

**George Mason University
College of Education and Human Development
Graduate School of Education
Secondary Education Program**

EDRD 619.002: Literacy in the Content Area
3 Credits, Fall 2013
7:20-10:00 Thursdays Thompson Hall 2020

PROFESSOR (S):

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites:

Prerequisites: Methods I (EDCI 567, 569, 572, or 573) and Methods II (EDCI 667,669, 672, or 673).
Corequisites: EDCI 790 Internship

B. University Catalog Course Description

Offers understanding of language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas, and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.

C. Expanded Course Description

Not Applicable

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Explain theories of adolescent literacy and the role of literacy in learning in content areas.
2. Explain and describe evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
3. Draft instructional plans that support adolescents' literacy development in specific content areas.

4. Identify and evaluate technology to enhance literacy learning and integrate technology as well as a variety of media during instruction.
5. Identify and explain the instructional challenges of their specific content in light of populations of students with varying levels of literacy and linguistic proficiency.
6. Assess instructional materials and consider adaptations or alternatives as needed to provide effective instruction for a diverse student population.

REQUIRED TEXTS:

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2010). *50 Instructional routines to develop content literacy*. (2nd ed.). Boston, MA: Pearson Education Inc.

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*. (3rd ed.) Boston, MA: Pearson Education Inc.

Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*. Portland, Maine: Stenhouse Publishers

Additional Resources:

Websites.

<http://www.adlit.org>

<http://www.readwritethink.org>

Professional Organizations:

International Reading Association (IRA) (organization for educators/and researchers)

www.reading.org

National Reading Conference (NRC) (an international literacy research organization)

www.nrconline.org

National Council of Teachers of English (NCTE): www.ncte.org

National Science Teachers Association (NSTA): www.nsta.org

National Council of Teachers of Mathematics (NCTM): www.nctm.org

National Council for the Social Studies (NCSS): www.socialstudies.org

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment descriptions

Attendance and Participation (10 %): Attendance is critical and class time will provide opportunities to ask questions, hear others ideas, and deepen your understanding of the material.

Absences and tardies will impact a student’s grade. For each class missed, 10 points will be deducted from your class attendance/participation grade. Two tardies/early departures are equal to one absence. Missing 3 or more classes will result in failure of the course unless special circumstances have been approved by the instructor and /or university.

Class Participation Rubric

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
Student regularly attends class, asks thoughtful, critical questions and makes sophisticated observations that indicate reflection and analysis appropriate to the topic. Participates actively in small group activities and class discussions.	Student regularly attends class, occasionally asks questions and makes mostly relevant observations that indicate reflection and analysis appropriate to the topic. Participates in small group activities and class discussions.	Student attendance is irregular. Student asks questions or makes comments that indicate some familiarity with the topic. Does not actively participate in small groups and class discussions.

In class or online activities will build upon readings. Occasionally student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time

Learning Log: (15%) Student will maintain a *learning log (either electronic or hand written)* to record reflections, connections, and questions about course readings and topics. Instructor will assign weekly strategies/topics (see course schedule for detailed listing). These logs will be actively used during class and small group discussions. In addition, student will be responsible for 2 online interactive learning log experiences.

Final Learning Log Entry Directions:

A. As you read your log . . .

- Highlight 4 areas where you make strong connections to your own teaching.
- Insert 2 check-marks by ideas that are especially salient- places where you feel your knowledge has been nudged.
- Insert 2 question marks by concepts that are still confusing to you OR area that you want to explore in greater depth.
- Insert 2 smiley-faces by ideas that are really powerful to you- ideas you want to try right away.

B. In your final entry, summarize your course learning with the following framework: 1 paragraph per entry (total 6).

- 3 New Understandings you have about disciplinary literacy.
- 2 New Ideas/Strategies you have to integrate into your teaching
- 1 Question you want to explore more deeply as you begin your teaching career.

School and Student Study: (20%) DUE DATE 9/26

Student will compile a 5-7 -page paper that summarizes understanding of the school culture as it pertains to adolescent literacy. Student will describe how literacy is addressed in the school wide vision and in the particular content area in the school where student teaching is being completed. Student should address the literacy practices observed in the classroom and the challenges administrators, teachers, and students face. Information for this project will be obtained from personal interviews conducted on the school site. Student is responsible for interviewing ONE administrator or specialist, TWO content teachers (one from own discipline/one from another) and TWO students from diverse backgrounds.

