

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATION**  
**Secondary Education**

EDRD 619 004: Literacy in the Content Areas  
3 credits, Spring 2016  
Tuesday & Thursdays, 12:00-1:30, L014 Thompson Hall

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

*Prerequisites:* Methods I (EDCI 567 Teaching Social Studies in the Secondary School, 569 Teaching English in the Secondary School, 572 Teaching Mathematics in the Secondary School, or 573 Teaching Science in the Secondary School).

*Corequisites:* Methods II (EDCI 667 Advanced Methods of Teaching Social Sciences in the Secondary School, 669 Advanced Methods of Teaching English in the Secondary School, 672 Advanced Methods of Teaching Mathematics in the Secondary School, or 673 Advanced Methods of Teaching Science in the Secondary School).

**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 or OBJECTIVES:**

This course is designed to enable students to:

1. Explain theories of adolescent literacy and the role of literacy in learning in content areas. (position statement)
2. Examine the significance of teaching and reading and writing together and how process instruction facilitate learning. (reading responses, strategy portfolio, position statement & field work)
3. Identify evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts. (strategy portfolio, reading responses, article analysis, & field work)
4. Develop learning strategies (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents' literacy development in specific content areas. (strategy portfolio & field work)
5. Justify the integration of technology to support content learning. (response to online modules)
6. Explain the specific challenges students with varying levels of literacy and linguistic proficiency face in each discipline. (position statement & reading responses & field work)
7. Analyze the role metacognition plays in the learning process and the role strategy instruction plays in developing metacognitive awareness. (reading response & strategy portfolio & article analysis)

## **PROFESSIONAL STANDARDS (International Literacy Association):**

A Middle and High School Content Classroom Teacher is a professional responsible for teaching one of the content or academic areas (e.g., science, mathematics, social studies, or English) at either the middle or high school level. These teachers must teach the content of the discipline and have responsibility for helping students engage in and learn not only the content but also the reading and writing demands of the discipline. Middle and High School Content Classroom Teachers collaborate with [reading specialists](#) and other professionals to improve instruction and to modify the physical and social environments as needed. (see [http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010\\_Role3.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx) )

### Standard 1: Foundational Knowledge

Middle and High School Content Classroom Teacher Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

### Standard 2: Curriculum & Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

#### Standard 3: Assessment & Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

#### Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

#### Standard 5: Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

#### Standard 6: Professional Learning & Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

### **REQUIRED TEXTS:**

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2011). *50 Instructional routines to develop content literacy*. (3rd ed.). Boston, MA: Pearson Education Inc.

Fisher, D., & Frey, N. (2016). *Improving adolescent literacy: Content area Strategies at work*. (4th ed.) Boston, MA: Pearson Education Inc.

Tovani, C. (2004). *DO I really have to teach reading? Content Comprehension Grades 6-12*. Portland, Maine: Stenhouse Publishers

### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

1. Assignment descriptions

**Participation: (5%)**

Regular attendance is expected and critical. Class time will provide opportunities to ask questions, hear others' ideas, and deepen your understanding of the material. Thorough preparation is important each week because class activities are designed to extend, critique, and synthesize the readings. In class activities will build upon readings. Occasionally student products will be generated and used to document participation.

Each face-to-face class will be evaluated with the following rubric. Class participation receiving an A grade will mostly fall in the Meeting Expectations category. Class participation deserving a B grade will mostly fall in the Approaching Expectations category. Class participation receiving a C or below grade will mostly fall in the Does not Meet Expectations category.

Participation Criteria	Meeting Expectations	Approaching Expectations	Does not meet expectations
Preparation	The candidate almost always arrives prepared and on time.	The candidate usually arrives prepared and on time.	The candidate is often not prepared for class or very often tardy for class.
Contributions to Class	The candidate actively participates in small and/or whole group class meetings by meaningfully contributing to each class session and actively listening to peers. The candidate critically considers class content and poses relevant questions and comments that push the conversation forward	The candidate participates at least peripherally in group and class discussions. The candidate is somewhat engaged in small and whole group discussions and mostly listens to peers comments. The candidate poses mostly relevant questions and comments.	Candidate does not actively participate in discussions.
Dispositions	The candidate almost always demonstrates professionalism in all communications with	The candidate mostly demonstrates professionalism in communications with professor and peers.	The candidate's communication with professor and peers is often unprofessional.

