California State University San Marcos
COLLEGE OF EDUCATION

EDSS 521 – Literacy in the Secondary School (3 credits)

Instructor:	**Pat Stall, Ph.D.**
Office:	**UNV 425**
Phone:	**760-750-4386**
Office Hours:	**Before and after class, and during lunch, as well as by appointment**
E-Mail:	**pstall@csusm.edu**

Students with Disabilities Requiring Reasonable Accommodations*. Students are approved for services through the Disabled Student Services Office, located in Craven Hall 5205. Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.*

College of Education Mission Statement

The mission of the College 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)

Infused Competencies

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in 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. Students successfully completing this program receive a credential with authorization to teach English learners.

Special Learning Needs
Consistent with the belief that education is inclusive for all students, this course will demonstrate the collaborative infusion of teaching strategies for learners.

Technology
This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

Course Description

This course explores the issues of literacy development—reading, writing, listening, and speaking—across core content areas of the school curriculum. This course addresses the needs of proficient readers and writers as well as those who struggle and students who are English Language Learners. It will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for understanding and lifelong learning.

Teacher Performance Expectation 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 district in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis
TPE 4 - Making Content Accessible
TPE 3 - Interpretation and Use of Assessments

Secondary Emphasis:

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
TPE 2 - Monitoring Student Learning During Instruction
TPE 5 - Student Engagement
TPE 7 - Teaching English Language Learners
TPE 8 - Learning about Students
TPE 9 - Instructional Planning
TPE 11 - Social Environment
TPE 12 - Professional, Legal, and Ethical Obligation
TPE 14 – Educational Technology
TPE 15 – Social Justice and Equity

Core Principles and Essential Questions we will pursue throughout the course:

1. Reading Processes: the literacy processes and factors that affect reading development and proficiency are complex.
   - How do elements of the reading process influence skilled or proficient reading?
   - What is the role of metacognition during the reading process?
   - What role does background knowledge play in reading?
   - How do teachers incorporate their knowledge of reading theories and processes into content lessons?
2. Comprehension and Content Learning: comprehension and content learning are increased through vocabulary development, and writing, listening, discussion, and reading texts.
   - How do teachers support adolescents' reading fluency, comprehension, and content learning?
   - How do teachers support comprehension of content text through vocabulary development?
   - How do teachers use writing in various genres to help adolescents understand nonfiction texts, including informational and expository texts?
   - How do teachers use discussion and instructional conversations to support reading comprehension?
3. Adolescent Literacy: Proficient adolescent readers engage in reading texts critically and deeply.
   - Given what we know about who adolescents are, how they learn, and what they read, how do teachers motivate them to engage meaningfully with text?
   - How do teachers draw on adolescents' multiple literacies to create a foundation for academic literacy?
   - How do teachers use critical literacy to deepen adolescents' comprehension of multiple texts?
   - How can teachers create classroom environments that facilitate the social interaction necessary for adolescents' literacy development?

4. Assessment: Informal and formal literacy assessments guide effective secondary content instruction.
    - How do content teachers use literacy assessments to determine their students' reading and writing abilities, backgrounds, and interests?
    - How do teachers use informal and formal assessment findings to guide the design and implementation of content lessons?
    - How do teachers select and evaluate the appropriateness of texts for their particular students?
    - When and how should teachers refer students to a reading specialist or for special education services?
5. Differentiation: Adolescents learn most effectively when instruction addresses their academic, linguistic, and cultural needs and interests.
    - What is differentiated instruction?
    - How do teachers effectively differentiate instruction?
    - In what ways do teachers select and adapt texts and other content materials for students with diverse literacy needs?
    - What instructional approaches and strategies should be selected to make content accessible for all students?
6. Planning and Integration: Effective content lessons include the integration of literacy strategies for the purpose of content learning.
    - How do teachers use literacy strategies to promote literacy development and content learning?
    - How do teachers select and coordinate literacy strategies to support students' access to text?
    - How do teachers select and coordinate literacy strategies to help students develop into proficient writers?
    - How do teachers use literacy strategies to foster metacognition and critical thinking in their students?

Required Texts

Fisher, D. & Frey, N. (2004). *Improving adolescent literacy: strategies at work.* Pearson, Merrill, Prentice Hall: Upper Saddle River, NJ.
Tovani, C. (2004). Do *I really have to teach reading? Content comprehension, grades 6-12.* Stenhouse Publishers, Portland, Maine.
EDSS 521 Reader purchased at Copyserve, 754 S. Rancho Santa Fe. Rd. San Marcos, CA 92078, 760-599-9923

Any textbook that is used to teach your content area to middle or high school students. Check your school sites, teacher friends, student friends, etc. for borrowing rights. Let the instructor know if you are having trouble finding a textbook.

Assignments

Responses to Reading: Assigned reading and the accompanying reader responses are to be completed before class. Each class session, there will be a discussion or other activity, based on information from the reading, in which everyone is expected to knowledgeably participate. To support the reading and learning each week, we will try a different strategy designed to "hold your thinking." The strategies will come from your texts. **You would not use a different strategy with your students every day or week.** Rather, you would teach a strategy and practice it with them often over a period of time. How many different strategies you teach them and use is up to you and them. Quality and mastery are always preferred to quantity. We are using a different strategy each week for the purpose of you learning it, practicing it, and sharing with your colleagues, not only your learning, but your opinion of the strategy. **(Supports all principles)**

Literacy Case Study (Critical Assessment Task): A detailed description of the Case Study is included later in the syllabus. The case study involves your working closely with an adolescent to identify his/her reading and writing strengths and weaknesses, to develop intervention strategies, and to reflect on the implications for your teaching. This will be a written report. **After submitting a hard copy of your literacy case study, reflect on the process in your Taskstream Portfolio TPE 3. (All principles)**

Literacy Autobiography: The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history, both in and out of school. This constitutes a set of ideas about the nature of literacy and your ability to understand the teaching of it. **(Principles 1, 3)**

Literacy Lesson Plans: Using an appropriate selection of text from your content area as the instructional focus, you will create a reading plan and a writing plan. See the Assignment template at the end of this syllabus for more indepth information. Use the unit and lesson plan format in Taskstream for your lesson plans. **After submitting a hard copy of your lesson plans, reflect on the process in your Taskstream portfolio TPE 1B** . **(Principles 2, 6)**

Strategy Presentation: You will select a strategy from your Literacy Lesson Plan to share with a small group of your colleagues. The presentation will not consist of the "full blown" lesson you would present to students. Introduce the strategy as you would with students, present any visual aids or supplemental material you might use and discuss why you chose the strategy and how it would support English language students and struggling readers. Think about a presentation that lasts 10-15 min. **(Principles 2, 3, 5, 6)**

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

Attendance

This course is participatory; therefore, your attendance and participation are important. Absences and late arrivals/early departures will affect the final grade. The College of Education attendance policy states, "At a minimum, students 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. Individual instructors may adopt more stringent attendance requirements." We have 8 sessions. Missing one session would constitute 20% of the course; consequently, you can not be absent. Should you have extenuating circumstances, you must contact the instructor as soon as possible. If you miss one session or leave early or arrive late for more than 3 sessions, you can not receive a grade of A. If you miss two class sessions you can not pass the class.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	Part 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for both English language development and content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**C.** How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**III. Cultural Contact**
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**B.** Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**C.** The dynamics of prejudice
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**D.** Strategies for conflict resolution

TPE Reflective Writing for TaskStream—Single Subject Program

The goal: each instructor will take a few "priority" TPEs (according to the grid below) and have his/her students write summary reflections toward the end of the course to be submitted, responded to, and archived via TaskStream. This will prepare students for final TPE assessments and for creating their final portfolios. See below for a statement to use on syllabus and a possible scoring guide (drafts).

TPE	EDUC 422 Educ. Tech.	EDSS 511 Second. Teaching & Learning	EDSS 530 Second. Schools of the 21st Century	EDSS 521 Secondary Literacy	EDSS 541 Interdis. Methods	EDSS 531 Reflect. Profess.	EDSS 555 Theories & Methods Bilingual Education	BCLAD I and II
1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments	To be addressed in individual methods courses.							
2: Monitoring Student Learning During Instruction					X			
3: Interpretation and Use of Assessments				X				
4: Making Content Accessible							X	
5: Student Engagement					X			
6C: Developmentally Appropriate Practices in Grades 9-12		X						
6D: Special Education		X						
7: Teaching English Learners							X	
8: Learning about Students			X					
9: Instructional Planning		X						
10: Instructional Time	Student Teaching.							
11: Social Environment			X					
12: Professional, Legal, and Ethical Obligations						X		
13: Professional Growth						X		
14: Educational Technology	X							
15: Social Justice							X	X

Tentative Calendar (Subject to Change) You should bring all of your texts to class each week.

