SAN DIEGO STATE UNIVERSITY

Teacher Education 933: Teaching Reading in Secondary School

COURSE SYLLABUS: Spring 2016
3 Units

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Office Hours: Before and after class and by appointment

COURSE OVERVIEW
The purpose of this course is for students to learn to create effective integrated literacy experiences for all secondary students in every discipline. An important focus of the class is the development of discipline-specific and academic language. Special emphasis will be placed upon the Common Core State Standards and their role in disciplinary literacy in every subject area. While many instructional strategies will be discussed, the following will be of particular importance: Questioning, Anticipatory Activities, Shared Reading/Analytic Comprehension, Graphic Organizers, Writing to Learn, Academic Language and Vocabulary Development, Notetaking/Notemaking and Close Reading. Consideration of student strengths and areas of need is essential in reading, writing, and language instruction in the disciplines. Therefore, this course will focus on engagement, assessment, and instruction of diverse learners, especially English Language Learners. This course is also designed to reflect your own literacy practices through outside readings, online learning, class activities, and discussions.

STUDENT COMPETENCIES AND OUTCOMES
The student will be able to:

| Teach their students effective strategies for accessing disciplinary reading materials, including the use of vocabulary, fluency, and comprehension strategies. | In Class Activities
| Lesson Plan Assignment
| TDB Background Knowledge
| TDB Questioning
| IRIS Module Online Assignment |
| Demonstrate knowledge of academic language acquisition for first and second language students. | In Class Activities
| Lesson Plan Assignment
| ESA Close Reading Assignment
| TDB CCSS Assessment Tasks
| IRIS Module Online Assignment |
| Align content instruction with the California Standards for each curriculum area, English Language Development Standards, and the Common Core State Standards. | Lesson Plan Assignment
| ESA Close Reading Assignment |
| Demonstrate familiarity with a wide range of classroom materials (young adult literature, informational texts, textbooks, and digital and web-based resources). | In class activities
| TDB Best Practices
| ESA Close Reading Assignment |
| Discuss reading and writing processes and how they are fostered for first and second language students. | In class activities
<p>| Close Reading Analysis Template |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Assignment/Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate word study, including appropriate instruction of phonology,</td>
<td>IRIS Module Online Assignment</td>
</tr>
<tr>
<td>morphogy, and decoding, into content instruction.</td>
<td>TDB Notetaking/Notemaking</td>
</tr>
<tr>
<td>In Class Activities</td>
<td></td>
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<tr>
<td>Develop students’ interest through reading, writing, and communicating.</td>
<td>Inclass Activities</td>
</tr>
<tr>
<td>Utilize effective and flexible grouping patterns that maximize</td>
<td>TDB Best Practices</td>
</tr>
<tr>
<td>opportunities for interaction among diverse learners.</td>
<td></td>
</tr>
<tr>
<td>Administer and interpret norm-referenced, performance-based, and CCSS</td>
<td>TDB CCSS Assessment Tasks</td>
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<tr>
<td>assessments.</td>
<td>ESA Close Reading Assignment</td>
</tr>
<tr>
<td>Develop, implement, and assess content area lessons utilizing a variety</td>
<td>Close Reading Analysis Template</td>
</tr>
<tr>
<td>of literacies.</td>
<td>Lesson Plan Assignment</td>
</tr>
<tr>
<td>Analyze and create lessons reflecting close reading approaches to</td>
<td>TDB Questioning</td>
</tr>
<tr>
<td>comprehension in the disciplines.</td>
<td>Close Reading Analysis Template</td>
</tr>
<tr>
<td></td>
<td>TDB Background Knowledge</td>
</tr>
<tr>
<td></td>
<td>ESA Close Reading Assignment</td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act Policy**

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but you have not registered with Student Disability Services at (619) 594-6473 (Calculi Center, Suite 3101), please do so before making an appointment to see me.

**TEACHING PERFORMANCE EXPECTATIONS**

The components of the Teaching Performance Expectations (TPE) are covered in this course through class lectures, discussions, group interactions, readings, your field experiences, and assignments. Specific TPE experiences are identified later in the syllabus.