For any ONLINE class that occurs due to scheduling adjustments, there will be a module to complete including viewing and response activities. Response activities will include discussion boards, blogs, journals, Wikis, and video/audio creations. Specific directions for each module will appear on Blackboard and participation points will be awarded for completing all activities in the module.

### **Weekly Reading Participation Responses (RR; 10%)**

Reading Responses record candidates' thoughts, reactions, opinions, connections, and questions, related to the assigned readings. They encourage candidates to think deeply about the materials they read and reflect on and raise questions about the text. This interaction between reader and text extends the reading experience into the "real life" application of information and are especially valuable for promoting opinion making, value judgments, and critical thinking.

#### **Directions**

1. Review the RESPONSE choices BEFORE you begin course readings.
2. Begin each response with a BRIEF (3-4 sentences) summary of the reading or section of the reading to which you are responding.
3. Then select a response strategy from the list to complete the response. (list posted on blackboard under *Class Tools* folder)
4. You may choose which strategy you want to use each week, but you may not repeat strategies. *The purpose of this is to get you to explore different ways of responding. If you use a strategy, you are more likely to try it with your students.*
5. Bring the response to class to share in discussion each week.

#### **Requirements**

- Candidate must submit a total of 8 responses.
- Responses must be submitted through Blackboard by 4:00 pm on the assigned date to the required area. Submit in the journal space- DO NOT attach as a document.
- Candidates must choose one of the readings from the list to respond to deeply for the assignment.
- Responses should include your name, date, title of the reading (or chapter number), and the response strategy.
- Responses should be approximately 300-500 words.
- Rubric available on Blackboard.

### **Disciplinary Article Analysis (5%)**

The Disciplinary Article Analysis project moves candidates towards deeper exploration in each discipline. Each candidate will be placed in a group with others from the same discipline. During the first week of class, candidates will meet with their groups and choose 3 articles from a provided list to read together. Each candidate will post an analysis of the article to a disciplinary group discussion board. Then, members will read one another's posts and discuss the article using an assigned discussion strategy during class. Evaluation rubric available on Blackboard.

**Directions:** For each article: (1) Critically read the article, (2) Develop a one-page summary critique, and (3) Share and discuss in the online discussion community.

One page summary should follow this format: (see sample on Blackboard under *Class Tools* folder).

- a. **Author's most significant points:** A brief summary of the author's message.
- b. **Connections:** Analyze how the article connects to your content and teaching practice. Use specific examples and elaborate on the utilization of the ideas.
- c. **Questions and Criticism:** One paragraph of doubts, challenges, and lingering questions.

#### **Edthema Video Assignment: (15%)**

Candidates will complete video recording of microteaching episode for self, peer, and instructor coding.

Directions:

1. Candidate will select a text and a strategy and develop a strategy lesson that engages students in reading for comprehension. The first strategy will be assigned by the instructor (DRTA). The second strategy is the candidate's choice.
2. Each candidate will record him/herself teaching the lesson to a small group of peers.
3. Candidates will upload the video, including lesson plan and introduction, and code the video. Coding procedures will be discussed in class.
4. The candidate will respond to 2 peers' videos.
5. Candidates will write a concise 2 -page analysis of the lesson in relationship to course concepts covered after both lessons are completed.

**Graphic Novel Study (5%)** This mini-project has 3 parts (A.) Read: Griffith, P. E. (2010). Graphic Novels in the Secondary Classroom and School Libraries. *Journal Of Adolescent & Adult Literacy*, 54(3), 181-189. doi:10.1598/JAAL.54.3.3. Then, (B.) with a partner, read a young adult graphic novel, [can be fiction or non-fiction]. Finally, (C.) Contribute 4 slides to a google doc class PowerPoint (1) a brief summary, (2) evaluation, (3) thematic links & rationale for use, and (4) ideas for integrating into the secondary content curriculum.

Text Set (15%): The purpose of this assignment is to demonstrate understanding of how to select relevant and targeted texts for students in your content area. Candidate will work with a partner to create a text set **with 8 texts** related to a topic of choice in his/her content area. Each candidate is responsible for contributing and completing the write-up for 4 resources.

Directions:

1. Choose a grade level and topic for your text set.
2. Assemble a variety of relevant reading materials [8 total] (e.g. trade books, textbook chapters, journals, magazines, newspaper articles, websites, blogs). Consider materials that your students will read in order to develop deeper content knowledge about the topic.
3. For each item in the text set, provide (a) complete APA biographical information (b) a short summary (about 100 words) of the content, and (c) a brief statement (about 100 words) of your rationale for the choosing the text and its potential use in your unit.
4. Submit a one-paragraph introduction to the annotated text set stating (a) why you picked the topic and (b) for what particular grade level your unit is intended.