Week	Topic	Learning for the week	Assignment Due
#1 Date: _____	• Introductions • literacy and content teaching	• Bring all texts for the course • Reader: *Writing to Learn Mathematics* p. 19, p. 26	
#2 Date: _____	• Adolescent Literacy • Reading Reasons	• Tovani, ch. 5 • Download and bring the full text of *Adolescent literacy: A position statement for the commission on Adolescent Literacy of the International Reading Association.* www.reading.org • Bring draft of literacy autobiography to share with writing group • Read Literacy Case Study	
#3 Date: _____	• Reading Processes • Writing Processes • Practices and habits of Proficient readers and writers	• Tovani, ch. 1, 2, 3, • Work on case study • Reader: *Writing to Learn,* p. 1, p. 6, p. 12	• Reading Response • Final copy of literacy autobiography
#4 Date: _____	• Assessment • Teaching for Understanding • The Brain and Memory Lanes	• Tovani, ch. 8 • Fisher & Frey ch. 1, 2, 10 • Reader: *Inside Out* p. 89 • Work on case study • Bring draft of case study and data to share with writing group	• Reading Response
#5 Date: ____	• Writing to learn • Diverse Learners • Differentiation	• Fisher & Frey, ch. 8 • Reader: Real Reading, Real Writing, p. 30 and 43 • Choose the text you will use for your Literacy Lesson Plans and bring it to class	• Reading Response • Completed Case Study • Taskstream Portfolio
#6 Date: _____	• Content Reading • Planning and integration	• Tovani, ch. 4 • Fisher & Frey, ch. 3, 4, 5, 7 • Bring the draft of your Lesson Plans to receive critical feedback from your colleagues • Bring draft of TPE 3 to share with a writing group	• Reading Response
#7 Date: _____	• Writing Process • Discussion • Writing Strategies for English Language Learners	• Tovani, ch. 7 • Fisher and Frey, ch. 9 • Reader: Alternative Approaches to the Research Paper, p. 63	• Reading Response • Literacy Lesson Plans • TPE 3
#8 Date: _____	• The energy to teach • What will your literacy-rich classroom look like?	• Tovani, ch. 9	• Taskstream Porfolio

Summative Assessment Rubric

A=Exceeds Expectations: The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

NOTES

- Students must meet the attendance requirements to be eligible for the grade described. It is a "prerequisite" for earning a particular grade.

- Students falling in between grade levels will earn a + or – depending on where they meet the criteria most fully.

- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

TaskStream TPE Reflection

- **Response to TPE 3:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE 3 in the Task Stream Electronic Portfolio.

  Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:
  - 1st paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
  - 2nd paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE?
  - 3rd paragraph: Explain how another attached artifact is evidence of your learning related to the TPE.
  - 4th paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" of your learning.

  Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on WebCT.

EDSS 521 STUDENT CASE STUDY

General Information

"Teachers are committed to students and their learning. Accomplished teachers act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships" (from National Board Core Proposition I).

The purpose of this assignment is for you to get to know an individual student better, assessing his/her literacy strengths and needs as well as his/her attitudes about reading and writing and academic success in general. Knowing that you can not do this type of in depth assessment with 150 students in a secondary setting, it is important to recognize that you need to "know" your students. There are parts of this case study that you can do with all students, e.g. attitudinal inventories, reading and writing practices surveys, analyzing results from standardized tests (especially if your school provides summary sheets), informally assessing writing samples, etc. A more involved assessment, like this case study, would be conducted with a few students who you know need additional help and you want to pin point their needs to more accurately modify your teaching practices.

Conducting the Case Study

1. Selecting a student: In an ideal situation you would have access to an AVID, ED, or other content-are classroom where, after talking with the teacher and spending some time in the classroom, you would make a student selection. If this is not possible, do your best to find a willing student—someone you don't know particularly well. It is very important to have your student bring in a signed permission letter from home (see attached). You may want to talk to one of the teachers with whom you are working or your site supervisor, explain the assignment and ask for some suggestions of students who might benefit from a case study assessment. Select a student who the classroom teacher recommends as someone who is having some difficulty with reading. It often helps to enlist the support of your student by explaining this is a requirement for your literacy class and letting him/her know how much you appreciate his/her help, etc.

2. Prewrite/pre-reflect: Pre-write for a paragraph or two about the assumptions, questions and expectations you have about your student and her/his school experience before you spend time with her/him.

3. Student Interview: Explain to your student why you are doing this assignment and what you hope to learn from it. Ask permission to gather some information about their school history and current interests. Sample interview topics:

- Ask how many schools the student has attended.
- Find out if the student moved during the first three to four grades of elementary school
- Ask about the student's early memories of learning to read and write (use your own literacy autobiography as a guide here)
- Ask how the student felt about school in grades 1-3, 4-6, junior high/middle school, high school. Look for any changes in attitude and ask for details. (If the student doesn't really open up here, you may try telling him/her an experience you had in middle school where a kid picked on you or someone made fun of your hair, etc. and ask the student if anything like that ever happened and how that made the student feel.)
- Ask how the student feels about school now.

- Try to discover how the student feels about his/her own literacy levels
- Ask what subjects the student likes, dislikes, and why
- Find out if English is the student's second language. If so, ask if he/she can read and write in both languages; ask which language is used with friends and family. Some students will be able to describe in which language they "think", and if they still move in and out of two languages when learning in different content areas—ask about this.
- Ask about favorites: sports, music, activities, etc.
- Try to find out if the student reads when he/she doesn't have to.
- Remember to ask about family influences on the student's literacy, e.g. Does the student read at home? Does his/her family have lots of reading material around the house? etc.
- Ask what the student considers to be the best way for him/her to learn and what conditions keep him/her from learning.

Remember, these questions are suggestions only (and you wouldn't ask all of them!). Don't ask for information you are able to get from existing data (see list below). Use your own intuition and stop the questioning if your student seems to find all this too intrusive.

4. Gather existing data: You may or may not be able to access the following data. But it is valuable information and helps to add pieces to the puzzle. You may ask your on-site supervisor or the recommending teacher for access to this information.

- Ask if you can see the results of any pre-existing standardized test results.
- Ask if you can access the student's grades from past years.
- Ask if the teacher saved a writing sample from the beginning of the year and if there is a current writing sample. This writing sample may not be from the teacher with whom you are student teaching. It may be from the English teacher, if that teacher is different. Be sure to ask the circumstances surrounding the writing of the piece, e.g. was it a 10 min. journal entry, a prompt completed in one sitting, or a piece that went through the writing process with editing.
- Ask if the teacher distributed and collected any interest inventories or attitudinal surveys at the beginning of the year.
- Ask the teacher what he-she has noticed about the student, e.g. regular or irregular attendance, hands work in on time, seems to be socially acclimated, etc. anything that the teacher has noticed might be useful information.

5. Shadow your student: Spend 3 periods during the day with your student as well as breaks, lunch and/or an extracurricular activity that is related to school. Observe and include in your notes:

- Date of shadowing
- A description of each class; including size, length, number of students, expectations of student performance, and climate of the class.
- How the student responds in situations throughout the period
- Learning strategies your student demonstrates (especially reading and writing)
- Interaction your student has with teacher and peers
- Description of non-class time
- Reflection of the day; your overall reaction to events of the day, where and why your student was most involved, any problem areas your student encountered.

6. Collect/administer reading assessments

You will need to triangulate your data to draw more accurate conclusions. That means you need at least three pieces of data or information to compare and analyze for trends and conclusions. One required piece of data is the Content Area Reading Inventory (CARI).

Content Area Reading Inventory (CARI). In subject area groups, take a passage from a content text.

Modified from:
Dornan, R., Rosen, L., & Wilson, M. ((1997). *Multiple voices, multiple texts: Reading in the secondary content areas.* Portsmouth, NH: Heinemann.