Student will also collect school data (SOL scores, demographics, school vision plans, & other pertinent data) and summarize these findings in the introduction of the paper. See VDOE website <http://www.doe.virginia.gov> and school and county sites to find further information.

Position Statement on Adolescent & Content-Specific Literacy (25 %): DUE DATE 10/31

Student will demonstrate an ability to synthesize theory, research and best practice from course readings, activities and assignments into a coherent philosophy of adolescent literacy as it relates to a specific content area. The final product should be a well- organized presentation of key points, support from theory and research and specific recommendations for the integration of literacy strategies into instruction. Students may use references from class readings AND must also review one peer reviewed journal article specific to related content area. The following outline should be used in organizing the paper. APA format required. Paper Length: 6-8 pages.

- **Status of Adolescent Literacy** (Review data, theories, and policy on adolescent literacy situation)
- **The importance of being Literate in _____** (Connect content literacy skills to real life literacy needs)
- **Literacy and _____** (Identify specific literacy challenges your content presents.)
- **Journal Strategy Summary:** Summarize the main points of the article including author's purpose, participants, methodology, findings, and outcomes.
- **Discussion:** Reflect on the challenges of reading and writing in your content and provide thoughtful suggestions on how you will apply your understanding to your own teaching practice.

Strategy Lesson Portfolio: (30 %) DUE DATE 12/12

The purpose of this project is to generate a personal resource of strategies that is particularly useful to increasing student understanding in a specific content area. Students will develop a portfolio of 8-10 mini -strategy lessons to implement in a classroom that serves adolescents.

During the internship, students must implement *AT LEAST 2* of the strategies in the content classroom. Students will collect several adolescent student samples and bring to class to share with class study group.

All strategies must come from a course text unless otherwise approved by the instructor. All mini strategy lessons must include a literary element (i.e. newspaper article, textbook, book chapter, online resource, etc.). Students must be engaged in reading and/or writing using a designated strategy to assist them in gaining content.

At least one strategy from each of the following course topics must be included: Vocabulary, Anticipatory Activities, Questioning, Comprehension, Writing, and Graphic Organizers.

After completion of the portfolio, you will write a 2-page reflection about your experience developing the mini-strategy lessons and implementing them in the classroom. Your reflection should address what worked/didn't, changes you would make to the lesson, why you would keep it the same or use it again, what you learned about using strategies to support active reading, and/or other relevant thinking about integrating literacy strategies into your instructional routines.

Strategy portfolios will be presented and shared with classmates.

*The instructor reserves the right to adjust the syllabus and assignments
as deemed necessary*

2. Assignment and examination weighting

Class participation	10 percent
Learning Log	15 percent
School Student Study	20 percent
Position Statement	25 percent
Strategy Portfolio	30 percent
Total:	100 percent

3. Grading Policies

Grading Scale

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

4. Other expectations

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 disciplinary literacy, it is critical for you to keep up with readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Class participation is a required component of your grade. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to disciplinary literacy
2. Discussion of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each other's strategy lessons.

Class attendance

Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. You are expected to email assignments regardless of 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 in the schedule below via paper copy OR email attachment (by 7:20pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (ex: SMITH_ProfDevProposal.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.

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 time frame. I will be available for the 15 minutes following class, by appointment, and by-email. I look forward to collaborating with each of you as you work towards your goals.

Our course website (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.

Electronic Requirements

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** that **must be accessed for** information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents. **Blackboard can be accessed by going to <http://mymasonportal.gmu.edu>**

TASKTREAM REQUIREMENTS:

NONE FOR THIS COURSE

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal

experience and academic performance [See <http://caps.gmu.edu/>].

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT:

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

PROPOSED CLASS SCHEDULE:

This schedule may be changed at the discretion of the professor or as needs of the students or the program dictate.