**Strategy Portfolio (20%):**

The purpose of this project is to show understanding gained throughout the course about how to *select texts* AND *choose and apply* appropriate instructional strategies to content area learning. The candidate will develop *4 mini-strategy lessons*. Strategies must come from a course text or resource unless otherwise approved by the instructor. All lessons must engage students in reading and/or writing using a designated strategy.

Directions:

1. Choose a standard from your discipline and develop a measurable objective.
2. Select a text and a strategy. **One strategy lesson will be the DRTA lesson for the Edthema assignment.** For the other 3 lessons, one should focus on comprehension, one should focus on writing, and one should focus on different components of disciplinary language (e.g., words, phrases, sentences, text structure).
3. Develop the plan using EXPLICIT language and including modeled, guided, and independent practice. Describe the procedures to follow in order to execute the lesson. A design structure will be provided in class.
4. At the top of each strategy lesson, candidate must (a) identify the strategy (i.e. Questioning the Author (QTA), RAFT, Anticipation Guide), and (b) write a 2-3 sentence rationale explaining why the strategy is relevant and how it supports student learning.
5. Finally, include a brief description (2-3 sentences) of how the learning objective (NOT activities) will be assessed.

**Final Position Statement (10%):** Candidate will develop a 5-6 page position statement articulating his/her understanding of adolescent literacy and how it connects to his/her discipline. 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. Student should make *at least 3 connections* to his/her field experience in the discussion. The final product should be a well- organized presentation of *key points* with support from theory and research. Use the following framework to write the *4 sections* of your paper. APA required.

- **(1) Status of Adolescent Literacy:** *Using multiple, relevant sources* from the course, review and synthesize data, theories, and policy on the current situation in adolescent literacy.
- **(2) The Importance of Being Literate in \_\_\_\_\_** (Insert Content Area): Identify *specific skills, knowledge, and dispositions* required for literacy in this content area and discuss connections between disciplinary literacy skills and the real life literacy needs of adolescents.
- **(3) Literacy and \_\_\_\_\_** (Insert Content Area): Identify the specific literacy challenges your content area presents. Be sure to articulate why students may struggle with these aspects of literacy (reading, writing, speaking, and listening) in the content area.
- **(4) Solutions:** Close your paper with a reflection on what you believe about teaching students to be literate in your discipline.

### **Field Experience Requirements (15%):**

Candidates MUST complete the [Online Field Experience Registration](#) *NO LATER* than the first week of classes.

**Signed log of hours indicating successful completion of the time requirement must be submitted via blackboard in order to receive credit for the field experience (see Class Tools folder)**

This course requires a total of **15 hours of Field Experience**. There are three components required for completion of the Field Experience assignment.

#### Component 1-Observation Log:

Candidate will maintain an observation log, noting the particular ways the teacher(s) integrates literacy into the daily instructional routines.

Directions: Candidate will create 3 entries of 300-350 words. Each entry should include (a) what was observed, including background and context of classes and (b) an analysis of how the observation ties into course concepts covered.

#### Component 2- Critical Conversations



Candidate will hold four critical conversations with teachers and students to gain feedback on literacy events in secondary school settings. Candidate should take notes during the discussions.

Directions:

1. Candidate will meet with the following people (Questions for conversation provided by instructor):
  - (a) one teacher from the same content and
  - (b) one specialist (reading/math/ESOL), and
  - (c) 2 students from diverse academic backgrounds.
2. Candidate will then use an assigned analysis strategy to compare, contrast, and synthesize the experiences, looking for themes across conversations. Be prepared to explain and discuss the connections between the data, observations, course concepts, and teaching practice.

Component 3- *lesson implementation* (observed or co-taught):

Candidate will observe or co-teach one literacy lesson during the field experience. This lesson should engage students in reading and/or writing for comprehension. Examples will be discussed in class. **Candidate should discuss this with the classroom teacher during the first meeting.**

Directions.

1. Candidates will develop a strategy lesson plan that incorporates an instructional strategy from the course and implement it with a small group or whole class.
2. Candidate will get feedback from the classroom teacher.
3. Candidates will collect student sample(s) [if able] and bring to class to share with class study group.
4. Candidates will come to class with all materials, prepared to discuss the lesson. Questions to consider include: What went well? What would you change? Why was this strategy a good fit (or not) for your content area? What did you notice about student learning?
5. Candidate will turn the lesson in with the strategy portfolio.
6. Candidate will complete an in-class reflection on his/her strategy lesson implementation.

