EDRD 619 DL3: Literacy in the Content Areas
3 Credits, Spring 2016

PROFESSOR(S):
Name: Jennifer Drake Patrick
Office hours: "By Appointment"
Office location: Thompson Hall, suite 1500
Office phone: 703 993 2166
Email address: jdrakepa@gmu.edu

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

DELIVERY METHOD:
This course will be delivered online using an **ASYNCHRONOUS** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before

"@masonlive.gmu.edu) and email password. The course site will be available on January 19th, 2016 AT 8:00AM.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Window Media Player http://windows.microsoft.com/en-us/windows/download-windows-media-player
  - Adobe Acrobat Reader https://get.adobe.com/reader/
  - Apple Quicktime Player- http://www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool.

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - o Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Tuesday at 8:00am, and **finish** on Monday at noon.
  - o Synchronous: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - o Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a *minimum* this should be 3 times per week.
  - o Synchronous: Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least THREE (3) times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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. (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)

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

One graphic novel- choice (approval by instructor)

*Secondary Education Candidates are required to purchase and use Edthena for video coaching and peer interactions online for this course.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment descriptions

Weekly Participation: (15%)

Regular participation is expected and critical because it provides 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. All class activities will build upon readings.

For each ONLINE class, 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 online with the online evaluation rubric and must be completed in order. All modules must be completed within the specified timeframe to receive full credit. Each online task will be valued at 10 points and rubrics will be attached to each task.

Modules will open each week on Tuesday at 8:00 am and must be completed by the following Monday at 8:00 am. Please contact the instructor immediately via email if unforeseen circumstances prevent you from completing the weekly tasks.

Reading Responses (RR; 5%)

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. Choice list posted on blackboard under *Assignment Supports* folder.
2. Once readings are complete, choose <u>one of the readings</u> from the list to respond to deeply for the assignment,
3. Begin each response with a BRIEF (3-4 sentences) summary of the reading or section of the reading to which you are responding.
4. Then select a response strategy from the list to complete the response , approximately 300-500 words.
5. 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.*
6. Post the response to the JOURNAL section to share in discussion each week.

Requirements

- Responses must be submitted through Blackboard by 4:00 pm on the assigned date. <u>See syllabus schedule for due dates.</u> Submit in the journal space- DO NOT attach as a document.
- Responses should include your name, date, title of the reading (or chapter number), and the response strategy.
- Rubric available on Blackboard.

Disciplinary Article Analysis (5%). 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 online 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 discuss the article using an assigned discussion strategy on the discussion board. 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.

<u>One page summary</u> should follow this format: (see sample on Blackboard under *assignment supports* folder).

a. **Author's most significant points:** A <u>brief</u> 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.

Edthena 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 Edthena 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 <u>why</u> the strategy is relevant and <u>how</u> 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 source*s 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.

<div align="center">Component 1-<u>*Observation Log*</u>:</div>

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

<u>Directions:</u> 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.

<div align="center">Component 2- <u>*Critical Conversations*</u></div>

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.

<u>Directions:</u>

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 <u>explain</u> and <u>discuss</u> the connections between the data, observations, course concepts, and teaching practice.

<div align="center">Component 3- <u>*lesson implementation*</u> (observed or co-taught):</div>

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. Candidate will <u>develop</u> a strategy lesson plan that incorporates an instructional strategy from the course and <u>implement</u> it with a small group or whole class.
2. Candidate will get feedback from the classroom teacher.
3. Candidate will collect student sample(s) [if able] and to analyze and share with class study group.
4. Candidate will be 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 a 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
Engagement	20%		
		Weekly Participation (10%)	ongoing
		Reading Responses (5%)	ongoing
		Article Analysis (10%)	2.2; 2.9; 3.15
Knowledge Building	20%		
		Graphic Novel Study (5%)	March 17
		Field Experience (15%)	April 19
Synthesize and Create	50%		
		Edthena Videos (15%)	
		Video 1	March 28
		Video 2	April 18
		Lesson Analysis	May 2
		Text Set (15%)	March 7
		Strategy Portfolio (20%)	April 26
Final Assessment	10%	Position Statement Paper	May 9

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 sign into class with insights, questions, comments, and concerns from the readings**. In general, we will engage in three types of activities:

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.* 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 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 (5% each day late)*, 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 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/. It is HIGHLY recommended that you purchase a copy of the APA manual since you are required to successfully use it throughout your program.