The CARI is a teacher-made group or individual reading assessment tool based on the core text or reading material in the classroom. It measures students' performance reading subject material. The CARI is different from just previewing the text in that it helps to diagnose your students' ability to independently read and comprehend the text. There is no standardized way to create a CARI; however, most sources recommend that it contain questions covering the use of text components and study aids, vocabulary knowledge and strategies, and comprehension.

Construct about 15 questions from the following areas:
Vocabulary and Comprehension: Choose a selection from the textbook, 1-2 pages, depending on the amount of text on each page.

- Vocabulary knowledge and Strategies, e.g. defining words, inferring meaning from context, finding and applying definitions from dictionary or glossary (5-6 questions)
- Comprehension, e.g. finding text-explicit information (fact/recall), finding text-implicit information (inferential meaning) (8-10 questions)
- Learning aids, e.g. graphs, charts, tables, maps, study questions, etc. (2-3 questions). You may combine text and a chart or graph if that is more typical of the types of reading your students will do, e.g. math text.

Question construction can be varied, including multiple choice, fill in the blank, short answer.

Sample questions for American history:

This section of the Reading Inventory deals shows how well you can deal with academic vocabulary as well as your ability to understand what you read in this text. Turn to page 599 and read Section Three, "The Great Depression shatters the prosperity of the 1920s."Then answer the following questions based on the reading.

1. In the middle of the 1st paragraph, why is the word **prosperity** highlighted in dark print? Write your own definition of this word, using information from the paragraph.
2. Examine the chart on p. 600. What industries were most negatively affected by the economy during the Depression?
3. The section survey at the end identifies important terms. If you can't find a term, where do you look for information?
4. How did overproduction and overspeculation lead to the stock market crash of 1929? (inferential)
5. How did the Hoover administration respond to the Great Depression? (fact/recall)
6. Why were farmers hit hardest by the Depression? (inferential)
7. What influence did the auto license tag on p. 604 have on the 1932 election? (inferential)

ETC.

Administration of the CARI:

Although the CARI is designed to be administered to a whole class, you may choose to administer it only to your case study student(s). Be sure students know that the CARI is for their benefit—to help you plan for instruction—not as a grade in the grade book.

Observe students, especially your case study student(s), as they take the inventory, noting who looks stressed, who can't seem to find the answers to the questions, who breezes through the inventory, and who just gives up. Recording these observations and comparing them to the CARI scores will give additional insight into each student's inventory results and reading abilities as well as into the text's "friendliness."

Analyze the results with item analysis. If the first 4 questions deal with text organization and structure, then determine how students did in that particular section. If the next 4 questions deal with vocabulary, then analyze that section separately, as well. Do the same for the comprehension questions, even identifying which are fact/recall, and which are inferential. Although analyzing the "whole" inventory score is helpful, item and section analysis will yield more beneficial information for particular strengths and weaknesses.

While there are certain questions that you will want to look at yourself, one suggestion is to ask students to exchange papers for correction. This allows you to "teach" parts of the book as you review the questions and answers. Once scores are calculated, go over the CARI with the class, giving students a chance to discuss where and why they had problems. This also helps to inform your teaching and identify areas of strength and weakness.

Two other sources: Choose two more pieces of information from the following list.

- Standardized test
- Grades from the previous 2-3 years
- Results from a Cloze procedure
- Graded word list
- Other? When/if you are able to access the student's cumulative file, there may be other "reading level" information you can use. Discuss this with the instructor.

7. Writing Analysis

Collect 2-3 writing samples. If possible, get a range of samples—a journal entry, a piece that has been through the writing process, a nonfiction piece, etc. If you are unable to get writing samples, just give the student a prompt and ask him/her to write for at least ten minutes without stopping. The prompt could be about something you discovered in the interview or interest inventory. It must be something the student knows.

Analyzing and Writing the Case Study Note: Use a pseudonym to keep your student anonymous. Black out all names that appear on the data, evidence, and student work you attach to the analysis.

Introduction: Summarize all of the contextual information you've gathered from the student interview. Include age, grade, and any pertinent background information; include what you know about this student's general attitudes toward school, sports, family, and other interests as well as her/his specific attitudes about reading, writing. If your student expresses any strong likes or dislikes include that information here.

Reading Assessment:

Summarize your findings from the informal reading conference. Include the title of the book and why the student chose the book. As the child read orally, what errors did the running record

evidence? During the oral reading, what teaching strategies did you use, e.g. breaking words into parts, using onsets and rimes, read on and then come back to the difficult word, etc. What strengths and weaknesses from your notes did you discuss with the reader? What goals did you and the student set for reading the next time? Your analysis is not that of a reading specialist, rather it is an informal set of conclusions based on close observation.

Writing Sample(s):
Summarize your findings from the writing sample(s). Analyze your findings by looking for patterns and/or behaviors that are consistent or inconsistent with other information you know about this student. Is the writing level consistent with the reading level? Look for depth of ideas as well as "significant" syntax, spelling, and grammar errors. What kind of vocabulary does the student use in writing? You are asking yourself what kind of ability, confidence, and interest this student has in writing?

Instructional Plan
Now that you have all this information about this student, what do you do with it? What would you do both individually for this student, and for your whole group instruction to modify your instruction? Identify two specific strategies, one that comes from the goals you set with the student, and one that would help this student as well as be used in whole class instruction.

Reflection
Looking back on your original prewriting/pre-reflection, which assumptions held true and which did you have to struggle with in terms of disparities? What do your preliminary assumptions, etc. say about where you are as a teacher and what you need to focus on with future students? What implications does this experience have for you as a future teacher? What kind of "a-ha's" did you experience while completing this case study?

ASSESSMENT RUBRIC FOR STUDENT CASE STUDY

Name: _____ Date: _____

Be sure to self-assess on this rubric and hand it in with your case study analysis.

Criteria	Very competent	Adequate competence	Limited competence	Resubmit with revisions
The narrative includes an introductory paragraph (s) describing the reader and the book choice.				
The narrative provides clear evidence of the teacher's (that's you) ability to record and analyze student errors.				
The narrative provides clear evidence of the teacher's ability to use appropriate and varied teaching strategies during oral reading.				
The narrative evidences the teacher's ability to engage him/herself and the student in analytical conversation when discussing strengths and weaknesses and goal setting.				
The analysis evidences an ability to describe, analyze and evaluate student writing.				
The analysis shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.				

Comments:

California State University Task Force on Expository Reading and Writing

READING AND WRITING
ASSIGNMENT TEMPLATE
Teacher Version

This template presents a process for helping students read, comprehend, and respond to non-fiction texts. For this assignment, you may use a chapter from your text, an interesting essay or newspaper article, or other reading material with which you students will need guidance in independent reading comprehension and writing. Using the same reading material, you will design a reading lesson and a writing lesson. The following is template designed to give you guidance in your planning. In the step-by-step, into, through, and beyond section of your lesson plan, be sure you include pre, during, and post reading activities in the reading lesson and pre, during, and revision activities in the writing lesson. The appendices are intended to offer ideas for each section. You will not use ALL of the ideas in the appendix and you may use other strategies that are not in the appencices.

Template Overview

Reading
Prereading • Getting Ready to Read • Surveying the Text • Making Predictions and Asking Questions • Introducing Key Vocabulary
Reading • First Reading • Looking Closely at Language • Rereading the Text • Analyzing Stylistic Choices • Considering the Structure of the Text
Post-reading Activities • Summarizing and Responding • Thinking Critically
CONNECTING READING TO WRITING • WRITING TO LEARN • USING THE WORDS OF OTHERS

Writing
Prewriting • Reading the Assignment • Getting Ready to Write • Formulating a Working Thesis
Writing • Composing a Draft • Organizing the Essay • Developing the Content
Revising and Editing • Revising the Draft • Editing the Draft • Reflecting on the Writing
Evaluating and Responding • Grading Holistically • Responding to Student Writing • Using Portfolios

APPENDIX A: READING STRATEGIES

APPENDIX B: KEY ASSIGNMENT WORDS

APPENDIX C: PREWRITING STRATEGIES

APPENDIX D: EVALUATION FORM

APPENDIX E: HOLISTIC SCORING GUIDE

READING AND WRITING
ASSIGNMENT TEMPLATE

<table>
<tr><td colspan="2">READING</td></tr>
<tr><td colspan="2">Prereading
• Getting Ready to Read
• Surveying the Text
• Making Predictions and Asking Questions
• Introducing Key Vocabulary</td></tr>
<tr><td>Language Arts Standard: Writing Applications 2.3
Write brief reflective compositions on topics related to text, exploring the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</td><td>Getting Ready to Read

As students approach a reading assignment, you can engage them with the text through quick writes, group discussions, brainstorming, or other activities to achieve the following goals:

• Help students make a connection between their own personal world and the world of the text.
• Help students activate prior knowledge and experience related to the issues of the text.
• Help students share knowledge and vocabulary relevant to the text.
• Help students ask questions that anticipate what the text is about.

