

California State University San Marcos
COLLEGE OF EDUCATION

EDSS 521 – Literacy in the Secondary School (3 credits)
Fall 2005: Evening/Part-time Cohort (CRN: 41442)

Michelle Mullen, M.Ed.

mmullen@csusm.edu

(760) 750-8227

University Hall: Room 422B

Office Hours: before and after class and on Thursday's 10:00-12:00

Class Meets: Tuesday 5:30-8:30

Academic Hall 407

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 California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See "Authorization to Teach English Learners Competencies." *(approved by CCTC in SB 2042 Program Standards, August 02)*

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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.

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?

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 districts 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. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential (A full-text version of the TPE descriptions can be downloaded from the CoE webpage: www.csusm.edu/COE). The following TPE's are addressed in this course, and the ones with *'s next to them will be evaluated via your TaskStream reflections (see assignment description):

Primary Emphasis

TPE 1b - Subject Specific Pedagogical Skills
TPE 3 - Interpretation and Use of Assessments*
TPE 4 - Making Content Accessible
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

Secondary Emphasis:

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

Required Texts

EDSS 521 Course Reader: Purchased at Copyserve, 754 S. Rancho Santa Fe. Rd. San Marcos, CA 92078, 760-599-9923

Fisher, D. & Frey, N. (2004). *Improving adolescent literacy: strategies at work*. Pearson, Merrill, Prentice Hall: Upper Saddle River, NJ.

www.taskstream.com (2004). Web page access for assessment/reflection of TPE's. Subscription required each semester. Will be used by most courses in the program.

Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Stenhouse Publishers, Portland, Maine.

Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications)

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.

The *Successful Inclusive Teaching* book by Joyce Choate will also be used (from your EDSS 511 class).

Optional Texts

Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse Publishers

Other Texts You Might Find Useful (Ask for ordering information)

- California Dept. of Education (2000). *Strategic teaching and learning: standards-based instruction to promote content literacy in grades 4-12*.
- Herrell, Adrienne L. (2000). *Fifty strategies for teaching English language learners*. New Jersey: Prentice-Hall, Inc.
- Lenski, Susan Davis, Wham, Mary Ann, Johns, Jerry L. (1999). *Reading & learning strategies for middle & high school students*. Dubuque, IA: Kendall/Hunt.
- Schoenbach, Ruth, et.al. (1999). *Reading for understanding: a guide to improving reading in middle and high school classrooms*. San Francisco: Jossey-Bass.

Assignments

- **Highly Effective Teacher Attributes:** Ongoing evaluation of these attributes will be made via self-evaluation and instructor observation.
- **Reading Responses/Participation (R & P):** 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 different strategies designed to “hold your thinking.” Most of the strategies will come from your texts. **NOTE: 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 (based on students’ needs). Quality and mastery are always preferred to quantity. We are using many different strategies over the course of the semester so you can learn, practice, and form an opinion about a variety of strategies. **(Supports all principles)**
- **Lesson Design and Strategy Presentations:** On your own and with a small group, you will be responsible for developing and presenting/modeling writing and reading strategies to your colleagues, demonstrating their use in your particular content area. The strategies will come from our texts but you will need to put them in the context of your content area. One of these presentations will highlight a specific aspect of a lesson you design with subject matter text, and the other will focus on a scaffolded writing assignment. Additional information about these assignments can be found on WebCT and will be discussed in class. **(Principles 2, 3, 5, 6)**
- **Literacy Case Study:** 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. Additional information about this assignment can be found on WebCT and will be discussed in class. **(All principles)**
- **Reflective Paper:** You will write one reflective paper at the beginning of class that is a 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. Additional information about the literacy autobiography can be found on WebCT and will be discussed in class. **(Principles 1, 3, 6)**
- **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.

Recap of Assignment Weights and Due Dates

| Assignment | Points | Due Date |
|--|--------|---|
| Highly Effective Teacher Attributes | 10 | Ongoing evaluation; self-eval. end of class |
| Reading Responses/Participation | 15 | Ongoing every week—see calendar |
| Literacy Autobiography | 10 | Rough draft due: 9/6 Final draft due: 9/20 |
| Reading Lesson Design and Strategy Presentation | 20 | 11/1 |
| Scaffolded Writing Lesson | 15 | 11/29 and 12/6 |
| Literacy Case Study | 25 | Notes due: 10/18 Rough draft due: 11/1 Final draft due: 11/15 |
| TPE 3 | 5 | Rough draft due: 12/6 Final posted: 12/13 |

Summative Assessment Criteria for EDSS 521

“A” teacher candidates:

1. complete ALL assignments thoroughly, thoughtfully, and professionally, earning 90-100% of available points for the course.
2. meet attendance requirements (miss fewer than 2 classes—see attendance policy below).
3. demonstrate a solid understanding of the core principles and an ability to transfer that understanding to their classroom instruction. These teacher candidates are especially effective at planning and/or using literacy strategies as a means for improving content area learning and increasing students’ literacy skills.
4. demonstrate high levels of responsible and professional behavior and work habits as detailed in the “Effective Teacher Attributes” and continually works to improve these affective skills.