**REQUIRED TEXTS**

Common Core State Standards in Reading and Writing (Grades 6-12) (see BB)

California Standards for Your Discipline (see BB)

**All Students**


Optional


BLACKBOARD
Some weekly readings include articles posted on Blackboard. These are designated as BB. Most of the discussion boards/modules are accompanied by 1-2 readings that are posted in the module. Some modules also include videos that you must view. It is expected that information learned from the assigned reading(s) and videos are incorporated into your postings.

READINGS
The scope of information about the role of literacy in content learning is extensive and worthy of lifelong study. For this reason, it is beyond the scope of this class to cover all the information in the readings. However, the readings contain information essential to the knowledge base of a teacher. Therefore, outside reading is necessary in order to facilitate your learning. All assigned readings should be read prior to the scheduled dates for class coverage in order to provide background information vital for informed discussion. *It is expected that information from assigned readings and viewings will be integrated into course assignments.*

GRADING POLICY
Assignments are included within this course outline. Each assignment will be discussed during class time. All assignments:

- Should be typed;
- Should use precise terminology;
- Should reflect “People First” language;
- Require correct grammar and spelling; and
- Should be turned in on the established due date (late assignments will be marked down).

| Plagiarism will not be tolerated. Plagiarism is defined as “to steal and pass off (the ideas or words of another) as one's own; literary theft” (Merriam-Webster online dictionary). All sources of reference, including quotes, major theories, and instructional materials for lesson plans or papers must be properly cited. Plagiarism will result in a zero for the assignment and a referral to Student Affairs for possible suspension or expulsion. |

The criteria which guide grading include the following operational definitions:

**Professional Quality:** Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting. Time and attention appears to have been given this activity (carefully prepared versus being “thrown together”).

**Functional Value:** The product in its present form would serve as a useful tool (has actual teaching application). It would be useful to other similarly prepared professionals (it has communicative value).

**Progressive:** The assignment demonstrates growth in the instructional progress (objectives, instruction, assessment). Relates to the set of best practices discussed in class and in the readings.
**Completed on Time:** Assignments are due on the assigned day. Problems with the policy should be discussed and negotiated well in advance. Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor will result in lowering of your grade by one letter for each day the assignment is late. If you need an extension for an assignment, please email the instructor in advance.

**A Word about Student Privacy**
The students you will be working with are guaranteed the same right to privacy that all of us enjoy. For that reason, it is essential that identifying legal information (last names, social security numbers or student numbers) must be omitted from any document. If the document is being reproduced, this identifying information must be blacked out before turning in any assignment. This does not apply to photographs, student work samples, and the use of the student’s first name.

**GRADING SCALE**
You will accumulate up to **100** points during the semester. At the end of the semester, those points will be assigned a transcript grade according to the following criteria:

- **90% or above**  A
- **80% - 89%**  B (89-87% = B+; 86-84% = B; 83-80% = B-)
- **70% - 79%**  C (same pattern repeated as for B)
- **60% - 69%**  D
- **59% or lower**  F

The total range of possibilities is provided in order to present a complete picture. There is no expectation that anyone will fall into the bottom 3/5ths of the scale.

**ASSIGNMENTS**
The purpose of the assignments is to develop and demonstrate competencies expected of a teacher. Assignments have been designed for you to demonstrate these competencies and to allow you to receive critical feedback regarding your ability to put knowledge into practice. The structure of the assignments of this course provides documentation to that end. Further guidelines may be distributed in class.

**ASSIGNMENTS, POINT VALUES AND DUE DATES SUMMARY**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>Online Discussions and Assignments</td>
<td>35 pts</td>
<td>2/5, 2/19, 3/5, 3/19, 4/9, 4/23, 4/30</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>15 pts</td>
<td>3/24/15</td>
</tr>
<tr>
<td>ESA: Close Reading Assignment</td>
<td>35 pts</td>
<td>5/7/15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 pts</td>
<td></td>
</tr>
</tbody>
</table>

1. **Active Class Participation (up to 15 points)**
   Attendance is assumed in this course, as the face-to-face interaction is of value to you and every member of the class. In addition, I learn about you through class discussions and your work with others. While certain circumstances may warrant an “excused” absence, students are required to inform the course
instructor if unable to attend any given class, whether face-to-face or online. This should happen via email before the class. Activities will be completed in class throughout the semester and will be applied to the participation grade.