Quick write (5 minutes)
Before a discussion or a reading: What do your students know about this topic? What do they think about it? You might have students volunteer to read their responses or discuss them with a partner or in a group.</td></tr>
<tr><td>Language Arts Standard: Reading Comprehension 2.1
Analyze the features and rhetorical devices of texts and the way in which authors use those features and devices.</td><td>Surveying the Text

Surveying the text gives students an overview of what the essay is about and how it is put together. It helps students create a framework so they make predictions and form questions to guide their reading. Surveying involves the following tasks:

• Looking for titles and subheadings.
• Looking at the length of the reading.
• Finding out about the author through library research or an Internet search and discussing the results with the class.
• Discovering when and where this text was first published.
• Noting the topics and main ideas.</td></tr>
</table>

Language Arts Standard: Reading Comprehension 2.1 Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices. **Language Arts Standard: Reading Comprehension 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	**Making Predictions and Asking Questions** Ask questions to help students make predictions about the text based on textual features noted in the survey process. Help them notice textual features that are relevant to this genre and this rhetorical situation. Have them think about the character and image of the writer, the nature of the audience, and the purpose of the writing. Be sure to ask students to explain how they formed their predictions, making them give evidence from the text that they surveyed. You could ask questions like the following: • What do you think this text is going to be about? • What do you think is the purpose of this text? • Who do you think is the intended audience for this piece? How do you know this? • Based on the title and other features of the text, what information/ideas might this essay present? You might also create an Anticipation Guide (or a study guide) for the reading selection that helps students navigate through the issues in the text. The best Anticipation Guides call upon the students to bring their experience to their reading and create a tutorial for the selection. Have students read the first few paragraphs of the text (depending on where the introduction ends) and the first sentence after each subheading or the first sentence of each paragraph if the text is short. Then have your students address the following questions: • What is the topic of the text? • What is the author's opinion on that topic? • What do you think the writer wants us to do or believe? How did they come to this conclusion? • Turn the title into a question [or questions] to answer as you read the essay.
Language Arts Standard: Word Analysis and Systematic Vocabulary Development 1.0 (as well as 1.1 and 1.2) Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	**Introducing Key Vocabulary** Before students start reading the text, give them several key words to look for as they are reading. Choosing key words and then reinforcing them throughout the reading process is an important activity for students at all levels of proficiency. The following are options when introducing key vocabulary. • Provide the meanings of key words for the students. • Ask students to record the meanings of key words from the context of their reading in a vocabulary log. • Have students work in small groups to look up key vocabulary words. • Go through key words as a class project.

These activities are also designed to develop the kinds of vocabulary skills assessed by college placement exams such as the CSU English Placement Test and the UC Subject A exam. Students should be able to • Recognize word meanings in context. • Respond to tone and connotation.	

<table>
<tr><td colspan="2">Reading
• First Reading
• Looking Closely at Language
• Rereading the Text
• Analyzing Stylistic Choices
• Considering the Structure of the Text</td></tr>
<tr><td>Language Arts Standard: Reading Comprehension 2.1
Analyze both the features and the rhetorical devices of texts and the way in which authors use those features and devices.

Language Arts Standard: Reading Comprehension 2.2
Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.</td><td>First Reading

The first reading of an essay is intended to help the students understand the text and confirm their predictions. This is sometimes called reading “with the grain” or “playing the believing game.” Ask your students questions like the following:

• Which of your predictions turned out to be true?
• What surprised you?

The following metacognitive activities are especially effective at this stage. (See Appendix A for a brief explanation of each of these strategies.)

• Book Marks and Trouble Slips
• Chunking
• Graphic Organizers
• Quick Writes
• Reciprocal Teaching
• Rereading or Repeated Reading
• SQP2RS
• Talking to the Text/Annotating the Text/Highlighting
• Think Aloud</td></tr>
<tr><td>Language Arts Standard: Word Analysis, Fluency, and Systematic Vocabulary Development 1.0
Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.</td><td>Looking Closely at Language

Looking closely at language is meant to build on the vocabulary work we started with key words. You might begin by selecting a list of words from the text that may be unfamiliar to students, and do one of the following activities.

• Vocabulary self-assessment worksheet
• Vocabulary log
• Predictions from context; look up to confirm</td></tr>
</table>

Language Arts Standards: Research and Technology 1.7: Use systematic strategies to organize and record information (e.g. anecdotal scripting, annotated bibliographies). **Language Arts Standard: Reading Comprehension 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.	***Rereading the Text*** In the initial reading, students read "with the grain" playing the "believing game." In the second reading, students should read "against the grain," playing the "doubting game." Having students reread a text develops fluency and builds vocabulary, both of which are integral to successful comprehension. If it is a longer piece, you may direct them to reread only pertinent passages. As students reread the text, you might consider having them make marginal notations (i.e., ask questions, express surprise, disagree, elaborate, and/or note any moments of confusion). Here is one way to structure marginal notations: (1) Have students label what the author says in the left-hand margin: • The introduction • The issue or problem the author is writing about • The author's main arguments • The author's examples • The conclusion (2) In the right hand margin, have students write reactions to what the author is saying. Initially you may want to do this activity collaboratively as a class. Later, you could have students exchange their annotations and compare their labeling and responses in small groups or in pairs.
Language Arts Standards: Literary Response and Analysis 3.3. Analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes. These activities are also designed to develop the kinds of close reading skills assessed by college placement exams such as the CSU English Placement Test and the UC Subject A exam. Students should be able to	**Analyzing Stylistic Choices** This particular line of questioning is offered to help the students see that the linguistic choices writers make create certain effects for their readers. These questions are divided into two categories: Words and Sentences. **Words:** • What are the denotative and connotative meanings of key words? How do the specific words the author chooses affect your response? • What words or synonyms are repeated? Why? • What figurative language does the author use? What does it imply? **Sentences** • Is the sentence structure varied? • What effects do choices of sentence structure and length have on the reader?

• Draw inferences and conclusions. • Respond to tone and connotation.	
Language Arts Standard: Reading Comprehension 2.1 Analyze both the features and the rhetorical devices of texts and the way in which authors use those features and devices. **Language Arts Standard: Reading Comprehension 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.	**Considering the Structure of the Text** These activities have students map out or graphically represent different aspects of the text so that they can gain a clearer understanding of the writer's approach to the essay's content itself. They lead up to more questions that will help students analyze what they have read. **Mapping the Organizational Structure:** Have students map the text's organization by following these directions: • Divide the text into sections. • Draw a line where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? • Draw a line where the conclusion begins. **Clustering or Webbing:** Have students cluster the text's ideas by following these directions: • Draw a circle in the center of a blank page, and label it with the text's main idea. • Record the text's supporting ideas on branches that connect to the central idea. **Mapping the Content:** Have students map the text's content by following these directions: • Ask how the ideas are related to one another. • Draw a picture of the argument. Map the sequential flow chart of the text verbally or graphically. **Descriptive Outlining:** Have students write brief statements describing the rhetorical function and content of each section. o How does each section affect the reader? What is the writer trying to accomplish? o What does each section say? What is the content? o Which section is most developed? o Which section is least developed? Does it need more development? o Which section is most persuasive? Least persuasive? o From your chart of the text, what do you think is the text's main argument? Is it explicit or implicit? **Graphic Organizers:** Create a partially blank chart that students can fill in with key elements, such as main ideas, arguments, evidence, key quotations, and responses. You will need to supply clear prompts on the chart so students know what they are to fill in.