Date	Topic/Learning Experience	Readings/Assignments
8/29	Course introduction: What does it mean to be literate in your discipline? Group Assignments	Biancarosa, 2012
9/5	Literacy matters: History and issues in adolescent literacy	*Review Professional Organization Standards Review: <i>Reading Next: A Vision for Action and Research in Middle and</i>

		<p><i>High School Literacy- A Carnegie Report</i> {Jigsaw/complete graphic organizer on BB}</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Tovani Ch. 1 & 2 • Greenleaf & Hinchman, 2009 <p><u>LEARNING LOG ENTRY 1:</u> Write down one brief passage (2-3 sentences) from each reading and explain its significance to your teaching.</p>
9/12	<p>Knowing your students: Culturally responsive teaching & the language of schooling</p> <p>Develop interview questions.</p>	<p>*Bring in demographic data and testing information from the school where you are completing your internship. Bring in school improvement/literacy plan.</p> <p>Review: <i>Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners- A Carnegie Report</i> {Jigsaw/complete graphic organizer on BB}</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Tovani Ch. 3 & 4 • Vacca, Vacca, & Mraz, 2014 Chapter 3 (e-reserves) <p><u>LEARNING LOG ENTRY 2:</u> Respond to this quote: “It is crucially important to be aware that students from diverse cultural backgrounds may bring different ways of knowing, different styles of questioning, and different patterns of interaction to school.” <u>Connect to the readings.</u></p>
9/19	<p>Planning for Instruction: Reading purposes and BDA frameworks</p>	<p>*Locate and bring a textbook and an alternative reading source</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 1 • Tovani 5 & 6 • Fang, 2008 <p><u>LEARNING LOG ENTRY 3:</u> Describe your own reading processes: what fix-up strategies do you use? How do you approach different types of reading? What strategies are helpful to you as you read? Make personal connections to the readings. Describe how those connections help you to make better sense of the material being read.</p>
9/26	<p>Interest and motivation: using anticipatory activities</p> <p>Assessment: knowing</p>	<p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 2 & 9 • Content Article: Find specific article under content folder on BB

	what your student's have learned.	<u>LEARNING LOG ENTRY 4:</u> Text to world connections: Connect at least 3 ideas from the readings to what you are observing in the classroom. School and Student Study DUE
10/3	What's in a word?: Vocabulary learning in the content areas	Learning Log Readings: <ul style="list-style-type: none"> • Fisher & Frey Ch. 3 • Hennings, 2000 * strategy on BB to apply to this reading • Content Article: Find specific article under content folder on BB <u>LEARNING LOG ENTRY 5:</u> Text-to-Text Connections: Connect at least 3 ideas between the readings. Discuss how these ideas inform your own understanding of teaching vocabulary in your content.
10/10	Vocabulary strategies	ONLINE DISCUSSION BLOG (see Blackboard for specific instructions)
10/17	Guiding Comprehension	Learning Log Readings: <ul style="list-style-type: none"> • Fisher & Frey Ch. 4 • Vacca, Vacca, & Mraz, 2014 Chapter 7 (e-reserves) • Content Article: Find specific article under content folder on BB <u>LEARNING LOG ENTRY 6:</u> Discuss your role in guiding students' reading. Identify at least 2 specific strategies/techniques you can integrate into your teaching.
10/24	The role of questioning and inferencing in student learning	Learning Log Readings: <ul style="list-style-type: none"> • Fisher & Frey Ch. 5 • Tovani 7,8, & 9 • Content Article: Find specific article under content folder on BB <u>LEARNING LOG ENTRY 7:</u> Describe the role of questioning in developing students' reading comprehension. What are high quality questions? How can you ensure students are asking and being asked high quality question?
10/31	Using tradebooks to enhance content learning.	ONLINE DISCUSSION BLOG (see Blackboard for specific instructions) Position Paper DUE
11/7	Writing Across the Curriculum	Learning Log Readings: <ul style="list-style-type: none"> • Fisher & Frey Ch. 8 • Content Article: Content Article: Find specific article under content folder on BB

		<u>LEARNING LOG 8:</u> Connect the readings to the kinds of writing you are seeing ongoing in your internship experience. What are the challenges to integrating writing into daily instructional routines? Discuss how writing can be integrated both formally and informally in your classroom.
11/14	Effective ways to use graphic organizers	Learning Log Readings: <ul style="list-style-type: none"> Fisher & Frey Ch. 6 <u>LEARNING LOG 9:</u> Review the list of considerations for creating and interpreting graphic organizers on p. 108. Discuss your understanding and opinion of applying these ideas to your teaching practice. *Visit from Travis Holder about certification.
11/21	Note-taking Discussion strategies for engaging students	Learning Log Reading: {Be prepared to discuss in class} <ul style="list-style-type: none"> Fisher & Frey Ch. 7 <u>LEARNING LOG 10:</u> See assignment details for directions for FINAL entry. Learning Log DUE
12/5	NO CLASS	Instructor at LRA Conference. Complete work on strategy portfolios.
12/12	Strategy Portfolio Showcase	STRATEGY PORTFOLIOS DUE