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

2. Assignment and examination weighting

Category	Total Value	Assignments	Due Dates
<b>Engagement</b>	<b>15%</b>		
		Participation (5%) Reading Responses (10%)	
<b>Knowledge Building</b>	<b>40%</b>		
		Article Analysis (5%)	
		Graphic Novel Study (5%)	
		Field Experience (15%)	
		Edthena Videos (15%)	
<b>Synthesize and Create</b>	<b>35%</b>		
		Text Set (15%)	
		Strategy Portfolio (20%)	
<b>Final Assessment</b>	<b>10%</b>	<b>Position Statement Paper</b>	

### 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.** In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to disciplinary literacy.
2. Online discussion boards and Blogs.
3. Pair and small group meetings in which you will provide feedback and support for each other's work.

### ***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 upload assignments to Blackboard 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 can influence your grade. Missing 3 or more classes could result in failure of the class.

### ***Assignments***

All assignments should be turned in on the due date in the schedule below via Blackboard (by 4:30 pm, 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 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 (5% each day late),* excepting extraordinary circumstances. Upload assignments directly into Blackboard and DO NOT attach as a separate document.

Graduate students must become familiar with APA 6<sup>th</sup> edition (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. All written work unless otherwise noted must electronically submitted and should be proofread carefully. The organization 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 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.

## **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, *none for this course*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## **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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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 <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

Week/ Date/ Format	Topic & Essential Question	Readings  Due	Assignments  Due
Week 1  1.19  1.21	Literacy Matters: Course Introduction & Text Previews  What is literacy?  What does it mean to be literate in a discipline?	International Reading Association. (2015). Collaborating for Success: <i>The vital role of content teachers in developing disciplinary literacy with students in grades 6-12</i> . (Position statement). Newark, DE: author.	
Week 2  1.26  1.28	Foregrounding the disciplines:  Why address literacy in content classrooms?    Key Concepts: Content Literacy, Disciplinary Literacy	Buehl, D. (2011). Mentoring Students in Disciplinary Literacy. In <i>Developing Readers in the Academic Disciplines</i> (pp.1-30). Newark, DE: International Reading Association.  Fisher & Frey, Ch.1  Tovani 1-3  <u>Review: Professional Organization Standards (NCTE/NCTM/ NCSS/ NSTA/CCCS/NGSS)</u>	RR1 @ 1.28
Week 3  2.2  2.4	Language and Literacy Development: Creating spaces for students to learn.    How do sociocultural contexts influence students' language and	Biancarosa, G., & Snow, C. (2004). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York</i> . Washington, DC: Alliance for Excellent Education  International Reading Association. (2012). <i>Adolescent Literacy</i> . (Position statement, Rev.	RR 2 @ 2.2  AA1 @ 2.4

	literacy growth?	2012 ed.). Newark, DE: author.  Moje, E. B., Dillon, D. R., & O'Brien, D. (2000). Reexamining roles of learner, text, and context in secondary literacy. <i>Journal Of Educational Research</i> , 93(3), 165.	
Week 4 2.9 2.11	Knowing your students: Culturally responsive teaching  How do we use our knowledge of students to plan for instruction?  Key Concepts: Funds of Knowledge, outside-of-school literacies	Vacca, Vacca, & Mraz, 2014 Chapter 3 (e-reserves)  Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners. <i>The Future of Children</i> , 21(1), 103-127.	RR 3 @ 2.9  AA2 @ 2.11
Week 5 2.16 2.18	The Language of Schooling  How do we know what texts to take into the classroom?  Key Concepts: Academic Language, lexile levels	Fang, Z.(2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate.  Fang, Z., & Pace, B.G. (2013). Teaching with challenging texts in the disciplines. <i>Journal of Adolescent &amp; Adult Literacy</i> , 57(2), 104-108.  Tovani, chapter 4	RR4 @ 2.16  AA 3@ 2.18