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 <u>with a required performance-based assessment</u> 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 1.19-125	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: *The vital role of content teachers in developing disciplinary literacy with students in grades 6-12*. (Position statement). Newark, DE: author.	
Week 2 1.26- 2.1	Foregrounding the disciplines: Why address literacy in content classrooms? Key Concepts: Content Literacy, Disciplinary Literacy	Buehl, D. (2011). Mentoring Students in Disciplinary Literacy. In *Developing Readers in the Academic Disciplines* (pp.1-30). Newark, DE: International Reading Association. Fisher & Frey, Ch.1 Tovani 1-3 Review: Professional Organization Standards (NCTE/NCTM/ NCSS/ NSTA/CCCS/NGSS)	RR1 @1.26
Week 3 2.2- 2.8	Language and Literacy Development: Creating spaces for students to learn. How do sociocultural contexts influence students' language and literacy growth?	Biancarosa, G., & Snow, C. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education International Reading Association. (2012). *Adolescent Literacy*. (Position statement, Rev. 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. *Journal Of Educational Research*, *93*(3), 165.	AA1 @ 2.2

Week 4 2.9-2.15	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. *The Future of Children*, *21*(1), 103-127.	AA2 @ 2.9
Week 5 2.16-2.22	The Language of Schooling How do we know what texts to take into the classroom? Key Concepts: Academic Language	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. *Journal of Adolescent & Adult Literacy*, *57*(2), 104-108. Content Article: Find specific article under content folder on BB Tovani, chapter 4	RR2 @ 2.16
Week 6 2.23-2.29	Comprehension and text complexity Key Concepts: Strategy Instruction, B-D-A, purposes for reading	Duke, N., Pearson, D., Strachan, S., & Billman, A. (2010). Essential Elements of Fostering and Teaching Reading Comprehension. In S. J. Samuels & A.E. Farstrup (Eds.), *What Research Has to Say About Reading Instruction* (4th ed.), (pp. 51-93). Newark, DE: International Reading Association. (e-reserves) Fisher & Frey, chapter 2 Tovani, chapter 5 Brozo, chapter 8 (DRTA)	RR3 @ 2.23
Week 7 3.1-3.7	Processing the Content: Participating in academic conversations and close	Fisher & Frey, chapter 3 Fisher & Frey. (2011). Structuring the Talk: Ensuring academic conversations matter.	Text Set @ 3.7 RR4 @ 3.1

	reading.	*The Clearing House*, 84, 15-20. Lapp, D., Fisher, D., & Grant, G. (2008). "You can read this text—I'll show you how": Interactive comprehension instruction. *Journal of Adolescent and Adult Literacy*, *51*(5), 372–383. **Brozo chapters on Oral Language (5, 6,7, 10, 28, 34, 36, 38)**	
3.7-3.11	**SPRING BREAK WEEK**	**SPRING BREAK WEEK**	
Week 8 3.15-3.21	Processing the Content: Academic Language and Vocabulary Learning How do students really know a word? How do we support students' vocabulary development? Key Concepts: Vocabulary acquisition	Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal Of Adolescent & Adult Literacy*, *50*(7), 528-537. Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. *Journal Of Adolescent & Adult Literacy*, *56*(2), 132-140. Fisher & Frey, chapter 4 **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)**	AA3 @3.15 Graphic Novel Study @ 3.17
Week 9 3.22-3.28	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 **Brozo chapters on writing (2, 9,11,18, 25, 28, 31, 32, 35, 50)**	Edthena #1 @ 3.28 (DRTA lesson)
Week 10 3.29-4.4	Processing the Content: Ensuring students understand.	Fisher & Frey, chapters 5 & 6 Lapp, D., Devere Wolsey, T., WOOD, K., & Johnson, K. (2015). Great Graphic Organizers. *Instructor*, *124*(4), 62-63.	RR 5 @ 3.29

Week 11 4.5-4.11	Technology to support literacy: How do we ensure that technology is supporting students' literacy learning?	Vacca, Vacca, & Mraz, 2014 Chapter 2 (e-reserves)	
Week 12 4.12-4.18	Consolidating Learning: Assessment How do we know what students have learned?	Tovani, chapters 8 & 9	Edthena #2 @ 4.18 choice lesson
Week 13 4.19-4.25	Reflecting on our work: What does it mean to be literate in a discipline? What is the role of the content teacher in developing students' literacy?	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*, 4-13.	Field Experience Components @ 4.19
Week 14 4.26-5.2	Effective Disciplinary Instruction for all learners *Course evaluations*	Allington, R. (2007). Effective Teachers, Effective Instruction. In Beers,K., Probst, R. & Rief, L. (Eds). *Adolescent literacy: turning practice into promise (pp. 273-289).* Portsmouth, NH: Heinemann.	Strategy Portfolios @ 4.26 Edthena Lesson Analysis @ 5.2
Week 15 May 9	**FINALS WEEK**		Position Statement DUE by 8:00am!