 8).

10. Enjoy the Experience.

Enjoy the developmental process. Have fun with the students. This profession can be life affirming.

EDSS 546B SECONDARY ENGLISH METHODS COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422, EDSS 571 Clinical Practice

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02.*)

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy

- Case Study 1: Developmentally appropriate pedagogy
- Case Study 2: Assessment practices
- Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
- Case Study 4: Adaptation of content-specific pedagogy for students with special needs.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plan and unit plan.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are

borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

EDSS 546B SECONDARY ENGLISH METHODS COURSE DESCRIPTION & REQUIREMENTS

Course Description

EDSS 546B (2 units) Secondary English Education B

Focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part B. *This course is aligned with California's SB 2042 Standards.*

In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and clinical practice experiences during teaching and/or observations.

Objectives

During courses EDSS 546A and EDSS 546B (emphasis shown in parentheses) using interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction of English, as defined by the California Reading/Language Arts Framework, 2007 and California State Program Standards:

1. Connect reading, writing, and oral language processes in an integrated fashion. (A & B)
 - A. Teacher candidates in English understand, plan, design, and implement instruction that includes the following:
 1. Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development. (A & B)
2. Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts. (A)
3. Purposes and characteristics of the major genres of literature. (A)
4. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences. (A & B)
5. Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.(B)
6. Academic language development emphasizing discourse that leads to the production of complex texts. (A)
7. Incorporation of technology into language arts as a tool for conducting research. (B)
8. Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits. (A)
9. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications. (B)
10. Instruction in speaking applications including grade-level genres and their characteristics. (B)
11. Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students. (A & B)

Required Texts

Burke, Jim. *The English Teacher's Companion*. Portsmouth: Boynton/Cook, 1999.

Graff, Gerald and Birkenstein, Cathy. "They Say/I Say": W.W. Norton and Company, Inc. 2010.

CDE. *California English--Language Arts Content Standards; Common Core Standards*, Sacramento: California Dept. of Education. (You can get these on-line: www.cde.ca.gov)

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students in the area of English/Language Arts. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course will emphasize the following TPEs:

TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Understands and uses the state-adopted academic content standards

Develops planning instruction that addresses the standards

Consistently demonstrates the ability to teach to the standards

TPE 4 - Making Content Accessible

States in every lesson plan the State standards

Uses activities and materials that support stated objectives

Uses multiple ways to reinforce the content of the standard

Follows a logical, sequence of instruction in the lesson plan

TPE 5 - Student Engagement

Ensures students understand the objective of the lesson

Actively involves students with the lesson

Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

Understanding important characteristics of the learners

Designing instructional activities

Providing developmentally appropriate educational experiences

TPE 9 - Instructional Planning

Establishing academic learning goals

Connecting academic content to the students backgrounds, needs, and abilities

Selecting strategies/activities/materials/resources

TPE 10 - Instructional Time

Appropriately allocates instructional time to maximize student achievement

Effectively and efficiently maximizes instructional time through management based on reflection and consultation

Adjusts the use of instruction time to optimize learning opportunities

Instructor Application of the Attendance Policy

For this course attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

EDSS 546B SECONDARY ENGLISH METHODS COURSE ASSIGNMENT DESCRIPTIONS

I. Concepts and Essential Questions (for 546 A & B)

Know your students (Introduction, chs. 1, 2)

How will you get to know your students?

How will this knowledge enhance your teaching and your students' learning?

How will you apply and implement this knowledge into your curriculum and your pedagogy?

What place does knowledge of your students have in the scaffolding of learning?

How and why will you form relationships and communication lines with parents?

Organization and management (chs. 1, 7, 23, 24,)

What is the effect of your planning and organization on your students' learning?

How will you manage the paper load and provide appropriate and helpful feedback for 175+ students?

What role will students play in your organizational and management plan?

How will you organize yourself so that you have a life outside your classroom?

Academic components of the English classroom (chs. 4, 5, 6, 7, 8, 11)

What is the place of vocabulary in your English classroom?

What is the place of grammar in your English classroom?

What effective, research-based approaches will you use for developing your students' writing proficiency?

How will you teach students to be independent, critical readers and 'comprehenders'?

How will you know students understand and are progressing?

How will you model the [real life power] of lifelong reading, a well developed vocabulary, and strong writing skills?

Critical thinking (chs. 9, 19)

What is the role of inquiry in your English curriculum?

How will you use questioning to scaffold understanding and encourage your students' critical thinking?

How do conversation and writing help your students to think?

