

**George Mason University**  
**College of Education and Human Development**  
**Advanced Studies in Teaching and Learning (ASTL) Program**

**EDRD 631—6P1**  
**Advanced Literacy Foundations and Instruction, Adolescence through Adulthood**  
**3 Credits**

**Fall 2011**

Instructor: Allison Ward-Parsons, Ph.D.  
Time: 4:30 – 7:10 Tuesdays  
Dates: August 30- December 13, 2011  
Room: Prince William Campus, Occoquan Hall 204  
Office Hours: Before or after class and by appointment  
Telephone: 703-993-5357 (O)  
Email: award12@gmu.edu

**COURSE DESCRIPTION:**

A. Prerequisite: EDRD 630 and admission to the Literacy specialization or permission of the literacy program coordinator.

B. Catalog Description: Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication.

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

**Nature of course delivery:**

The class will be structured around discussion and small group activities. It is critical for you to keep up with the readings and to participate in class. Instructor- and student-generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the required reading and its relation to your teaching experiences, course assignments and projects, and to ask questions for clarification, exploration, or to promote discussion. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussions of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
4. Presentations by class members of professional development components and leadership of article discussions

**IRA STANDARDS (2010 Standards for Reading Professionals): 1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3**

**1:1** – Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

**2.2** Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

**2.3** Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources

**4.1** Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

**4.2** Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

**5.2** Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

**6.2** Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

**6.3** Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs

### **Learner Outcomes:**

As a result of this course, students will be able to:

1. Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users (**Virginia Standard 2c**).
2. Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches (**Virginia Standard 3b**)
3. Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying (**Virginia Standard 3e,g**)
4. Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning (**Virginia Standard 3h**).
5. Promote independent reading through book talks (**Virginia Standard 3i**)
6. Demonstrate an understanding of varying degrees of learning disabilities (**Virginia Standard 6d**).

**The following additional GMU outcomes are taught in EDRD 631. These outcomes are assessed in a formative manner and serve to provide a foundation for knowledge related to IRA Elements that have performance assessments in future coursework.**

1. Students will describe adolescent learners' uses of literacy in school and non-school contexts.
2. Students will understand and explain strategies for teaching reading, writing, and oral communication in school settings for older learners.
3. Students will develop professional skills through participation in professional organizations, self-selection of professional materials, and participation in professional dialogue with colleagues.

### **General Requirements**

#### ***Readings and participation***

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings; you will keep a reading log that includes both notes on and reactions to each reading. Class participation is a required component of your grade.

### ***Class attendance***

If, due to an emergency, you will not be in class, please contact me prior to class time. You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

### ***Assignments***

All assignments should be turned in on the due date indicated in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: WARD\_AlfTextSet.docx). All assignments must be typed, in 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – <http://www.apastyle.org/pubmanual.html>. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

### ***General***

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals.

Our course website (still under development at <http://www.mymasonportal.gmu.edu/>) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

### ***Core Values***

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For other information regarding the College of Education and Human Development, please visit <http://cehd.gmu.edu>

## George Mason University Policies and Services

### *Dispositions*

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

### *Academic Integrity*

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

### *GMU Email Accounts*

Students must activate their GMU email accounts to receive important University information, including messages related to this class. Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

### *Office of Disability Services*

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

### *Other useful campus resources*

WRITING CENTER located in Robinson Hall A 114 (703) 993-1200; <http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <http://caps.gmu.edu>

### *Other university policies*

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

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### **REQUIRED TEXTS:**

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Students are expected to read all articles in preparation for Article Discussion Leadership

Optional Text:

American Psychological Association (2001). *Publication Manual of the American Psychological Association 6<sup>th</sup> ed.*. Washington, DC: Author.

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**Specific Course Requirements:**

1. The **completion of all readings** assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy from upper elementary to high school, it is imperative that you keep up with the readings and participate in class.

2a. **Article Discussion Leadership:** Each student will choose two (2) articles from the assigned readings, summarize it in a ½-page handout, and then lead an informal discussion in class

Summary components:

- Include the purpose of the article; main points of the article; critical comments/reflection (strengths, weaknesses) and your own reflection on the article (reflection is based on previous knowledge or experience). Your article summary needs to include the article reference in APA style.