ASSESSMENT RUBRICS:

Learning Log Rubric:

Criteria	Low Performance (0-3 points)	Developing (4 points)	Accomplished (4.5 points)	Exemplary (5 points)
Completeness: all questions for a particular entry are addressed	Some required entries submitted.	Most required entries submitted.	All required entries submitted.	All required entries submitted.
Quality: Level of insight and reflection	Minimal evidence of thoughtful	Provides adequate reflection	Provides solid reflection and offers critical	Provides very thorough reflection and offers critical,

(evidence of thoughtful responses);	responses; highly inconsistent	and insight into own teaching practice; may be inconsistent between entries	insight into own teaching practice.	constructive insight into own teaching practice.
Connections: extent to which relevant course content (from texts and class discussions) is integrated in the entries.	Provides minimal reflection; highly inconsistent	Provides adequate critical reflection; may be inconsistent between entries or over reliance on summarizing.	Provides critical reflection that includes links to class discussions, reading and theoretical perspectives, roots of practices, views, and values	Provides a strong critical reflection that includes links to class discussions, reading and theoretical perspectives, roots of practices, views, and values; may provide additional evidence beyond the course.

School Student Study Rubric:

Criteria	Low Performing (0-3 points)	Developing (4 points)	Accomplished (4.5 points)	Exemplary (5 points)
Introduction: Includes a narrative describing school, department, literacy visions, and important findings from the state testing data.	Introduction included some of the required information, was unclear or disorganized.	Introduction included most of the required information, was somewhat clear; some flaws in organization.	Introduction included all required information, was mostly clear and organized.	Introduction included all required information; written in a clear, succinct manner. Well organized
Interview Reporting: Answers to interview questions are	Does not convey information that is <u>compared</u> , <u>contrasted</u> , and <u>synthesized</u> from	Conveys information that is <u>compared</u> , <u>contrasted</u> , and/or	Conveys information that is <u>compared</u> , <u>contrasted</u> , and <u>synthesized</u> from	Clearly and consistently conveys information that is

presented in narrative format; compares, contrasts, and synthesizes interview information.	those interviewed. Ideas are vaguely stated and not well supported.	<u>synthesized</u> from those interviewed. Ideas are stated and somewhat supported.	those interviewed. Ideas are stated and mostly supported.	<u>compared</u> , <u>contrasted</u> , and <u>synthesized</u> from those interviewed. Ideas are clearly stated and very strongly supported.
Discussion: References course concepts; connects experiences to own teaching practice.	Ideas from the interviews are loosely summarized. Connections unclear and not rational; lacks insight. Weak connections to your own teaching practice.	Ideas from the interviews are summarized to an extent. Ideas are somewhat insightful, rational, and logical. Some connections to your own teaching practice.	Ideas from the interviews are summarized. Ideas are insightful, rational and logical. Connections to your own teaching practice evident.	Ideas from the interviews are clearly summarized in a logical, coherent manner. Ideas are insightful and strongly connected to your own teaching practice.
Readability	Contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Page limits may not be adhered to.	Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. May be outside of page limits.	Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. Within page limits.	Error free: accurate spelling, grammar, language usage; variety of sentence structures; rich vocabulary. Within page limits.