2. Responding to reflective questions/online assignments (7 topics x 5 points each = 35 points possible)
Throughout the course, you will write responses to prompts related to our areas of study. These will be posted on the Blackboard discussion board, and you are expected to integrate information from the assigned readings/viewings into your responses. For online discussions, you are required to post one response to the discussion question, as well as two follow-up responses to your classmates unless otherwise specified. A rubric describing the criteria for Threaded Discussion Board (TBD) postings appears at the end of this syllabus. These postings are due by midnight on the due date. Since the intent of this strategy is to engage with new material and access prior knowledge, late assignments cannot be accepted.

TDB CCSS Assessment Tasks due midnight 2/5/15
TDB Background Knowledge due midnight 2/19/15
TDB Questioning Discussion Board and dependent questions upload due midnight 3/5/15
Close Reading Analysis Template due midnight 3/19/15
IRIS Module Assignment due midnight 4/9/15
TDB Notetaking due midnight 4/23/15
TDB Best Practices due midnight 4/30/15

TPEs Addressed
TPE #4: Making Content Accessible: Candidates incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum.
TPE #5: Student Engagement: Candidates ensure equitable and active participation and ensure that students understand what they are to do during instruction and monitor progress.
TPE #6B and 6C: Developmentally Appropriate Practices in Grades 4-8 and 9-12: Candidates build on students’ command of basic skills and understandings and establish intellectually challenging academic expectations.
TPE #7: Teaching English Learners: Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.
TPE #8: Learning about Students: Candidates draw upon an understanding of patterns of child and adolescent development to understand their students.
TPE #9: Instructional Planning: Candidates plan instruction that is comprehensive in relation to the subject matter and in accordance with state content standards.

3. Putting It All Together: Lesson Plan for Disciplinary Literacy (1 lesson x 15 points) Due March 26, 2015
An important measure of your growth as an educator is your ability to translate theory into practice. The research base and pedagogy of effective literacy development will be explored through class discussions and assigned readings. The instructor will model lessons from a variety of disciplines and grade levels. You MUST teach your lesson. You will develop and teach a lesson for one of the following strategies: KWL, Anticipation Guide, Semantic Feature Analysis, Semantic Mapping, RAFT, 4 Square Word Card, Word Sort, Frayer Model, Questioning, a Graphic Organizer of your choice, or another strategy of your choice WITH MY APPROVAL. Each lesson will include the following:
A lesson plan created using the planning format presented by your block leader.

The incorporation of a think aloud as part of the lesson procedures found under the modeling step of the GRR model.

A discussion of the implementation of the lesson, including reflective practice about what worked, what did not, and your next steps for your students and yourself.

TPE’s Addressed

TPE #4: Making Content Accessible: Candidates incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum.

TPE #5: Student Engagement: Candidates ensure equitable and active participation and ensure that students understand what they are to do during instruction and monitor progress.

TPE #7: Teaching English Learners: Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.

TPE #8: Learning about Students: Candidates draw upon an understanding of patterns of child and adolescent development to understand their students.

TPE #9: Instructional Planning: Candidates plan instruction that is comprehensive in relation to the subject matter and in accordance with state content standards.

TPE #11: Social Environment: Candidates develop and maintain clear expectations for academic and social behavior.

ESA Close Reading including Questioning and Writing to Learn DUE May 7, 2015 (35 points)
The ESA for this class will require the development of a lesson that incorporates a Close Reading of a text appropriate to your discipline and a video of that lesson. You may want to incorporate this lesson into one or more days of your lessons for the EdTPA. Further information about the assignment will be provided in class and on BB.