2b. **Discussion of selected articles:** Students will lead an informal discussion concerning their selected article summary critique. All discussions must include at least two questions for the class or a few discussion points that include strengths or weaknesses of the article. *NOTE:* You need to summarize the article, not re-state the article in full. **Your article handout and discussion leadership is worth 10 points (5 points each).**

3. **Literature Circles:** Throughout the semester students will read a variety of Young Adult (YA) literature. Working within a literature circle format, students will self-select titles and discussion roles within groups. Discussions will take place online and in the first 15 minutes of designated classes. A suggested reading list is provided.

4. **Performance Assessment Assignments: See attached description. This performance-based assessment (PBA) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.**

\*The above performance-based assessments are designed to provide evidence that program candidates meet **required program completion standards**. Successful completion of these performance-based assessments **and a grade of B or better** in the course are required to move to the next course in the ASTL/Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor.**

All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard and are included in the syllabus.

**Suggested Literacy Related Journals for Research Purposes**

**You must use peer-reviewed (scholarly) work. Best to search the GMU databases**

- Journal of Adolescent and Adult Literacy
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- School Library Journal
- The Reading Teacher
- Yearbooks of the Literacy Research Association/National Reading Conference
- Yearbooks of the Association of Literacy Educators & Researchers/College Reading Association

**EVALUATION:**

<b>Assignment</b>	<b>Points</b>
Article Summary & discussion leadership	10
Literature Circle Participation	10
*Performance Assessment Assignment: Adolescent Interview	20
Text Collection & Related Instruction	30
Literacy Strategy Demonstration	20
Overall Participation in Class	10
<b>Total</b>	<b>100</b>

**Grading Scale**

A	93 – 100
A-	90 – 92
B+	85–89
B	80–84
C	75–79

**Tentative Class Schedule**

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Literacy Emphasis Program dictate.

<b>Week – Class</b>	<b>Topics</b>	<b>Readings</b>	<b>Deliverables</b>
1. 8/30	Introductions, syllabus review, YA culture & literacy discussion	Ch 1	<b>Sign up for 1<sup>st</sup> Lit circle (choose book, roles, and schedule)</b>
2. 9/6	Principled Practices for Adol. reading & learning	Ch 2	<b>DUE: Sign up (sheet provided) for article to critique &amp; lead class discussion</b>
3. 9/13	Comprehension Processes & study reading	Ch 3 & 9	
4. 9/20	TBA		<b>PBA Part A draft due for peer review</b>
5. 9/27	Reading & Learning from Multiple Sources	Ch 8	<b>PBA PART A (Adol. Interview) paper due</b>  <b>Choose 2<sup>nd</sup> Lit circle elements</b>
6. 10/4	Motivation for literacy & learning 1	Ch 5	
7. 10/11	NO CLASS	Read YAL & work on Part B	
8. 10/18	Motivation for literacy & learning 2		
9. 10/25	Expanding word knowledge	Ch 6	

	1		
10. 11/1	Expanding word knowledge 2		<b>Choose 3<sup>rd</sup> Lit circle elements</b> DRAFT of Part B for peer review
11. 11/8	Writing as a tool for active learning 1		<b>PBA Part B (Text Collection &amp; Paper)</b> <b>DUE</b>
12. 11/15	Writing as a tool for active learning 2		
13. 11/22	TBA		
14. 11/29	NO CLASS	Instructor at LRA conference	
15. 12/6	Literacy Strategy Demonstrations		<b>DUE: Literacy Strategy Paper &amp; Demos</b>  <b><u>UPLOAD AND SUBMIT ALL 3 PBA PARTS TO TASKSTREAM TO ENSURE FINAL GRADE</u></b>
16. 12/13 LAST CLASS	Book Club Meeting- discuss YAL and favorites, concerns, etc		Any outstanding work is due

Required Reading References (Available through GMU databases)