“B” teacher candidates:

1. complete ALL assignments, usually thoroughly, thoughtfully, and professionally, earning 80-89% of available points for the course.
2. meet attendance requirements (miss fewer than three classes) (see attendance policy below).
3. demonstrate an increased understanding of the core principles and an ability to generally transfer that understanding to their classroom instruction. These teacher candidates can adequately plan for the use of some literacy strategies in their content area.
4. demonstrate reasonable levels of responsible and professional behavior and work habits as detailed in the “Effective Teacher Attributes.” May be content with current level of performance or not fully cognizant of or pro-active about improving these affective skills.

“C” teacher candidates:

1. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, earning 70-79% of available points for the course OR fail to complete ONE major assignment.
2. meet the minimum attendance requirements (see attendance policy below).
3. demonstrate some understanding of the core principles and some ability to transfer that understanding to their classroom instruction. It isn’t clear, however, that these teacher candidates are prepared to adequately implement literacy strategies in their content area.
4. may demonstrate inconsistent levels of responsible and professional behavior and work habits as detailed in the “Effective Teacher Attributes.” May have several attributes that require significant improvement.

“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.

GRADING NOTES

- Students falling in between grade levels will earn a + or – at the instructor’s discretion, 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.

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

Attendance

CoE Policy: Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. 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.

Instructor Application of the Policy: If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

***The Maintenance and Development of Positive Teacher Behaviors
in the College of Education Courses***

(These are the AFFECTIVE objectives for our single subject courses.)

Purpose/Rationale

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

Exceeds expectations (4): Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples)

Meets expectations (3): Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist)

Below expectations (2): Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted)

Well below expectations (1): Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area)

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

Tentative Calendar (Subject to Change)

| Date | Topic | Reading Assignment Due (on date listed) | Assignment Due (on date listed) |
|-----------------|---|---|---|
| #1: 8/30 | <ul style="list-style-type: none"> • Introductions • Literacy and content teaching • Read aloud protocol | <ul style="list-style-type: none"> ◆ Download, print, read, and bring syllabus to class. | <ul style="list-style-type: none"> ◆ Bring all texts for the course ◆ Bring syllabus questions to class |
| #2: 9/6 | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Autobiography reader response • Reading processes | <ul style="list-style-type: none"> ◆ “Chapter 2: The Learner’s Club” (From <i>Insult to Intelligence</i>, 1990 by Frank Smith)—available on WebCT mail as an attachment—check your “In” box. ◆ Reader: <i>Writing to Learn Mathematics</i> pg. 19 and pg. 26 ◆ Fisher & Frey, Ch. 3 | <ul style="list-style-type: none"> ◆ R & P #1: Pre-instruction survey and course principles self-evaluation (on WebCT: “Assignments”—Assessment section) ◆ Literacy autobiography rough draft (see assignment details on WebCT) ◆ R & P #2: Smith: Complete the G.I.S.T. handout (WebCT, “Assignments,” “Reading Response”) for the Smith reading. Bring completed handout to class. |
| #3: 9/13 online | <ul style="list-style-type: none"> • The adolescent reader <p>No face-to-face class meeting. Between 9/6 and 9/20, complete the designated assignments online.</p> <p>Note: the reading and writing for 9/20 is heavy. Use this time to work on those assignments as well.</p> | <ul style="list-style-type: none"> • Download, print, and read the <u>full text</u> (NOT the outline version) of <i>Adolescent literacy: A position statement for the commission on Adolescent Literacy of the International Reading Association</i>. www.reading.org | <ul style="list-style-type: none"> ◆ BEFORE you read the position statement: Reflect on what you know about adolescents from your summer classes and from your experiences knowing and working with them. Write a brief response to this question (1-2 paragraphs): What do adolescents need from me as a teacher and adult mentor to help them be part of the “learner’s club”—to be actively “literate” in our world—and academically successful? ◆ WHILE you read the position statement: Make notes in the margins or use post-it notes to record your impressions, connections, questions, and ideas related to your content area. ◆ R & P #3, 4, 5: AFTER you read: Go to the WebCT discussion board and identify at least three of the principles (from the position statement) to which you want to respond. For EACH of your three responses you should include your thoughts, ideas, and/or questions about that principle, including anything from your “BEFORE” thinking that has been affirmed or |