Except for the final ESA, you are not required to turn anything into me on the ESA pacing dates; these are merely suggested dates for you to use to organize and pace this project. I am happy to read your project as it evolves and give you feedback, but this is not a requirement.

TPEs Addressed
TPE #1-11: This assignment incorporates evidence from all TPEs and allows the candidate to demonstrate his/her ability to engage secondary school students in meaningful instruction.

ESA: Analytic Comprehension through Close Reading

Analytic Comprehension is a critical component of the new Common Core State Standards, which mandate literacy instruction in every discipline. A close reading which involves analytic thinking allows students to have an intimate encounter with a short, challenging text in ways that engage them in the critical comprehension required for school and career success. Prior to assigning or asking students to engage in a close, independent reading they must be taught how to read closely. This can happen as you conduct a think aloud showing how to do a close reading of a text. Preparing them to conduct a Close
Reading involves explaining how this strategy can support their comprehension.

It also involves preteaching them to annotate a text, which is a practice that proficient readers use on a regular basis. Proficient readers annotate for many reasons. They often circle or underline words they find confusing. They use punctuation like question marks and exclamation marks to denote their questions or information they find surprising. They include arrows to make connections between and among points that signify relationships. They circle big ideas, and write examples next to them. If an author is providing multiple arguments or details, good readers may add numbers to track these ideas. They also often rewrite a phrase that was initially confusing but one they stuck with long enough to figure out.

During a Close Reading, students read and reread a text multiple times to deepen their understanding. You may teach a close reading lesson in a single period or over several days, which is preferable. In addition, this may be a component of your EdTPA assignment if you so choose. Steps in creating your close reading lesson are outlined below:

1. **Select a Text for your Close Reading and Complete the Text Complexity Rubric.** The selected text or passage from a text should be short and somewhat challenging. For example it could be a few paragraphs or a page from the novel *War and Peace*, a primary source document in social studies, a subsection from a chapter in a science text, or a math problem. Select shorter pieces of text for instruction because learning to do a close reading can be time-consuming. Selections that are typically between three and ten paragraphs work well for practicing the analytic skills required of sophisticated readers. Once students have been taught to do a close reading, they can practice close reading with longer texts. In addition to teaching students to understand the information in the passage you want them to learn the how to conduct a close reading and the importance of doing so, that is, it’s effect on their understanding. Because of this you may want to select a passage, a text, or a problem they have previously had difficulty comprehending.

2. **Creating a Lesson Plan for your Close Reading**
   a. In designing your lesson ask yourself: What content information am I hoping the students learn? and Do the questions I ask cause them to gain this understanding by returning to the text to explore the significance of specific individual words; a phrase; a sequence of ideas, events, or processes; or the relationship between two characters or historical people, laws, or times? As part of a close reading, students must read and reread the selected text several times. This requires students to expand their purposes for each repeated reading.
   b. Design the questions you plan to ask. These questions should be text-dependent which means that the answers may be explicitly stated in the text or deduced from evidence presented in the text. Identify what type of question it is, and also how each relates to your instructional purpose. For example does the literal level question ask them to define a word, and if so how the next question might cause them to make an inference between a stated and an implied concept in which the newly learned word is significant. Include these questions in your lesson plan.
   c. Be sure that your lesson requires students to 1) read and reread with a purpose to further analyze, clarify, question, confirm, etc, 2) annotate the text, 3) engage in frequent partner talk, 4)
provide text based evidence for their answers, and 5) write in response to a critical thinking question. Be sure that your questions do not become a question and answer session with you dragging the students through your interpretation. Doing so would cause them to see the text only through your eyes. This defeats the purpose of a close reading. Your lesson plan needs to be more detailed than usual in order to include the information described herein.

Steps in a Close Reading

Initial Reading (Read with a Pencil/Annotating)

The teacher begins by providing a brief overview of the lesson purpose (to analyze the actions of the primary character, to identify the cause of a critical historical event) and students read the text silently or you read it with them. Be careful not to frontload so much information that there is no cognitive investigation left for the students to do.