	Analyzing their Findings: • Discuss with the class how the text is organized (text structures). • In pairs or small groups, have students discuss what the major parts of the text and their purposes are.

Post-reading Activities • Summarizing and Responding • Thinking Critically	
Prerequisite 7th Grade Language Arts Standard: Writing Application 2.5 Write summaries of reading materials, including main ideas and most significant details. Use own words. Reflect-explain underlying meaning. **Language Arts Standard: Writing Application 2.2a** Demonstrate a comprehensive understanding of the significant ideas in works or passages.	***Summarizing and Responding*** Summarizing is a very important strategy that students need to learn. It involves extracting the main ideas from a reading selection and explaining what the author says about them. Here are some options for teaching this complex strategy: • Use the "mapping" activity to help students construct summaries. Show students how to construct a summary, using knowledge about the author's structure of the text, and then how to respond to the text, based on the reader's own experience and opinion. • SQP2RS and GIST are two effective approaches for teaching and reinforcing summaries. • Instead of writing a response, students can summarize a text and then write questions that can be the basis for discussion in class. • Alternatively, students in groups can summarize one of the main parts of the text and then work together as a class to create a coherent paragraph that summarizes all the main points of the text.
Language Arts Standard: Reading Comprehension 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **Language Arts Standard: Reading Comprehension 2.5** Analyze an author's implicit and explicit	**Thinking Critically** *The following questions move students through the traditional rhetorical appeals. Using this framework, help students progress from a literal to an analytical understanding of the reading material.* ***Questions about Logic*** • Locate major claims and assertions and ask, "Do you agree with the author's claim that . . .?" • Look at support for major claims and ask "Is there any claim that appears to be weak or unsupported? Which one and why?" • Can you think of counter-arguments that the author doesn't consider?

philosophical assumptions and beliefs about a subject. **Language Arts Standard: Reading Comprehension 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). These questions are also designed to develop the kinds of skills assessed by college placement exams such as the English Placement Test and the UC Subject A exam. Students should be able to • Identify important ideas. • Understand direct statements. • Draw inferences and conclusions. • Detect underlying assumptions. • Recognize word meanings in context. • Respond to tone and connotation.	• Do you think the author has left something out on purpose? Why? **Questions about the Writer** • Does this author have the appropriate background to speak with authority on this subject? • Is this author knowledgeable? • What does the author's style and language tell your students about him or her? • Does this author seem trustworthy? Why or why not? • Does this author seem deceptive? Why or why not? • Does this author appear to be serious? **Questions about Emotions** • Does this piece affect your students emotionally? What parts? • Do your students think the author is trying to manipulate their emotions? In what ways? At what point? • Do their emotions conflict with their logical interpretation of the arguments? • Does the author use humor or irony? How does this affect your students' acceptance of his or her ideas? ***Other Questions to Develop Critical Thinking*** • Questions to identify important ideas • Questions to identify the meanings of direct statements • Questions that require students to draw inferences and conclusions • Questions to get at underlying assumptions • Questions about the meanings of words and phrases in context • Questions about tone and connotation *Quick writes (5 minutes):* **At the beginning of class to get students thinking about the topic: What is this essay's main topic? What do you think the writer is trying to accomplish in the essay?** **You can then read several quick writes to the class to get the discussion started or the students can read their own.** *When a discussion bogs down or gets unfocused: What are the main issues here? What does this writer want us to believe? What different perspectives are represented in the text?* *At the end of a session: What did you learn from this discussion? How might you be able to use this new information?*

CONNECTING READING TO WRITING • WRITING TO LEARN • USING THE WORDS OF OTHERS	
	Writing to Learn Although the writing process can be divided into stages, writing, like reading, is essentially a recursive process that continually revisits different stages. Much of the pre-writing stage has already been accomplished at this point because students have been "writing to learn" while reading. They have been using writing to take notes, make marginal notations, map the text, make predictions, and ask questions. Now they are ready to use what they have learned to produce more formal assignments.
Prerequisite 9th-10th Grade Language Arts Standard: Reading Comprehension 2.4 Synthesize the content from several sources or words by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. **Prerequisite 9th-10th Grade Language Arts Standard: Writing Strategies 1.5, 1.6, and 1.7** **1.5** Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different per-spectives found in each medium (e.g., almanacs, microfiches, news sources, in-depth field studies, speeches, journals, technical documents).	***Using the Words of Others*** One of the most important features of academic writing is the use of the words and ideas from written sources to support the writer's own points. There are essentially four ways to incorporate words and ideas from sources. • **Direct quotation**: Jeremy Rifkin says, "Studies on pigs' social behavior funded by McDonald's at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other" (15). • **Paraphrase**: In "A Change of Heart about Animals," Jeremy Rifkin notes that McDonald's has funded studies on pigs that show that they need affection and playtime with one another (15). • **Summary**: In "A Change of Heart about Animals," Jeremy Rifkin cites study after study to show that animals and humans are more alike than we think. He shows that animals feel emotions, reason, make and use tools, learn and use language, and mourn their dead. One study even shows that pigs need affection and playtime with one another, and enjoy playing with toys (15). **What citation format should I teach?** This is not an easy question to answer, because most students will end up using at least two formats in their college work. The two most common documentation styles used are Modern Language Association (MLA), which is used mainly by English departments, but is also used sometimes in business, and the American Psychological Association format (APA), which is common in the social sciences. In this template, we demonstrate the MLA format in Appendix A and the APA format in the introduction. It is probably best for high school teachers to teach the MLA format, because the freshman composition instructor

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. **1.7** Use appropriate conventions for documentations in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, the Chicago Manual of Style*). **Language Arts Standard: Writing Strategies 1.7** Use systematic strategies to organize the record information (e.g., field studies, oral histories, interviews, experiments, electronic sources).	is likely to require it. Other formats that students may encounter are CBE (Council of Biology Editors), used in the sciences, and Chicago, based on *The Chicago Manual of Style* published by the University of Chicago Press. The popular *Manual for Writers of Term Papers*, originally written by Kate Turabian, is based on Chicago style. When your students are in college, their instructors will tell them what format is required. Whatever format they use, students need to learn to record all of the necessary information and to get in the habit of documenting sources. For print material, at a minimum they need to record the author, title, city of publication, publisher, date, and page number. **MLA Style** Here is the "Works Cited" format for a typical book in MLA style: Bean, John C., Virginia A. Chappell, and Alice M. Gilliam. *Reading Rhetorically: A Reader for Writers*. New York: Longman, 2002. Here is the bibliographic information for the article quoted above, in MLA format. The fact that it was published in a newspaper changes the format and the information a bit: Rifkin, Jeremy. "A Change of Heart about Animals." Editorial. *Los Angeles Times*. 1 Sept. 2003: B15. Students often want to incorporate material from websites. To document a website, they need to give the author (if known), the title of the site (or a description like "Homepage" if no title is available), the date of publication or update (if known), the name of the organization that sponsors the site, the date of access, and the web address (URL) in angle brackets. For example: *University Writing Center*. 26 June 2003. University Writing Center, Cal Poly Pomona. 26 May 2004 <http://www.csupomona.edu/uwc/>. The author is unknown for the above site and so is left out. This entry would appear in the "Works Cited" section alphabetized by "University." MLA style also requires "in text" documentation for every direct quotation, indirect quotation, paraphrase or summary. Many students are confused about this, believing that documentation is only necessary for direct quotations. If the author is given in the text, the page number should be given in parentheses at the end of the sentence containing the material. For example, here is a paraphrase of material from the Rifkin article. Because the author is not named in the text, the last name goes in the parentheses: It is well established that animals can learn to use sign

	language. A long-term study at the Gorilla Foundation in Northern California shows that Koko, a 300-pound gorilla, can use more than 1,000 signs to communicate with her keepers and can understand several thousand English words. She also scores between 70 and 95 on human IQ tests (Rifkin 15). An academic paper is most often a dialogue between the writer and his or her sources. If students learn to quote, paraphrase, summarize and document sources correctly, they are well on their way to becoming college students. This short introduction presents only the basic concepts of MLA documentation. Students need access to some kind of handbook that covers the system in more detail. *Writing Assignment: An exercise that can help students learn to incorporate material from other sources is "Quote, Paraphrase, Respond." Have students choose three passages from the text they are reading that they might be able to use in an essay. First, they write each passage down as a correctly punctuated and cited direct quotation. Second, they paraphrase the material in their own words with the correct citation. Finally, they respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again with the correct citation. It is easy to see if the students understand the material by looking at the paraphrases. Later, they can use this material in an essay.*