Social justice in your English classroom (chs. 17, 18, 25)

What does an effective learning environment in your classroom look like, feel like?

How will you develop a community of learners that is inclusive?

How will you teach respect through your actions and through your curriculum?

How will you ensure that your classroom is student-centered?

What place and effect will gender, race, and culture have on learning in your English classroom?

Transforming the English classroom for the 21st century (chs. 2, 3, 10, 16, 21, 22, 26, 27)

How will you engage in professional conversations and discussions with colleagues, administrators, and policy makers to effect change in the curriculum?

What expectations do you have for all of your students to become proficient readers and writers as requisites for navigating the 21st Century?

II. Assignments 546B

- **Reading/Writing Reflections:** In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings for the week. You will hand in reading/writing reflections in the format assigned in class or in the course syllabus. *All reading/writing reflections should be typed unless the format does not lend itself to word processing.*
- **NCTE/Readwritethink.org Resources Graphic Organizer:** Join NCTE (student membership). As a part of your NCTE membership, you will explore information on the NCTE website. You should read/skim at least 2 articles from the NCTE inbox and/or your NCTE journal and check out lesson ideas

in NCTE's Notes Plus or the Readwritethink.org website. For exploration of NCTE resources, you will create a graphic organizer to hold your thinking, brainstorm how you can use the information, and remind you of where you found the information.

- **Digital Age Report:** This is the 21st Century. Do not let it pass you by. Your students certainly are not. Your students are reading and writing a great deal and for real audiences....not just you, the teacher. They are engaged. They are learning. They are exploring. They are thinking. This is the same kind of engagement, learning, exploring, and thinking that careers in the 21st century require. In an effort to use what our students know, improve their literacy, and prepare them for the demands of the 21st century, you must include digital literacies in your curriculum. In groups of 2-4 you will explore places and possibilities for improving student engagement in reading and writing via the digital technologies at which they are already so adept. You and your group members will spend 2-3 weeks exploring a particular website or digital age reading and writing practice and prepare a one page brief to post and a 15 minute presentation to share with your classmates.
- **Unpacking the Language Arts Common Core Standards:** You will select a standard and follow the expectations from grade 6 through 12 – how does it develop and change? How does the level of complexity change? Does it go from concrete to abstract? What needs to be in place for meeting this standard in high school? Is there anything that you need to pre-test or discuss, re-teach or re-enforce perhaps? What lesson/assignments could you use to teach and assess this standard? Prepare a 2-3 page discussion/reflection.
- **Thoughtful participation:** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

Late work will not be accepted. If you must be absent, your work shall be submitted by the beginning of the class in which it is due and may be done electronically. Please consult with professor should this be necessary.

Thoughtful participation – 10

Reading/writing reflections -10

One page overview of day one—5 (due 3/12)

Unpacking the Language Arts Common Core Standards – 15 (due 4/14)

Digital Age Presentation – 30 (presentation 4/14)

NCTE organizer – 30 (Due 4/23)

TOTAL POINTS POSSIBLE: 100

EDSS 546B SECONDARY ENGLISH METHODS COURSE CALENDAR

Although this schedule is carefully planned, the instructors reserve the right to make changes based on unforeseen circumstances and teachable moments.