- Send students into the text with a purpose. For example, read to understand the internal thinking of the character and highlight the language used to show this or read to understand the causes of …and highlight the sequence used to illustrate this. Another example would be to Note the hypothesis being posed by the author. Highlight the words that show that it is implicitly or explicitly shared.

- Tell students that as they read or listen to you read they should annotated the text, and highlight the parts of the text they find confusing or that address the purpose for reading, circle interesting words, and underline the words they don’t know. You might want to have them add a question mark to a confusing part. Since they are practicing, recording one or two impressions might be the way to start. Boundaries work well when teaching a specific point.

- Next they should reread and pause to write a specific question or a comment about each of their marks or annotations that identify why it was confusing.

- Next they should partner talk about their annotations with another student. They should share annotations.

- Now as a class discuss their questions. You should list these for everyone to see. Each question will most probably take them back to the text for the answer.

Next Reading

During this reading and rereading, students should be sent back into the text with other text dependent questions that relate to the purpose. This should be very conversational with the teacher using partner talk and thinking aloud about the text in ways that clarify the identified student misunderstandings.

Additional Readings

For the next reading, ask additional purpose-related, text dependent questions. Students can answer these with partners or by tables, and these questions should require them to again return to the text for evidence. Have them attempt to answer the questions, and also note what they had to do to
find the answers. They will need to go back to the text, perhaps multiple times, to reread. Come back together as a whole class to discuss answers to the selected questions, the paths they used to answer them, and their responses to closely reading and questioning a text. As you watch and listen you will be able to determine which students are learning to question the text, and which you may need to work with as a smaller group.

**Writing Activity**

The final step in the lesson will involve writing in response to a question you provide. It should require students to provide evidence based on the text.

**Next Steps: Teaching the Lesson and Creating and Critiquing a Video (20 minutes) and Posting on TaskStream**

Use the ESA rubric to critique your lesson video and also the peer lesson plan and video of one other student in your discipline.

a. Video 10 minutes of your close reading lesson. You may video one of the following lesson segments: 1) Introducing the reading without frontloading too much topical information, explaining annotation, and student responses to confusions, vocabulary issues, etc AND partner talk based on annotations OR 2) based on partner talk, you send students back to the text for deeper reading by sharing additional text dependent questions OR 3) effectively questioning students without leading them to the answers to the questions.

Use the rubric to assess your own lesson.

b. Post the entire ESA and video on Task stream.

c. View the videos of one other student in your discipline.

d. Use the rubric to assess your peer’s lesson and write a short (1/2 page) critique based on the rubric.

**Student Quick Write**

Have your students complete a quick write in which they include this information. Turn them in with your assignment. There is a template on BB for this.

Grade____________________________
Discipline__________________________
Gender_______

About how many times have you done a close reading?
What do you like about Close Reading?
What don’t you like about Close Reading?

**Reflections on the Process**

Answer the following reflective questions (1 page). Use the template on BB.

1. In your life as a student how often, and in what situations, have you done a close reading?
2. As a student teacher how many times have you taught a close reading?
3. What do you like about Close Reading?
4. What don’t you like about Close Reading?
5. What aspects of close reading were most challenging and least challenging for your students?
6. What would you change about your lesson and its delivery if you could?

Checklist for Analytic Comprehension through Close Reading ESA

Be sure you have included each of the following in your ESA:

1. A copy of the text you used.
2. The completed text complexity rubric.
3. A detailed lesson plan incorporating all the steps outlined above.
4. A completed rubric and 1 page reflection on your own lesson.
5. A completed rubric and ½ page reflection on a peer’s lesson.
6. Student responses to the quick write questions.
7. Your reflections on the process.
8. A video of your lesson.

BE SURE TO post the completed ESA and video on TaskStream.