WRITING	
Prewriting • Reading the Assignment • Getting Ready to Write • Formulating a Working Thesis	
Language Arts Standard: Writing Strategies 1.1 Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.	**Reading the Assignment** Many students have trouble with writing assignments because they don't read the assignment carefully. Here are some strategies that might help students overcome this problem: • Read the assignment carefully with students. Many problems with student work, particularly in timed, high-stakes writing situations, arise because students fail to completely understand what the writing assignment asks them to do. The explanations in Appendix B can help clarify some key assignment words. • Help students specify the subject of the essay they are going to write. Is the subject specified for them? Do they have choices to make about the subject? • Discuss the purpose of the assignment. Are they informing or reporting? Are they persuading their readers of something? Help students recognize how the purpose of the assignment affects the type of writing they will do. • Read the assignment for information about process and deadlines. Teachers may want to help students sketch out a timeline for completing the assignment in reasonable steps. • Ask students to examine the assignment for information about how they will be graded. Upon what criteria will their written work be evaluated? Do they understand each criterion? • Look for information in the assignment about the audience to whom the writing will be addressed (see "Getting Ready to Write").
Language Arts Standard: Writing Strategies 1.0 Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose	***Getting Ready to Write*** The following activities help students move as smoothly as possible from reading to writing. Students may want to refer to their reading notes before engaging in these activities: • Invention strategies designed to generate ideas, points, and arguments. Typical strategies include brainstorming, informal outlines, quick writes, "webbing" or "clustering." (Appendix C contains descriptions of several prewriting options.) • Strategies to help students consider the audience for the essay. Students should think about what most people know and think about the topic of their paper. If students want to change the

and progression through the stages of the writing process.	opinions of the audience, they need to think about persuasive techniques, both logical and emotional. Discussions in groups and pairs can be helpful at this point.
Language Arts Standard: Writing Strategies 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	***Formulating a Working Thesis*** Most students will find it helpful to formulate a working thesis statement at this point. Students can go through their "invention" work to decide what statement or assertion they might be able to support. Although students can be successful with different approaches to writing, a strong, focused thesis statement can keep the writer on track. Students may want to think about or write the answers to the following questions: • What is your tentative thesis? • What support have you found for your thesis? • What evidence have you found for this support? For example, facts, statistics, authorities, personal experience, anecdotes, stories, scenarios, and examples. • How much background information do your readers need to understand your topic and thesis? • If readers were to disagree with your thesis or the validity of your support, what would they say? How would you address their concerns (what would you say to them)? After students formulate a working thesis, giving them feedback, either individually or as a class activity, before they begin to write is important. Potential writing problems can be averted at this stage before the students generate their first drafts.

<table>
<tr><td colspan="2">Writing
• Composing a Draft
• Organizing the Essay
• Developing the Content</td></tr>
<tr><td>Language Arts Standard: Writing Strategies 1.3
Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</td><td>Composing a Draft

The first draft of an essay provides a time for students to discover what they think about a certain topic. It is usually “writer-based,” the goal of which is simply to get the writer’s ideas down on paper. Students should start with their brainstorming notes, informal outlines, freewriting, or whatever other materials they have and write a rough draft of their essay.</td></tr>
<tr><td>Language Arts Standard: Writing Strategies 1.3
Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</td><td>Organizing the Essay

The following items are traditional parts of an essay. The number of paragraphs in an essay depends upon the nature and complexity of the student’s argument.

Introduction
• Students might want to include the following in their introductory paragraph(s):
o A “hook” to get the reader’s attention
o Background information the audience may need
o A thesis statement, along with some indication of how the essay will be developed (“forecasting”). A thesis statement often states the topic of the essay and the writer’s position on that topic. Students may choose to sharpen or narrow the thesis at this point.

Body
• Paragraphs that present support of the thesis statement, usually in topic sentences supported with evidence (see ”Getting Ready to Write,” above)
• Paragraphs that include different points of view or address counter-arguments
• Paragraphs or sentences where the writer addresses those points of view
o by refuting them
o by acknowledging them but showing how the writer’s argument is better
o by granting them altogether but showing they are irrelevant
• Evidence that students have considered the values, beliefs, and assumptions of their audience, students’ own values, beliefs, and assumptions, and whether they have found some common ground that appeals to the various points of view

Conclusion</td></tr>
</table>

	• A final paragraph (or paragraphs) that includes a solid argument to support the thesis and indicates the significance of the argument—the "so what" factor
Language Arts Standard: Writing Strategies 1.1 Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.	***Developing the Content*** Students need to understand that body paragraphs explain and support their thesis statements as they move their writing from writer-based to reader-based prose. • Most body paragraphs consist of a topic sentence (or an implied topic sentence) and concrete details to support that topic sentence. • Body paragraphs give evidence in the form of examples, illustrations, statistics, etc. and analyze the meaning of the evidence. • Each topic sentence is usually directly related to the thesis statement. • No set number of paragraphs make up an essay. • The thesis dictates and focuses the content of an essay.

Revising and Editing

- Revising the Draft
- Editing the Draft
- Reflecting on the Writing

Prerequisite 9th and 10th Grade Language Arts Standard: Writing Strategies 1.9
Revise writing to improve the logic and coherence of the organization and controlling perspective, the prevision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Language Arts Standard: Writing Strategies 1.4, 1.5, and 1.9
1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g. graphs, tables, pictures); and the issuance of a call for action;

1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone;

1.9 Evaluation and Revision: revise text to

Revising the Draft

Students now need to work with the organization and development of their drafts to make sure that their essays are as effective as possible.

- Students should produce the next drafts based on systematic feedback from others. These drafts will be more "reader-based" than the first draft because they will naturally take into consideration the needs of the readers as they respond to the text.

Peer Group Work: In groups of three or four, each student can read his or her essay aloud to other members of the group. They should then complete the Revising Evaluation Form (Appendix D, Part I) for each essay.

Paired Work: Students can work in pairs to decide how they want to revise the problems that group members identified.

Individual Work: Students can then revise the draft based on the feedback they have received and the decisions they have made with their partners. You might also direct them to these additional questions for individual work.

Revision Guidelines for Individual Work:

- Have I responded to the assignment?
- What is my purpose for this essay?
- What should I keep? What is most effective?
- What should I add? Where do I need more details, examples, and other evidence to support my point?
- What could I get rid of? Did I use irrelevant details? Was I repetitive?
- What should I change? Are parts of my essay confusing or contradictory? Do I need to explain my ideas more fully?
- What should I rethink? Was my position clear? Did I provide enough analysis to convince my readers?
- How is my tone? Was I too overbearing, too firm? Do I need qualifiers?
- Have I addressed differing points of view?
- Does my conclusion show the significance of my essay?

highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	
Prerequisite 9th and 10th Grade Language Arts Standard: Written and Oral English Language Conventions 1.1, 1.2, and 1.3 **1.1** Identify and correctly use clauses (e.g., main and subordinate), and phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). **1.2** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). **1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	***Editing the Draft*** Students now need to work with the grammar, punctuation, and mechanics of their drafts to make sure that their essays conform to the guidelines of standard written English. • In this case, students will benefit most from specific instructor or tutor feedback rather than from peer evaluation. • This work can be preceded by mini-lessons on common grammar, usage, punctuation, and mechanics. **Individual Work**: Students can edit their drafts based on the information they received from an instructor or a tutor. Appendix D, Part II offers them some helpful Editing Guidelines. The suggestions below will also help them edit their own work. **Editing Guidelines for Individual Work:** • If possible, set your essay aside for 24 hours before rereading to find errors. • If possible, read your essay out loud to a friend so you can hear your errors. • Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read. • With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make. • Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third. • Use the dictionary to check spelling and confirm that you've chosen the right word for the context.

Language Arts Standard: Written and Oral English-Language Conventions 1.1, 1.2, and 1.3 **1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. **1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization. **1.3** Reflect appropriate manuscript requirements in writing.	
	Reflecting on the Writing When you return essays to your students, a good practice is to ask them to reflect in writing about the process of writing the essay, what they learned that they can apply to their next assignment, or how they feel about the comments that you gave them on the essay.