- Alger, C. (2007). Engaging student teachers' hearts and minds in the struggle to address (il)literacy in content area classrooms. *Journal of Adolescent & Adult Literacy*, 50(8), 620-630.
- Anderman, E.M., Maehr, M.L., & Midgley, C. (1999). Declining motivation after the transition to middle school: Schools can make a difference. *Journal of Research and Development in Education*, 32, 131-147.
- Brozo, W.G. (2006). Tales out of school: Accounting for adolescents in a literacy reform community. *Journal of Adolescent & Adult Literacy*, 49, 410-418.
- Brozo, W.G. (2009/2010). Response to intervention or responsive instruction? Challenges and possibilities of RTI for adolescent literacy. *Journal of Adolescent & Adult Literacy*, 53, 277-281.
- Cantrell, S.C., & Hughes, H.K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. *Journal of Literacy Research*, 40(1), 95-127.
- Cantrell, S.C., Burns, L., & Callaway, P. (2009). Middle- and high-school content area teachers' perceptions about literacy teaching and learning. *Literacy Research and Instruction*, 48(1), 76-94.
- Cappella, E., & Weinstein, R. (2001). Turning around reading achievement: predictors of high school students' academic resilience. *Journal of Educational Psychology*, 91, 758-771.
- Conley, M. W., & Hinchman, K. A. (2004). No Child Left Behind: What it means for U.S. adolescents and what we can do about it. *Journal of Adolescent & Adult Literacy*, 48, 42-50.
- Donahue, D. (2003). Reading across the great divide: English and math teachers

- apprentice one another as readers and disciplinary insiders. *Journal of Adolescent & Adult Literacy*, 47, 24–37.
- Draper, R.J., Smith, L.K., Hall, K.M., & Sieber, D. (2005). What's more important—literacy or content? Confronting the literacy-content dualism. *Action in Teacher Education*, 27(2), 12–21.
- Fisher, D. (2001). Cross age tutoring: Alternatives to the reading resource room for struggling adolescent readers. *Journal of Instructional Psychology*, 28, 234-240.
- Fisher, D., & Ivey, G. (2005). Literacy and language as learning in content area classes: A departure from “every teacher a teacher of reading.” *Action in Teacher Education*, 27(2), 3–11.
- Greenleaf, C.L., & Hinchman, K. (2009). Reimagining our inexperienced adolescent readers: From struggling, striving, marginalized, and reluctant to thriving. *Journal of Adolescent & Adult Literacy*, 53(1), 4-13.
- Greenleaf, C., Jimenez, R., & Roller, C. (2002). Reclaiming secondary reading interventions: From limited to rich conceptions, from narrow to broad conversations. *Reading Research Quarterly*, 37, 484-496.
- Guthrie, J., & Davis, M. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly*, 19, 59-85.
- Hall, L. (2005). Teachers and content area reading: Attitudes, beliefs and change. *Teaching & Teacher Education*, 21(4), 403-414.
- Hinchman, K., Alvermann, D., Boyd, F., Brozo, W.G., & Vacca, R. (2003/04). Supporting older students' in- and out-of-school literacies. *Journal of Adolescent & Adult Literacy*, 47, 304-310.
- Ivey, G. & Baker, M. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, 61, 35-39.
- Mastropieri, M., & Scruggs, T. (2005). Feasibility and consequences of Response to Intervention: Examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. *Journal of Learning Disabilities*, 38(6), 525-531.
- McCoss-Yergian, T., & Krepps, L. (2010). Do teacher attitudes impact literacy strategy implementation in content area classrooms? *Journal of Instructional Pedagogies*, 4, 1-18
- Moje, E.B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, 52(2), 96-107.
- Paige, D. (2006). Increasing fluency in disabled middle school readers: Repeated reading utilizing above grade level reading passages. *Reading Horizons*, 46, 167–181.
- Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. *Reading Improvement*, 41, 24–37.
- Santa, C.M. (2006). A vision for adolescent literacy: Ours or theirs? *Journal of Adolescent & Adult Literacy*, 49(6), 466-476.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Strong, A. C. Wehby, J. H., Falk, K. B., & Lane, K. L. (2004). The impact of a structured reading curriculum and repeated reading on the performance of junior high students with emotional and behavioral disorders. *School Psychology Review*, 33, 561–581
- Tatum, A. (2008). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. *Harvard Educational Review*, 78(1), 155-180.
- Wilson, N., Grisham, D., & Smetana, L. (2009). Investigating content area teachers' understanding of a content literacy framework: A yearlong professional development initiative. *Journal of Adolescent & Adult Literacy*, 52(8), 708-718.