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| | | | <p>changed, and some examples of how you might actually bring that principle to life in your classroom or at your school as a teacher.</p> <ul style="list-style-type: none"> ◆ Please review the other postings on the discussion board for each of your three principles (before you write your posting) so you can write your response as an “extension” of the thinking already posted rather than as an “isolated” response. Work to build on others’ ideas. |
| #4: 9/20 | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Reading comprehension • Assessing students’ reading/content skills • Intro. case study | <ul style="list-style-type: none"> ◆ Tovani, Ch 1, 2, 6, 8 ◆ Choate, Ch. 5 ◆ Download, read, and bring in case study assignment (WebCT, “Assignments”) | <ul style="list-style-type: none"> ◆ R & P #6: Create two visuals: one that depicts what good readers do when they read, and one that depicts “fix-up” strategies to use when comprehension breaks down (both from Tovani). Your visuals should help you understand and remember these points. ◆ R & P #7: Based on all the readings this week, create some kind of glossary or strategies list (possibly modeling after one of the organizers from your reading) to record and organize the various reading/thinking strategies you’ve read about. Your document should include not only the name of each strategy, but also some explanation of its purpose and how you might use it related to your content area. This should be a ready reference for you to consult as you develop lessons that require students to read a text. Be sure you organize your document so it serves that function well for you. ◆ Literacy autobiography due (original and revision) with an explanation of how you revised. |
| #5: 9/27 | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Assessing texts • Making texts accessible | <ul style="list-style-type: none"> ◆ Tovani, Ch. 3, 4, 5 ◆ Fisher & Frey, Ch. 1, 2 ◆ Excerpt from Lenski text: Appendix C and D (WebCT) | <ul style="list-style-type: none"> ◆ R & P #8: Add to your glossary/list/organizer from last week, adding strategies from all of this week’s reading. ◆ R & P #9: Apply the readability formula to a portion of your textbook or non-fiction text to determine its readability level AND create a cloze exercise from one of your content area texts. ◆ Bring content area text to class |

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| <p>#6: 10/4</p> | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Organizing thinking • Vocabulary building • Re-visit case study | <ul style="list-style-type: none"> ◆ Fisher & Frey, Ch. 5, 6, 7 ◆ [For those with optional Allen text: any part of it, but especially the beginning 1-2 chapters] | <ul style="list-style-type: none"> ◆ R & P #10: Add to your glossary/list/organizer, adding strategies from all of this week’s reading. ◆ R & P #11: As you think about using notetaking, graphic organizers, and vocabulary building strategies in your content area, how might you do these things strategically? In other words, how do you build in these key teaching methods in ways that cause and reinforce student learning and make your content area more accessible? ◆ Bring content area text to class. ◆ Bring case study questions, if any. |
| <p>#7: 10/11</p> | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Vocabulary (cont.) • Inquiry strategies • Supporting English Language Learners • Developing a scaffolding “frame” | <ul style="list-style-type: none"> ◆ Fisher & Frey, Ch. 4 ◆ ELL content-area article: www.ncela.gwu.edu/pubs/resource/ells/language.pdf (replace “language” with “science”, “math”, “social” for other content areas) Spanish: use “language” article. | <ul style="list-style-type: none"> ◆ R & P #12: BEFORE reading F & F: Complete the vocabulary rating chart (WebCT “Assignments,” “Reading Response”) ◆ WHILE reading F & F: Check the accuracy of your definitions and examples and revise as needed or add what you didn’t know. ◆ AFTER reading F & F: Complete the processing questions after the rating chart and bring your chart and answers to class with you for comparison and discussion. ◆ R & P #13 (ELL articles): Respond to the prompt on the WebCT discussion board for your content area, identifying challenges and strategies for working with second language learners. ◆ Bring content area text to class. |
| <p>#8: 10/18</p> | <ul style="list-style-type: none"> • Word wall: _____ • Case study writing discussions • Support through groups and talk • Lesson design intro. | <ul style="list-style-type: none"> ◆ Tovani, Ch. 7 ◆ Fisher, Ch. 9 ◆ Choose a text focus for your first lesson design. It could be something from a textbook or a SHORT piece of fiction or non-fiction text that you envision using in the course of a unit. If you’re thinking about a novel, it’s okay to have a section of the novel as your focus (i.e. a chapter). Read this selection so you are | <ul style="list-style-type: none"> ◆ Case study notes ◆ R & P #14: Knowing what you already know about cooperative and collaborative learning and adding the information from the Tovani and Fisher reading, describe how you would use student talk and small group activities to support learning in your content area classroom. Be specific about the ways you envision this; spend time thinking about it before you write. It might |