COURSE SCHEDULE WITH ASSIGNED READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/15</td>
<td>F2F Intro to Disciplinary Literacy</td>
<td>What is disciplinary literacy? How are the Common Core State Standards related to disciplinary literacy? What is the role of the content teacher in literacy development? How do teachers use disciplinary literacy in their classrooms? How can the Gradual Release of Responsibility Model support content learning?</td>
<td>Fisher/Frey Chapter 1 Article: Motivation and Engagement (BB) Strategies: Anticipation Guide Explore the BlackBoard Site, Syllabus, and Textbook</td>
</tr>
<tr>
<td>1/29/15</td>
<td>F2F Academic Language</td>
<td>What are the EdTPA academic language requirements? How do I write academic language objectives?</td>
<td>Read the definitions of academic language terms (academic language, language demands, discourse, syntax, language function, vocabulary) for your discipline in your EdTPA booklet (Glossary). Print out and bring to class.</td>
</tr>
<tr>
<td>2/5/15</td>
<td>ONLINE Common Core/Assessments</td>
<td>What skills and content knowledge do students need to have to succeed on these tests? How are the items literacy-dependent? What kind of academic</td>
<td>Read and analyze the PARCC sample test items (BB) Read Smarter Balance in California (BB)</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Notes/Assignments</td>
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| 2/12/15    | F2F   | *Teaching Vocabulary*         | What are the different types of vocabulary?  
What does effective vocabulary instruction look like?  
How is vocabulary related to text complexity?  
Introduction to text complexity  
*Fisher/Frey Chapter 3 Coxhead academic word list (BB)*  
Strategies: Word Sorts, Semantic Feature Analysis, Frayer Model, Concept Circles, Semantic Mapping |
| 2/19/15    | ONLINE | *Background Knowledge*        | How do anticipatory set activities build background?  
How might annotation improve reading skills? Think about the differences between anticipatory set strategies like KWL where teachers elicit background knowledge, and text annotation for close reading, where students "dive right in" to a text without background building.  
What do you see as the advantages of each approach?  
Why might teachers choose different approaches for different learning experiences?  
*Fisher/Frey Chapter 2*  
Strategies  
KWL  
Anticipation Guide  
Annotation |
| 2/26/15    | F2F   | *Analytical Comprehension/Close Reading* | What is text complexity?  
What is close reading and why does it require a complex text?  
*Article: Engaging the Adolescent Reader: Text Complexity and Close Reading BB* |
| 3/5/15     | ONLINE | *Questioning*                 | How do you check for understanding? What are the challenges to effective questioning?  
*Fisher/Frey Chapter 5*  
Article: Engaging the Adolescent Reader: Text Dependent Questions BB |
| 3/12/15    | F2F   | *Alternatives to Round Robin Reading/Shared Reading* | How can I have students read in my discipline without doing round robin reading?  
How else can I get them to read the material?  
*Book Chapter: If You Want Students to Read Widely and Well- Eliminate Round Robin (BB)*  
Strategies: Read alouds, Shared reading, Think alouds, graphic organizers |
| 3/19/15    | ONLINE | *Close Reading*               | What are the steps in close reading?  
What does close reading look like in my discipline?  
Upload Close Reading Analysis Template by midnight |
| 3/26/15    | F2F   | *Writing to Learn/Writing Argument* | Why is writing argument so important to the Common Core State Standards?  
How can I teach students to analyze and craft  
*Fisher/Frey Chapter 8* |

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**Spring Break 3/30/15-4/3/15**