**ARTICLE DISCUSSION LEADERSHIP EVALUATION FORM**

NAME: \_\_\_\_\_

1. Did the discussants provide a summary of the article addressing its key aspects?

To a great extent.....To a limited extent

2. Did the ADL include the opportunity for engaged class discussion over the article?

To a great extent.....To a limited extent

3. Did the discussants use appropriate support material for the article summary and discussion such as handouts, overheads, and PowerPoint slides?

To a great extent.....To a limited extent

4. Was there an appropriate balance between summarizing the article and discussing it as a class?

To a great extent.....To a limited extent

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NCATE Assessment #3 Planning

## **THE ADOLESCENT LITERACY TERM PROJECT**

IRA Standards Addressed: 2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)  
IRA Elements Reading Specialists/Literacy Coaches: **(1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3)**.  
*Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches*

### **Overview**

In this integrated semester-long assignment candidates are asked to do the following: (a) conduct a comprehensive interview of an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare, teach, and share with the adolescent's teacher a collection of alternative texts appropriate to the adolescent; (c) provide class colleagues a professional development experience with an evidence-based practice designed to meet the needs of the struggling diverse adolescent.

### **Directions to Candidate**

#### ***Part A. Adolescent Interview (IRA Standard 1.1)***

In this assignment you will conduct a comprehensive interview of an adolescent struggling reader from a diverse background and write a paper which organizes the findings around three major constructs: psychological/motivational, sociological, and linguistic.

You will:

1. Identify an adolescent to interview. The youth must be a struggling reader *and* from a culturally and/or linguistically diverse background.
2. Collect data: conduct a comprehensive interview with the youth, focusing on psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociological (preferred instructional context; funds of knowledge; culture); and linguistic (second language development and its relationship to academic literacy and achievement) issues.
3. Analyze data: summarize the youth's responses to the interview questions by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic.

4. Theory/research: describe what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. Include at least three relevant and timely sources for each construct.

### **IRA Standards Assessed**

#### *Standard 1 – Foundational Knowledge*

*(1.1) Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.*

### **Part B: Content Area Alternative Text Collection and Related Instruction** *(IRA Standards 2.2, 2.3, 4.1, 4.2, 5.2)*

In this assignment you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with your youth and teach him/her an evidence-based strategy for reading/comprehending one of the sources. In teaching the strategy, you will use a variety of appropriate instructional approaches that focus on developing critical thinking and reading/writing connections. You also will make the collection available to his/her teacher and share instructional suggestions related to use of multiple sources with diverse populations.

You will:

1. Reflect on the discoveries you made about the youth you interviewed in terms of her/his interests, ability, etc.
2. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months.
3. Collect the following reading pieces **related to this disciplinary topic** that will likely be of high interest to the youth you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* Listed are the minimums. If, in your search, you find other pieces you would like to include you are welcome to do so; however, you must include:
  - At least one reading from the perspective of a person of non-white/European background
  - At least one reading from the perspective of an English language learner or nonstandard English speaker
  - At least one reading from the perspective of a woman
  - Two magazine articles (from popular and/or content-specific magazines for adults or teens)
  - Two newspaper articles
  - Two Web sites
  - One nonfiction book
  - One young adult novel
  - One comic book or graphic novel