Position Paper Rubric:

Criteria	Low Performance (0-3 points)	Developing (4 points)	Accomplished (4.5 points)	Exemplary (5 points)
<p>Status of Adolescent Literacy: Writer demonstrates an understanding of the status of adolescent literacy on a national level. Writer reviews data and theories on the adolescent literacy crisis; A variety of appropriate and relevant resources are used to justify explanations and ideas;</p>	<p>Demonstrates LITTLE OR NO understanding. References few if any resources. Ideas are loosely developed and supported. Writer shows minimal evidence of synthesizing information from articles and course readings. Writing quality may be weak; many errors; does not follow APA.</p>	<p>Demonstrates PARTIAL understanding. References some resources; may be weakly linked. Ideas are somewhat developed and supported. Writer shows some evidence of synthesizing information from articles and course readings. Writing quality sufficient; minor errors; APA mostly followed.</p>	<p>Demonstrates CONSIDERABLE understanding. References a variety of resources from class. Ideas are developed and supported. Writer shows evidence of synthesizing information from articles and course readings. Writing quality solid; nearly error free; APA guidelines followed appropriately.</p>	<p>Demonstrates COMPLETE understanding. References a variety of resources from in and out of class. Ideas are fully developed and supported. Writer shows strong evidence of synthesizing information from articles and course readings. Writing quality strong; nearly error free; APA guidelines followed appropriately.</p>
<p>The importance of being literate in (insert content). Writer demonstrates an understanding of the importance of literacy in the specified content area.</p>	<p>Demonstrates LITTLE OR NO understanding. Writer minimally connects content literacy skills to real life literacy needs. Details and reasoning are illogical and/or not evident.</p>	<p>Demonstrates PARTIAL understanding. Writer somewhat connects content literacy skills to real life literacy needs. Details and reasoning are somewhat relevant; could be more fully developed.</p>	<p>Demonstrates CONSIDERABLE understanding. Writer connects content literacy skills to real life literacy needs. Details and reasoning are mostly relevant and insightful</p>	<p>Demonstrates COMPLETE understanding. Writer clearly connects content literacy skills to real life literacy needs. Details and reasoning are relevant, thoughtful, and insightful.</p>
<p>Literacy and (insert content). Writer</p>	<p>Demonstrates LITTLE OR NO understanding. Ideas are loosely</p>	<p>Demonstrates PARTIAL understanding. Ideas are</p>	<p>Demonstrates CONSIDERABLE understanding. Ideas are summarized.</p>	<p>Demonstrates COMPLETE understanding. Ideas are clearly</p>

<p>demonstrates an understanding of particular aspects of his/her content area (linguistic, conceptual, vocabulary, etc.) that may provide challenges to adolescents' learning success. Writer articulates WHY students may struggle with literacy (reading, writing, and speaking) in content area and identifies specific literacy challenges the content presents.</p>	<p>summarized. Connections unclear and/or not rational; lacks insight.</p>	<p>summarized to an extent. Ideas are somewhat insightful, rational, and logical. Writer addresses the relationship between the students' literacy experiences and the challenges of content reading and writing, but could be more developed.</p>	<p>Ideas are mostly insightful, rational, and logical; Writer articulates the relationship between the students literacy experiences and the challenges of content reading and writing.</p>	<p>summarized in a logical, coherent manner. Ideas are deeply insightful and strongly articulate the relationship between the students' literacy experiences and the challenges of content reading and writing.</p>
<p>Journal Strategy Summary: Writer demonstrates an understanding of the thesis and overall goal of the journal article.</p>	<p>Demonstrates LITTLE OR NO understanding. Wriier is missing components; may have incorrect information</p>	<p>Demonstrates PARTIAL understanding. Writer somewhat summarizes the main points of the article including author's purpose, participants, methodology, findings, and outcomes. One section may be underdeveloped.</p>	<p>Demonstrates CONSIDERABLE understanding. Writer summarizes the main points of the article including author's purpose, participants, methodology, findings, and outcomes.</p>	<p>Demonstrates COMPLETE understanding. Writer very clearly summarizes the main points of the article including author's purpose, participants, methodology, findings, and outcomes.</p>
<p>Discussion: Writer demonstrates an understanding of how the ideas addressed directly impact teaching.</p>	<p>Demonstrates LITTLE OR NO understanding. The ideas are under developed; writer does not make clear connections to how</p>	<p>Demonstrates PARTIAL understanding. The ideas are somewhat thoughtful and reflective; writer makes some</p>	<p>Demonstrates CONSIDERABLE understanding. The ideas are mostly thoughtful and reflective; writer makes clear connections to how he/she may</p>	<p>Demonstrates COMPLETE understanding. The ideas are thoughtful, critical, and highly reflective; writer makes strong and</p>

	he/she may organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.	connections to how he/she may organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.	organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.	very clear connections to how he/she may organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.
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Strategy Portfolio Rubric: See Blackboard