Date	Topic	Your Responsibilities
1/28/12 Session 1/2	Attend the SMWP/CalPASS conference "Aligning for Success"	<p>Read: Review Chapters 4, 10 and 25 During the conference keep a journal about the session. Pose questions regarding your own teaching. We will meet as a group during lunch to share new insights and discuss questions.</p> <p>Due: Monday January 30 via email: Reading Reflection # 1- Reflect on what you learned at the conference sessions and our discussion at lunch. How will what you experienced inform your teaching? One page or less.</p>
2/6 Session 3	<p>Voices from the field-how is it going? Messages for Successful Teaching discussion</p> <p>Review Spring Syllabus Collaborative problem solving</p> <p>Essential guiding questions: how can you use them (Fisher's presentation)??</p> <p>Fun w/ Language sign ups</p>	<p>Read: Pages 79-90, Burke and review Ch. 9</p> <p>Due: Reading Reflection #2: Think of a unit or lesson you taught in CPI. What did students have to think about? Use the guide questions on p. 262 (new edition) entitled, Reflective Questions at the end of "Using questions to Help Students Think" section to reflect on that lesson or unit. <i>During reading of Ch. 9, write down all of the ways that you did support or could have supported your students' thinking.</i></p> <p>In Class: Discuss CP I and Messages (page 3) Collaborative problem solving process Essential questions</p>
2/13 Session 4	<p>Writing Instruction: Author's Chair Poetry Writing (WHO poem) The Writing Process Review: Pre-writing Assignment task sheet Editing/peer editing Effective feedback</p> <p>ERWC-why?</p> <p>RAFTS Graphic Organizers Introduce Digital Age Report, Create Rubric, and form groups</p> <p>Fun w/ Language 1 & 2</p>	<p>Read: Burke Chapter 7; Parts 3 and 4 of "they Say/I Say" Read Sign-on San Diego Article: Literary Classic Shelved for Writing (Cougar Course)</p> <p>Due: Reading/writing Reflection #3 Select one of the templates from "They Say/I Say" and create/develop a writing assignment for that template from your current placement.</p> <p>In Class: Write a class 'WHO' poem develop 8-10 RAFTS based on your current assignment Review ERWC lesson/ look at ERWC grammar and vocabulary prompts</p> <p>Digital age pairs; create rubric</p>
3/5 Session 5	<p>Writer's workshop Writing genres Book projects Scripted programs e.g. WRITE, 6 Traits Writing Center DVD</p>	<p>Read: Burke, Ch 11 Due: Personal "Who" poem, Reading Reflection #4: respond to the reflection AND activity #1 on page 316</p> <p>In Class: Read "Appointment with Love" and "John and Mary" discuss how you can use discrepant events/hooks</p>

	Measuring student progress Fun w/ language 3 & 4	Review Writing Center materials Develop an assessment plan for a variety of formative and summative assessments/assignments
3/12 Session 6	Unpacking the Common Core Writing in today's classroom More ERWC Routines and Management Rubrics Fun w/ language 5 & 6	Read: Burke, all Appendices beginning on page 501 Due: One page overview of your first day presentation: <ul style="list-style-type: none"> • Standards, agenda and purpose • Introduction- including 7 Things students need to know/teambuilding • Student survey or report out • Lesson tying to English pedagogy (see model) • Parent Letter home • Class mgt plan Interview your CT about writing – write a summary <ul style="list-style-type: none"> • How does your CT organize teaching writing? <ol style="list-style-type: none"> 1. Do they teach by genre? 2. What materials are district required? 3. What tests are required at your grade level? 4. How often do students write? In Class: Discuss how writing is taught Review and discuss Common Core Standards
4/14 Saturday Sessions 7 & 8	Presentation of Digital Age Reports Group sharing of NCTE organizer and articles resources organizer	Read: Chapters 12, 13, 14 Due: Digital Age Reports, Common Core paper In Class: presentations, discuss NCTE organizer
4/23 Session 9	Literacy Café Speaking and Listening What about Shakespeare? Fun w/ Language 7 & 8	Read: Burke Ch. 8 Due: NCTE graphic organizer final draft In Class: The Debate! Participate in Literacy Cafe
5/7/12 Session 10	Closure, reflections, goals Organizing yourself The job hunt!~	Read: Burke Ch 23, 24, 27; watch a 'teacher movie' Due: Reflection # 5 - Movie Review In Class: Discuss movies, share goals
	Final Gathering	

RESOURCES, RUBRICS, ACTIVITIES AND GRAPHIC ORGANIZERS

Reading/Writing Reflection Instructions and Rubric (2 pts. Each)

Required reflections are due at the beginning of the class session on which they are due. The reflections will be used to inform class discussions and activities. Discussions will include summaries, descriptions, short assignments or reactions to topics from the readings that demonstrate understanding of key concepts.

Reflections **must** include:

- A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings/writing.
- A reflection of the topic including connections that can be made between the topics and teaching adolescents, **with specific examples from teaching experiences, school observations, or other personal experiences.**

Reflections will be graded according to the comprehensiveness of the Reflection, analysis of the Reflection that demonstrates understanding of the issues, insightful connections of the readings to the candidate's experiences with adolescents.

Reading/writing Reflection Components/Criteria	0 points	1 pt	2 points
Comprehensiveness	Reflection did not reference the required readings/follow writing directions	Reflection referenced some of the required readings and followed most of the prompt	Reflection referenced all required readings and/or responded directly to the prompt
Analysis	Reflection did not include an analysis of the readings/understanding of the prompt	Reflection included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings Writing showed only minimal analysis of prompt	Reflection included an analysis of each aspect and/or each article/chapter of the assigned readings Writing showed complete understanding of prompt
Insightful Connections	No connections were made between the topic(s) and the student's experiences with adolescents	A connection was made between the topic(s) and the student's experiences with adolescents that did not demonstrate understanding of the application of the reading topic(s) to practice	Connections were made between the topic(s) and the student's experiences with adolescents demonstrating application to practice

DIGITAL AGE PRESENTATION RUBRIC: To be developed in class by participants
See session # 4 on 2/13/12.