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| | | <p>very familiar with it and bring it to class.</p> <ul style="list-style-type: none"> ◆ Download, print, read, and bring lesson design assignment (WebCT “Assignments”) | <p>be useful to record your initial thoughts on this question BEFORE you read and to then focus on ideas that come to you WHILE you read (recording your ideas in the margins). It can make for more insightful and creative ideas AFTER you read.</p> |
| #9: 10/25 | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Lesson Development | | <ul style="list-style-type: none"> ◆ Bring lesson materials to class. ◆ Work on case study—rough draft due 11/1. |
| #10: 11/1 | <ul style="list-style-type: none"> • Lesson strategy presentations • Case study reader response groups • Intro. writing across content areas | <ul style="list-style-type: none"> ◆ Fisher & Frey, Ch. 8 | <ul style="list-style-type: none"> ◆ Lesson plan due ◆ Case study rough draft ◆ R & P #15: TBD |
| #11: 11/8 | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Writing in the content areas | <ul style="list-style-type: none"> ◆ Reader: <i>Writing to Learn</i> pg. 1, 6, and 12 PLUS selected chapter handed out in class ◆ Reader: <i>Real Reading, Real Writing</i>, “Slipping Writing Into the Content Area” pg. 30 | <ul style="list-style-type: none"> ◆ R & P #16: TBD |
| #12: 11/15 | <ul style="list-style-type: none"> • Read aloud: _____ • Word wall: _____ • Case study implications • Writing in the content areas • Lesson design introduction | <ul style="list-style-type: none"> ◆ Reader: <i>Real Reading, Real Writing</i>, “Purposeful Writing to an Audience” pg. 43 ◆ Reader: “Alternative Approaches to the Research Paper” pg. 63 ◆ Choate: Ch. 8 | <ul style="list-style-type: none"> ◆ Case study final draft with all work attached (see assignment description) ◆ R & P #17: TBD |

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| <p>#13: 11/22</p> | <ul style="list-style-type: none"> • Read Aloud: _____ • Word wall: _____ • Lesson design preparation | <ul style="list-style-type: none"> • Reader: <i>Inside Out</i>, “Grading and Evaluating” • Download, read, print, bring lesson design assignment (writing) (WebCT “assignments”) | <ul style="list-style-type: none"> ◆ Bring lesson materials. |
| <p>#14: 11/29</p> | <ul style="list-style-type: none"> • Word wall: _____ • Lesson strategy presentations • Testing issues—reading and writing | <ul style="list-style-type: none"> ◆ Fisher & Frey, Ch. 10 | <ul style="list-style-type: none"> ◆ Lesson strategy presentation and group evaluation ◆ R & P #18: TBD |
| <p>#15: 12/6</p> | <ul style="list-style-type: none"> • Strategy presentations • Feedback on TPE 3 | <ul style="list-style-type: none"> ◆ Tovani, Ch. 9 | <ul style="list-style-type: none"> ◆ Lesson strategy presentation and group evaluation. ◆ Rough draft for TPE 3 ◆ R & P #19: What lingering questions do you have about how to support students’ literacy growth and how to use literacy strategies to support student learning in your content area? |
| <p>#16: 12/13 6:15-8:15 (final exam schedule)</p> | <ul style="list-style-type: none"> • Content area reflection & connections • Course evaluation | | <ul style="list-style-type: none"> ◆ Revised TPE 3 posted to TaskStream ◆ Course self-assessment: Teacher Attributes and Literacy Principles |

Assignment Tracking Sheet

Name _____ E-mail _____

Subject area _____ School _____

_____ (15) Reading Responses/Participation

#1 _____ # 2 _____ #3 _____ #4 _____ #5 _____ #6 _____ # 7 _____ #8 _____ #9 _____

#10 _____ # 11 _____ #12 _____ #13 _____ #14 _____ #15 _____ # 16 _____ #17 _____

#18 _____ # 19 _____

_____ (10) Literacy Autobiography

_____ (20) Reading Lesson Design and Strategy Presentation

_____ (15) Scaffolded Writing Lesson Design and Presentation

_____ (25) Literacy Case Study

_____ (5) Taskstream Porfolio Reflection TPE# 3

_____ (10) Performance on Effective Teacher Attributes

_____ (100) **Total**