Evaluating and Responding • Grading Holistically • Responding to Student Writing • Using Portfolios	
	Grading Holistically Reading student papers holistically is also called "general impression" grading. It allows you to give a student a single score or grade based on your impression of his or her management of the entire writing assignment. The basis of this type of evaluation is a rubric or scoring guide, which is used, along with sample papers, to "norm" the readers before they read student papers. In the "norming" process, readers score sets of sample essays. The leader asks how many readers gave each score on each paper, and those who gave a certain score raise their hands when it is announced and are counted. This process is repeated for each score point for each essay. The process continues until almost all the hands are consistently going up at the same time. In a holistic reading, readers then read and score papers very quickly, without marking errors or making comments. You might consider using the adapted version of the English Placement Test scoring guide printed in Appendix E as your grading criteria for this exercise. Grading a set of papers holistically with other faculty members lets you discuss the grading criteria and "norm" yourselves to a single set of scores. This is an excellent exercise to keep a conversation going among department faculty about grades and assessment. Having students grade a set of papers holistically gives you the opportunity to have the students work in groups to explain why a paper received a certain grade. Then you might have your students revise their papers based on their group's assessment.
	Responding to Student Writing Responding to your students' writing is the final stage of the writing process. You have several ways to respond: • Use a preprinted evaluation form to respond to your students' writing. (See Appendix D.) Make sure you include notes in the margin to support the marks on the evaluation form. • Annotate the paper, and make a summary comment at the end of the paper. In this case, make sure the marks on the paper explain the comment at the end. • Meet one on one with each student and review the strengths and weaknesses of the paper. In this situation, you might keep an index card on each student with your personal notes on each paper. **Using Portfolios** Having students keep all their writing in a folder so you can discuss it

	throughout the term is a very good way to get the students to see their own progress as writers. You might even consider assigning some portfolio activities: • Have students explain their progress through the course, using pieces of their own writing to support their claims. • Have students find their best and worst paper and explain the difference between the two pieces of writing. • Have students revise their worst paper and summarize the pattern of their changes.

APPENDIX A: READING STRATEGIES

Book Marks: Book Marks can be used to help students think about *how* they read (reflecting on the mental process itself) and *what* they read (focusing strategically on content, style, and form). They can also facilitate a reader's ability to develop interpretations and aid in their formulation of questions to help anchor reading in the text. See Burke (2000) for examples of classroom uses.

Chunking: Proficient readers monitor their comprehension and often "chunk" language–break it up into smaller units–within sentences to help them understand what they read. Chunking can be used with complex sentences or with longer passages according to a reader's needs. Such divisions will vary from person to person. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses.

GIST: Involving five major steps, this strategy is an excellent way to show students how to write a summary: (1) read the passage or chapter; (2) circle or list the important words/phrases/ideas; (3) put the reading material aside; (4) use the important words/phrases/ideas to generate summary sentences, and (5) add a topic sentence. See Cunningham et al (2000) for more information on this strategy.

Graphic Organizers: By visually representing a text, graphic organizers help students understand textual and informational structures and perceive connections between ideas. Graphic Organizers can also support comprehension and help students reflect on which parts of a text are most important. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses.

Quick Writes: A form of freewriting, quick writes are spontaneous, stream-of-consciousness responses to a single issue or related issues (Fulwiler 1987).

Reciprocal Teaching: Reciprocal teaching entails taking turns leading a discussion on a reading selection with the intention of helping oneself and others understand and retain the author's main points; it involves guiding the group toward reasonable predictions, important questions, essential clarifications or explanations, and coherent summaries. See Schoenbach, Greenleaf, Cziko & Hurwitz (1999) and Burke (2000) for examples of classroom uses. Also see Palincsar and Brown (1984) and Palincsar and Brown (1986).

Rereading or Repeated Reading: Rereading increases comprehension and raises readers' confidence, especially with challenging texts. It also helps less skillful readers develop fluency. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses.

Say, Mean, Matter: This strategy is the process of answering three questions as they relate to a reading selection: What does it say? What does it mean? What/Why does it matter? The purpose of this exercise is to encourage students to move beyond literal-level thinking (Blau 2003).

SQP2RS: This is the process of Surveying (previewing a text or part of a text), Questioning (listing 2-3 questions that you think will be answered by reading this text), Predicting (stating 3-4 things you think will be learned by reading this text and then having the class narrow the list of questions to focus on 3-4), Reading (reading the assigned text), Responding (confirming and negating predictions; answering the questions already generated and asking new ones; and discussing the text with the class), and Summarizing (either orally or in writing). See Vogt (2002) and Echevarria et al (2004).

Talking to the Text/Annotating the Text/Highlighting: Writing responses and questions in the margins, underlining, and highlighting key ideas are all ways of getting readers more engaged with ideas in the text. These ways of interacting with the reading material help activate students' prior knowledge and support comprehension. See Jordan, Jensen, & Greenleaf (2001) and Burke (2000) for examples of classroom uses. Also see Davey (1983).

Think Aloud: Narrating the thought process while reading a passage aloud can help students externalize points of confusion, articulate questions about the text or its content, and make connections between the text and students' background knowledge and life experience. "Think alouds" help make our internal thinking processes observable. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses. Also see Kucan & Beck (1997) for a review of the research.

Works Cited

Blau, Sheridan. *The Literature Workshop: Teaching Texts and their Readers.* Portsmouth, NH: Heinemann, 2003.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook, 2000.

Cunningham, Patricia, Dorothy Hall, and James Cunningham. *Guided Reading the Four Blocks Way*. Greensboro, NC: Carson-Dellosa, 2000.

Davey, Beth. "Think aloud—modeling the cognitive processes of reading comprehension." *Journal of Reading,* 27 (1983): 184-193.

Echevarria, Jana, MaryEllen Vogt, and Deborah Short. *Making Content Comprehensible For English Learners: The SIOP Model*. Boston: Allyn & Bacon, 2004.

Fulwiler, Toby. *The Journal Book*. Portsmouth, NH: Boynton/Cook, 1987.

Jordan, Merean, Rita Jensen, and Cynthia Greenleaf. "Amidst Familial Gatherings." *Voices from the Middle,* 8.4 (2001):15-24.

Kucan, Linda. and Isabel L. Beck. "Thinking Aloud and Reading Comprehension Research: Inquiry, Instruction and Social Interaction." *Review of Educational Research,* 67.3 (1997): 271-299.

Palincsar, Annemarie Sullivan and Anne L. Brown. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction,* 1 (1984): 117-175.

---. "Interactive Teaching To Promote Independent Learning From Text." *The Reading Teacher*, Apr. 1986: 771-777.

Schoenbach, Ruth, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz. *Reading For Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. SF: Jossey-Bass, 1999.

Vogt, Mary Ellen. "Content Learning for Students Needing Modifications: An Issue of Access." *Creativity and Innovation in Content-Area Teaching.* Eds. Maureen McLaughlin and Mary Ellen Vogt. Norwood, MA: Christopher Gordon Publishers, 2002. 329-351.

APPENDIX B: KEY ASSIGNMENT WORDS

Analyze	Break the issue or problem into separate parts and discuss, examine, or interpret each part and the relationships between them. Sometimes this involves looking carefully at causes and effects.
Analyze the **Argument and the Conclusion**	Look at the truth and persuasiveness of the reasons given for a position and the degree to which the conclusion is justified based on these reasons.
Compare and Contrast	Describe the similarities and differences between two objects, situations, or ideas. Sometimes this involves a before and after comparison.
Define	Tell what a particular word or term means in your essay. Usually, this is not a dictionary definition, but rather clarifies how you are using the term.
Describe	Give a detailed account, naming characteristics, parts, or qualities.
Discuss	This is a general term that covers explanations, reasoning, pro and con arguments, examples, analysis, etc.
Evaluate	This term literally means to determine the "value" of something, to discover how good or bad something is. It usually means that you should argue that something is good or bad and then discuss your reasoning.
Explain	Help your reader understand the reasoning behind your position by showing the logical development in step-by-step fashion. You might also be asked to show how something works or how to do something.
Illustrate	In a writing prompt, this usually does not mean to draw pictures. Instead, it means to give examples.
Prove	This usually means that you should support your opinion with facts and arguments.
State	Tell the reader your opinion strongly and concisely.