Unpacking the Language Arts Common Core Standards

Access core standards from the website on the 546B Cougar Course (ELA core standards). Select an area to review, follow and develop; print out the appropriate pages to use for notes and discussion.

1. Reading standards for Literature 6-12 pg 27, 28, 29
2. Reading standards for Informational Text 6-12 pgs 30, 31, 32
3. Writing standards 6-12 33, 34, 35 and 36, 37, 38
4. Speaking and listening standards 6-12 pgs 39, 40, 41, 42
5. Language standards 60-12 pgs 43, 44,45, 46

Also print out pages 48 and 49 for reference

Example: You might select Core standard #2 in Speaking and Listening under comprehension and collaboration - page 39

"6th grade: Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to the topic, text or issue under study."

Writing Prompt:

For your selected standard follow the expectations from grade 6 through 12 - how does it develop and change? How does the level of complexity change? Does it change from concrete to abstract? what needs to be in place for meeting this standard in HS? (is there anything that you need to pre-test or discuss, re-teach or re-enforce perhaps?) What lesson/assignments could you use to teach and assess this standard?

(Hint: Can you align it with Bloom's taxonomy?)

UNPACKING THE COMMON CORE STANDARDS RUBRIC

Components/Criteria	0-5 points	5-10 points	11-15 points
Comprehensiveness	Response did not reference the required readings/follow writing directions	Reflection referenced some of the required reading and followed most of the prompt	Response referenced all required reading and/or responded directly to the prompt
Analysis	Reflection did not include an analysis of the reading or understanding of the prompt	Reflection included a partial analysis – of only one aspect and/or partial understanding of prompt Writing showed only minimal analysis of prompt	Reflection included an analysis of each aspect of the assigned reading Writing showed complete understanding of prompt
Insightful Connections	No connections were made between the standards and classroom experiences with adolescents	A connection was made between the standards and classroom experiences with adolescents but did not demonstrate understanding of the application of the standards to practice	Connections were made between the topic(s) and classroom experiences with adolescents demonstrating application to practice

NCTE/Readwritethink.org Resources Graphic Organizer Rubric

NCTE Resources Organizer For Language Arts topics Components/Criteria	0-15 pts.	15-22 pts	22-30 points	Comments
Comprehensiveness & analysis	<p>Organizer did not cover the comprehensive topics</p> <p>Organizer did not include analysis of material</p> <p>Material was not organized in a complete manner for easy reference</p> <p>No connections were made between the topic(s) and how it will be used for future planning</p>	<p>Organizer referenced most of the required material and followed most of the prompt</p> <p>Organizer shows minimum analysis of materials</p> <p>Organizer presented a partially sequenced and understandable order</p> <p>Some connections were made for future planning but did not demonstrate understanding of the application of the organizer</p>	<p>Organizer referenced all required areas of the language arts curriculum and/ responded directly to the prompt</p> <p>Organizer shows significant analysis/comments about materials</p> <p>Organizer presented a sequenced and easily followed order for referencing</p> <p>Many connections were made for future planning, linking websites, assignments, etc. and levels for assignments and evaluation</p>	

AND FINALLY.....SOME THINGS WE WILL DISCUSS OVER THE COURSE OF THE YEAR

1. INSTRUCTIONAL VOCABULARY
 - a. ZPD
 - b. Schema building
 - c. Scaffolding
 - d. Explicit Teaching
 - e. Activate prior knowledge
 - f. Met cognition
 - g. Essential Questions
 - h. Pacing
 - i. Chunking
 - j. Graphic organizers
 - k. Modeling
 - l. Feedback
 - m. Registers

2. GRAPHIC ORGANIZERS
 - a. Advance organizer
 - b. Reciprocal reading/teaching
 - c. Assignment task sheets
 - d. Writing genres

3. CONTENT VOCABULARY
 - a. Academic Vocabulary for students- Burke, page 114
 - b. Glossary of Literary Terms – Burke, page 507

4. FUN WITH LANGUAGE (Such as...)
 - a. Idioms
 - b. Wacky words
 - c. Word origins, or Then and Now
 - d. Palindromes
 - e. Quotes –fun and/or inspirational
 - f. Cartoons