4. Write a paper with the following components/subheadings:
- a. Citations, Annotations & Rationales* – provide a full bibliographic citation for each source using APA format; briefly describe each source and its connection to the disciplinary topic and why you think it will appeal to your adolescent.
  - b. Strategies for Teaching with the Sources* – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts. Use strategies from your course texts or from other reputable published sources.
  - c. Instructional Strategy and Alternative Text Try-Out* – meet with your youth a second time. Show him/her the text collection (the actual texts as well as your list) and discuss which texts he/she finds most interesting and why. Also teach the youth one of the strategies (see instructions Part C2 of this document) you have proposed, using one of the texts in your collection. Also discuss with the youth whether he/she feels the strategy helps their learning, and whether they would use it in the future, and why or why not. Describe in writing what occurred and how the youth responded.
  - d. Teacher sharing* – Discuss the collection with classmates and describe how it could be used to increase engagement, reading, and learning for the adolescent as well as the teacher’s diverse class as a whole. In particular, explain your selections and discuss ways that the varied texts could be used to differentiate instruction for students of different backgrounds/skill levels and to provide choices for students. Provide a copy of your paper to the adolescent’s teacher, and encourage him or her to share with school colleagues. (Also note below that you will be providing a copy of your instructional strategy paper to the teacher as well – Part C4).

### **IRA Standards Assessed**

#### *Standard 2 – Curriculum and Instruction*

*(2.2) Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

*(2.3) Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources*

#### *Standard 4 – Diversity*

*(4.1) Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.*

*(4.2) Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.*

#### *Standard 5 – Literate Environment*

*(5.2) Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.*

### **Part C: Literacy Strategy Demonstration**

Part C is linked to Part B, above. In this assignment (Part C) you present to your class colleagues the literacy strategy lesson you designed for the youth you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your youth's teacher.

You will:

1. First, refer back to Part B of this document. In this demonstration you will present to your colleagues the same strategy you shared with your youth. In deciding on a strategy, reflect on the youth's needs and identify an evidence-based literacy strategy that would be motivating to her/him for learning about the content area topic. The strategy must also be culturally and linguistically responsive to the youth's reading and learning needs. The strategy may be taken from any chapter in the course text or other acceptable source.
2. Second, after teaching this strategy to your student (Part B), conduct a 15 minute professional development session for your colleagues in class. This will include a PowerPoint or similar technology presentation as well as a handout. Explain the rationale for the strategy and the evidence to support it. Allow your colleagues to simulate the experience of engaging in the strategy. At the end of the presentation, invite input and suggestions as well as reflections on the utility of the strategy in other contexts and with other students. Also share your PowerPoint with teachers in your school or field placement by emailing it to them or posting it on a website.
3. Third, write a description of the strategy and how it would be taught in a content classroom that included the youth you interviewed. (In this discussion you can refer to your youth's response to the strategy as well as your subsequent sharing with the youth's teacher in Part B). Use first-person narrative. Use the following subheadings and description:
  - **Instructional Context**  
Briefly describe the strategy and where it was taken from the textbook. Describe why the strategy would be helpful to the youth you interviewed.
  - **Steps in Conducting the Strategy**  
Describe the sequence of steps from start to finish necessary to conduct the strategy in an actual classroom.
  - **Reflections on effectiveness**  
Indicate how effective you believe the strategy was for motivating your student to become a more engaged reader and learner and how the student responded to using the self-selected text from the text collection with your strategy. Be sure to include both positive and negative reactions as well as your youth's explanation of his/her response.
  - **Attachments**

Provide actual lesson material and a sample of your youth's actual work.

4. With classmates, share the strategy and the adolescent's reaction to it. Discuss the potential for the strategy to increase engagement and learning for the adolescent as well as others in his/her class. Include in your discussion opportunities for modeling positive dispositions with respect to valuing reading both in school and out of school. Provide a copy of the paper to the adolescent's teacher (this can be the same sharing as in Part B, above).