<p>Week 6</p> <p>2.23</p> <p>2.25</p>	<p>Comprehension and text complexity</p> <p>Key Concepts: Strategy Instruction, B-D-A, purposes for reading, Guided Release of Responsibility model.</p>	<p>Duke, N., Pearson, D., Strachan, S., &amp; Billman, A. (2010). Essential Elements of Fostering and Teaching Reading Comprehension. In S. J. Samuels &amp; A.E. Farstrup (Eds.), <i>What Research Has to Say About Reading Instruction</i> (4<sup>th</sup> ed.), (pp. 51-93). Newark, DE: International Reading Association.</p> <p>Fisher &amp; Frey, chapter 2</p> <p>Tovani, chapter 5</p> <p>Brozo, chapter 8 (DRTA)</p>	<p>RR5 @ 2.23</p>
<p>3.7</p> <p><b>SPRING BREAK WEEK</b></p>	<p><b>SPRING BREAK WEEK</b></p>		
<p>Week 7</p> <p>3.1</p> <p>3.3</p>	<p>Processing the Content: Participating in academic conversations and close reading.</p>	<p>Fisher &amp; Frey, chapter 3</p> <p>Fisher &amp; Frey. (2011). Structuring the Talk: Ensuring academic conversations matter. <i>The Clearing House</i>, 84, 15-20.</p> <p>Lapp, D., Fisher, D., &amp; Grant, G. (2008). “You can read this text—I’ll show you how”: Interactive comprehension instruction. <i>Journal of Adolescent and Adult Literacy</i>, 51(5), 372–383.</p> <p><b>Brozo chapters on Oral Language (5, 6,7, 10, 28, 34, 36, 38)</b></p>	<p>RR6 @ 3.1</p> <p>Text Set @ 3.3</p>
<p>Week 8</p> <p>3.15</p> <p>3.17</p>	<p>Processing the Content: Academic Language and Vocabulary Learning</p> <p>How do students really know a word? How do we support students’ vocabulary development?</p>	<p>Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal Of Adolescent &amp; Adult Literacy</i>, 50(7), 528-537.</p> <p>Flanigan, K., Templeton, S., &amp; Hayes, L. (2012). What’s in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. <i>Journal Of Adolescent &amp; Adult Literacy</i>, 56(2), 132-140.</p>	<p>RR 7 @ 3.15</p>



	Key Concepts: Vocabulary acquisition, Tiered Vocabulary	Fisher & Frey, chapter 4  <b>Brozo chapters on Vocab (1, 3, 5, 6, 8, 12, 14, 17, 18, 21, 22, 26, 29, 32, 33, 37, 38, 42, 43, 44, 45, 46, 47,48,49)</b>	
Week 9 3.22 3.24  ONLINE CLASS WEEK	Processing the Content: Writing  What types of instructional routines support writing?  Key Concepts: Process writing, writing to learn	Fisher & Frey, chapter 7  Content Article: Find specific article under content folder on BB  <b>Brozo chapters on writing (2, 9,11,18, 25, 28, 31, 32, 35, 50)</b>  *MEET TO RECORD EDTHENA LESSONS	Edthena #1  (DRTA lesson) UPLOADED BY 3.26
Week 10 3.29 3.31	Processing the Content: Ensuring students understand.	Fisher & Frey, chapters 5 & 6  Lapp, D., Devere Wolsey, T., WOOD, K., & Johnson, K. (2015). Great Graphic Organizers. <i>Instructor</i> , 124(4), 62-63.	RR 8 @ 3.29
Week 11 4.5 4.7	Consolidating Learning:  Assessment  How do we know what students have learned?	Tovani, chapters 8 & 9  Content Article: Find specific article under content folder on BB	
Week 12 4.12 4.14	Technology to support literacy:  How do we ensure that technology is supporting	Vacca, Vacca, & Mraz, 2014 Chapter 2 (e-reserves)	Edthena #2  choice lesson  UPLOADED

ONLINE CLASS WEEK	students' literacy learning?	*MEET TO RECORD EDTHENA LESSONS	BY 4.16
Week 13 4.19 4.21	Fishbowl Discussion	Greenleaf, C.L., & Hinchman, K. (2009). Reimagining our inexperienced adolescent readers: From struggling, striving, marginalized and reluctant to thriving. <i>Journal of Adolescent &amp; Adult Literacy</i> , 53, 4-13.	Field Experience Components @ 4.19
Week 14 4.26 4.28	Effective Disciplinary Instruction for all learners  <i>Course evaluations</i>	Allington, R. (2007). Effective Teachers, Effective Instruction. In Beers, K., Probst, R. & Rief, L. (Eds). <i>Adolescent literacy: turning practice into promise</i> (pp. 273-289). Portsmouth, NH: Heinemann.	Strategy Portfolios @ 4.26  Edthena Lesson Analysis @ 4.28
Week 15 5.3	EXAM WEEK (no class meeting)		Position Statement DUE by 4:00!