APPENDIX C: PREWRITING STRATEGIES

Brainstorming: Based on free association, the act of making a list of related words and phrases.

Clustering/Webbing: The process of "mapping" any ideas that come to mind on a specific topic. It involves writing a key word or phrase in the center of a page and drawing a circle around it, then writing down and circling any related ideas that come to mind and drawing lines to the words that prompted the new words.

Discussing: Talking to another person about your subject matter and grappling aggressively with ideas in the process.

Freewriting: Based on free association, the strategy of writing for a brief period of time about anything that comes to your mind.

Outlining: Listing the main ideas and details related to your subject in the order that you will probably address them.

Questioning: The process of asking questions that will generate new ideas and topics. This process is often based on the five Ws and one H: Who? What? Why? Where? When? and How?

Scanning: Scanning and spot reading to specifically generate ideas and form opinions.

APPENDIX D: EVALUATION FORM

Based on the CSU English Placement Test (EPT)

Part I: Revising Checklist—Circle the appropriate categories.

	Superior	**Strong**	**Adequate**	**Marginal**	**Weak**	**Very Weak**	**Comments**
Response to the topic	Addresses the topic clearly and responds effectively to all aspects of the task.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others.	Addresses the topic, but may slight some aspects of the task.	Distorts or neglects aspects of the task.	Indicates confusion about the topic or neglects important aspects of the task.	Suggests an inability to comprehend the question or to respond meaningfully to the topic.	
Understanding and use of the assigned reading	Demonstrates a thorough critical understanding of the assigned reading in developing an insightful response.	Demonstrates a sound critical understanding of the assigned reading in developing a well-reasoned response.	Demonstrates a generally accurate understanding of the assigned reading in developing a sensible response.	Demonstrates some understanding of the assigned reading, but may misconstrue parts of it or make limited use of it in developing a weak response.	Demonstrates very poor understanding of the main points of the assigned reading, does not use the reading appropriately in developing a response, or may not use the reading at all.	Demonstrates little or no ability to understand the assigned reading or to use it in developing a response.	
Quality and clarity of thought	Explores the issues thoughtfully and in depth.	Shows some depth and complexity of thought.	May treat the topic simplistically or repetitively.	Lacks focus or demonstrates confused or simplistic thinking.	Lacks focus and coherence, and often fails to communicate its ideas.	Is unfocused, illogical, or incoherent.	
Organization, development, and support	Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.	Is well organized and developed, with ideas supported by appropriate reasons and examples.	Is adequately organized and developed, generally supporting ideas with reasons and examples.	Is poorly organized and developed, presenting generalizations without adequate support, or details without generalizations.	Has very weak organization and development, providing simplistic generalizations without support.	Is disorganized and undeveloped, providing little or no relevant support.	
Syntax and command of language	Has an effective, fluent style marked by syntactic variety and a clear command of language.	Displays some syntactic variety and facility in the use of language.	Demonstrates adequate use of syntax and language.	Has limited control of syntax and vocabulary.	Has inadequate control of syntax and vocabulary.	Lacks basic control of syntax and vocabulary.	
Grammar, usage, and mechanics (See list on back for details)	Is generally free from errors in grammar, usage, and mechanics.	May have a few errors in grammar, usage, and mechanics.	May have some errors, but generally demonstrates control of grammar, usage, and mechanics.	Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.	Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.	Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.	

Part II: Editing Checklist

Problem	Questions	Comments
Sentence Boundaries	Are there fragments, comma splices, or fused sentences?	
Word Choice	Are word choices appropriate in meaning, connotation, and tone?	
Verb/Subject Agreement	Do main verbs agree with the subject in person and number?	
Verb Tense	Is the tense appropriate to the topic and style? Does the writing shift back and forth from present to past inappropriately?	
Word Forms	Are any parts of verb phrases missing or incorrect? Are verb endings correct? Do other words have correct endings and forms?	
Noun Plurals	Do regular plurals end in "s"? Are irregular plurals correct? Are there problems with count and non-count nouns?	
Articles	Are articles (a, an, and the) used correctly? (Note: Proper nouns generally don't have an article, with exceptions like "the United States" and "the Soviet Union," which are more like descriptions than names.)	
Prepositions	Are prepositions used the way a native-speaker of English would naturally use them? (Note: It is difficult to learn prepositions through definitions or rules. They have to be acquired through seeing or hearing them in use.)	
Spelling	Are words spelled correctly?	
Punctuation	Are periods, commas, and question marks used correctly? Are quotations punctuated correctly? Are capital letters used appropriately?	
Pronoun Reference	Does every pronoun have a clear referent? (Note: Pronouns without referents, or with multiple possible referents, create a vague, confusing style.)	
Other Problems	Are there other important problems not on the list?	

APPENDIX E: HOLISTIC SCORING GUIDE

(Based on the English Placement Test criteria)

The categories of each score are consistent with the following legend:
a. = response to the topic
b. = understanding and use of the passage
c. = quality and clarity of thought
d. = organization, development, and support
e. = syntax and command of language
f. = grammar, usage, and mechanics

Score of 6: Superior

A **6** essay is superior writing, but may have minor flaws.
A typical essay at this level is characterized by these features:
a. addresses the topic clearly and responds effectively to all aspects of the task
b. demonstrates a thorough critical understanding of the passage in developing an insightful response
c. explores the issues thoughtfully and in depth
d. is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples
e. has an effective, fluent style marked by syntactic variety and a clear command of language
f. is generally free from errors in grammar, usage, and mechanics

Score of 5: Strong

A **5** essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader.
A typical essay at this level is characterized by these features:
a. addresses the topic clearly, but may respond to some aspects of the task more effectively than others
b. demonstrates a sound critical understanding of the passage in developing a well reasoned response
c. shows some depth and complexity of thought
d. is well organized and developed, with ideas supported by appropriate reasons and examples
e. displays some syntactic variety and facility in the use of language
f. may have a few errors in grammar, usage, and mechanics

Score of 4: Adequate

A **4** essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.
A typical essay at this level is characterized by these features:
a. addresses the topic, but may slight some aspects of the task
b. demonstrates a generally accurate understanding of the passage in developing a sensible response
c. may treat the topic simplistically or repetitively
d. is adequately organized and developed, generally supporting ideas with reasons and examples
e. demonstrates adequate use of syntax and language
f. may have some errors, but generally demonstrates control of grammar, usage, and mechanics

Score of 3: Marginal

A **3** essay demonstrates developing competence, but is flawed in some significant way(s).
A typical essay at this level reveals *one or more* of the following weaknesses
a. distorts or neglects aspects of the task
b. demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a weak response

c. lacks focus, or demonstrates confused or simplistic thinking
d. is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations
e. has limited control of syntax and vocabulary
f. has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning

Score of 2: Very Weak

A **2** essay is seriously flawed.
A typical essay at this level reveals *one or more* of the following weaknesses:
a. indicates confusion about the topic or neglects important aspects of the task
b. demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all
c. lacks focus and coherence, and often fails to communicate its ideas
d. has very weak organization and development, providing simplistic generalizations without support
e. has inadequate control of syntax and vocabulary
f. is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning

Score of 1: Incompetent

A **1** essay demonstrates fundamental deficiencies in writing skills.
A typical essay at this level reveals *one or more* of the following weaknesses:
a. suggests an inability to comprehend the question or to respond meaningfully to the topic
b. demonstrates little or no ability to understand the passage or to use it in developing a response
c. is unfocused, illogical, or incoherent
d. is disorganized and undeveloped, providing little or no relevant support
e. lacks basic control of syntax and vocabulary
f. has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning

Readers should not penalize ESL writers excessively for slight shifts in idiom, problems with articles, confusion over prepositions, and *occasional* misuse of verb tense and verb forms, so long as such features do not obscure meaning.

Assignment Sheet

Name_____e-mail_____

Subject area_____ School_____

_____ (15) Literacy Autobiography

_____ (10) Reading Responses #1_____, # 2_____, #3_____, #4_____, #5_____

_____ (30) Literacy Lesson Plans

_____ (30) Literacy Case Study

_____ (10) Taskstream Porfolio Reflection TPE# 3

_____ (5) Attendance and Performance on Effective Teacher Attributes