### **IRA Standards Assessed**

#### *Standard 6 – Professional Learning and Leadership*

*(6.2) Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.*

*(6.3) Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.*

### The Adolescent Literacy Term Project

IRA Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
<p><b>1.1</b> Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections</p> <p style="text-align: center;">Part A</p>	<p><b>a)</b> Effectively interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</p> <p><b>d)</b> At a sophisticated and critical level, reads and understands the literature and research about factors that contribute to reading success.</p>	<p>Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. Reads and understands the literature and research about factors that contribute to reading success.</p>	<p>Interprets some theories of reading and writing processes and development to understand the needs of some readers in diverse contexts. Reads and understands some of the literature and research about factors that contribute to reading success.</p>	<p>Does not interpret theories of reading and writing processes. Does not read and understand the literature and research about factors that contribute to reading success.</p>	
<p><b>2.2</b> Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.</p> <p style="text-align: center;">Part B</p>	<p><b>a)</b> Effectively uses varied instructional approaches supported by literature and research for providing appropriate in-depth instruction for readers and writers who struggle.</p> <p><b>d)</b> Effectively adapts instructional materials and approaches to meet the language-proficiency</p>	<p>Uses varied instructional approaches supported by the literature and research for providing in-depth instruction for readers and writers who struggle. Adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</p>	<p>Uses some instructional approaches supported by the literature and research for providing instruction for readers and writers who struggle. Makes some adaptations of instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</p>	<p>Instructional approaches are not supported by the literature and research. Adaptations of instructional materials and approaches are not made.</p>	

	needs of English learners and students who struggle to learn to read and write.				
<p><b>2.3</b> Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources</p> <p>Part B</p>	<p><b>b)</b> Effectively supports classroom teachers in building and using a quality accessible classroom library of materials collection that meets the specific needs and abilities of all learners</p>	<p>Supports classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.</p>	<p>Provides some support to classroom teachers in building and using a classroom library and materials collection for all learners.</p>	<p>Classroom teachers are not provided support for building and using a classroom library and materials collection for all learners.</p>	
<p><b>4.1</b> Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write</p> <p>Part B</p>	<p>Effectively assists teachers in developing reading and writing instruction that is responsive to diversity.</p>	<p>Assists teachers in developing reading and writing instruction that is responsive to diversity.</p>	<p>Provides some assistance to teachers in developing reading and writing instruction responsive to diversity.</p>	<p>Does not provide assistance to teachers in developing reading and writing instruction responsive to diversity.</p>	
<p><b>4.2</b> Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</p> <p>Part B</p>	<p>Effectively supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.</p>	<p>Supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.</p>	<p>Provides some support to teachers in differentiating instruction and developing students as agents of their own learning.</p>	<p>Differentiated instruction to address aspects of diversity is not provided.</p>	
<p><b>5.2</b> Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write</p> <p>Part B</p>	<p>In work with learner, gave evidence of creating a highly positive social, low-risk environment.</p>	<p>In work with learner, gave evidence of creating a positive social, low-risk environment</p>	<p>In work with learner, gave evidence of creating a somewhat positive social, low-risk environment</p>	<p>In work with learner, gave little or no evidence of creating a highly positive social, low-risk environment</p>	



<p><b>6.2</b> Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Parts B and C</p>	<p><b>b)</b> In working with an adolescent, his or her teacher, and graduate school colleagues, candidate very effectively models a positive attitude toward reading and writing. <b>d)</b> Candidate also very effectively demonstrates effective interpersonal communication in both one-on-one and group interactions.</p>	<p>In working with an adolescent, his or her teacher, and graduate school colleagues, candidate effectively models a positive attitude toward reading and writing. Candidate very effectively demonstrates effective interpersonal communication in both one-on-one and group interactions.</p>	<p>In working with an adolescent, his or her teacher, and graduate school colleagues, candidate models a positive attitude toward reading and writing. Candidate demonstrates effective interpersonal communication in both one-on-one and group interactions.</p>	<p>Candidate either does not work with the adolescent, his or her teacher, and/or graduate school colleagues, or a positive attitude toward reading and writing and effective communication is not seen.</p>	
<p><b>6.3</b> Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs Part C</p>	<p><b>a)</b> Effectively collaborates in, leading, and evaluating professional development activities for individuals and groups of teachers.</p>	<p>Collaborates in, leading, and evaluating professional development activities for individuals and groups of teachers.</p>	<p>Attempts to collaborate in and provide some leadership and evaluation of professional development activities for individuals and groups of teachers.</p>	<p>Collaboration in and leadership and evaluation of professional development activities for individuals and groups of teachers does not occur.</p>	