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Module/Activity</th>
<th>Learning Objectives</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/9/15</td>
<td>ONLINE</td>
<td>IRIS Module on Secondary Reading Instruction</td>
<td>How can teachers scaffold student understanding of content through vocabulary and comprehension strategies?</td>
<td>Fisher/Frey Chapter 6 Strategies Discussion Web RAFT Read Write Pair Share Exit Slips IRIS Module due at midnight ESA Pacing: Write up close reading lesson plan</td>
</tr>
<tr>
<td>4/16/15</td>
<td>F2F</td>
<td>Using Tradebooks in Classrooms/Grouping</td>
<td>How can teachers use trade books with secondary students? How can a variety of grouping methods enhance instruction?</td>
<td>Strategies Reciprocal Teaching Literature Circles ESA Pacing: Teach Close Reading Lesson-Videotape segment</td>
</tr>
<tr>
<td>4/23/15</td>
<td>ONLINE</td>
<td>Notetaking and Note Making Module</td>
<td>What study techniques are effective for disciplinary reading success? How do you teach and promote these in your classroom?</td>
<td>Fisher/Frey Chapter 7 TDB Notetaking Module due by midnight ESA Pacing: Critique your video and a peer’s. Write up reflections</td>
</tr>
<tr>
<td>4/30/15</td>
<td>ONLINE</td>
<td>Best Practices in Literacy Teaching</td>
<td>What are some literacy-related best practices that can be used for teaching in my discipline?</td>
<td>Articles on BB TDB Best Practices due by midnight ESA Pacing: Post your ESA and video to Task Stream</td>
</tr>
<tr>
<td>5/7/15</td>
<td>Course Wrap Up</td>
<td></td>
<td>What have I learned about how to scaffold content learning through literacy strategies? How can close reading help my students meet the CCSS?</td>
<td>Close Reading ESA Due</td>
</tr>
</tbody>
</table>

**Threaded Discussion Rubric for Discussion Board Assignments**

<table>
<thead>
<tr>
<th>Quality of Work Submitted</th>
<th>A: Exemplary Work</th>
<th>B: Expected Work</th>
<th>C: Minimal Work</th>
<th>F: Work Submitted but Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributions to the Learning Community</strong></td>
<td>Frequently prompts further discussion of a topic. Takes a leadership role in discussions. Actively engages in and contributes to collaborative learning. Demonstrates awareness of community’s needs.</td>
<td>Meets the assigned criteria for contributions to the discussions. Interacts freely and encourages others.</td>
<td>Responds perfunctorily to the posting and response deadlines. Occasionally makes an additional comment. Makes marginal effort to become involved with the community.</td>
<td>Does not respond to postings until after the due date. Does not make an effort to participate in the learning community as it develops.</td>
</tr>
<tr>
<td><strong>Initial Posting: Critical Analysis of Issues</strong></td>
<td>Posts demonstrate critical thinking to analyze and relate key points. Major points are made using</td>
<td>Posts are related to the assigned discussion topic with evidence of critical thinking. Content is supported</td>
<td>Posts generally summarize or restate discussion topic components without evidence of higher</td>
<td>Posts do not relate to the assigned discussion topic. Irrelevant remarks are made with no</td>
</tr>
<tr>
<td>Responses: Quality of Learning for Colleagues and Self</td>
<td>Provide specific, constructive, and supportive feedback to extend the thinking of colleagues. Encourage continued and deeper discussion. Offer additional resources or experiences.</td>
<td>Provide specific, constructive, and supportive feedback to extend the thinking of colleagues. Feedback cites sources from course videos or required readings. Evidence of personal learning as a result of the student’s interaction with colleagues.</td>
<td>Provide general feedback with little or no connection to course videos or required readings. Little evidence of personal learning as a result of the student’s interaction with colleagues.</td>
<td>Provide agreement without substance or connection to course videos or required reading. No evidence of personal learning as a result of the student’s interaction with colleagues.</td>
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<tr>
<td>Expression</td>
<td>Opinions and ideas are clearly, concisely and effectively written in Standard Edited English.</td>
<td>Opinions and ideas are stated clearly in Standard Edited English.</td>
<td>Expression is unclear or interrupted by errors.</td>
<td>Unacceptable written expression.</td>
</tr>
<tr>
<td>Final Assignment Grade</td>
<td>A: Exemplary Work</td>
<td>B: Expected Level Work</td>
<td>C: Minimal Work</td>
<td>F: Work Submitted but Unacceptable</td>
</tr>
</tbody>
</table>

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Albers, P. (2012). If you think students should be critically literate—Show them how. In D. Lapp & B. Moss (Eds.) *Exemplary instruction in the middle grades: Teaching that supports engagement and rigorous learning*, pp. 124-144.


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