

**MGED 7004
Teaching Reading and Writing in Middle and Secondary Grades
3 Semester Hours**

**Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading, & Deaf Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXT

Ruddel, M. R. (2005, 5th ed.). *Teaching Content Reading and Writing*. John Wiley & Sons, Inc., New York.

COURSE DESCRIPTION

To prepare educators to teach and evaluate reading and writing across the curriculum. Examination of current research relevant to teaching and evaluation of reading and writing in a school environment. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be addressed in relation to the school curriculum.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

INTERNATIONAL READING ASSOCIATION AND THE NATIONAL COUNCIL FOR TEACHERS OF ENGLISH STANDARDS (2010)

The six standards in this document are:

- **Standard 1: Foundational Knowledge:**
Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- **Standard 2: Curriculum and Instruction:**
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- **Standard 3: Assessment and 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: 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 and Leadership:**
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Standards 2010: Middle and High School Content Classroom Teacher

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.

COURSE OBJECTIVES

(Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Standards)

Upon completion of this course, the student will be able to:

1. recognize that an effective literacy program is academically challenging and age appropriate, involving teachers, parents, and community members; (I, II, V)
2. examine, evaluate, and apply current research relevant to the teaching and evaluation of reading and writing across the curriculum; (I, II, III, IV)
3. collect, analyze, interpret, and share student performance data about reading and writing instruction and performance; (III, IV, V)
4. provide effective, individualized feedback to students about performance in reading and writing; (I, III)
5. learn and implement effective strategies through peer coaching and feedback, (IV, V) and
6. evaluate the effectiveness of reading and writing instruction. (I, II, III, IV)

REQUIREMENTS

It is expected that ALL work submitted by graduate students be typed and have correct grammar usage and spelling. Work that does not meet these standards will be graded accordingly.

Projects:

1. **Participation in a Literature Circle:** Candidates will participate in a literature circle with a group of students. Evaluation will be based upon at least 4 interactions according to roles of illustrator, connector, investigator, and timeline and 1 individual reflective narrative about the use of literature circles and your personal reactions to the experience. Products will be your **group portfolio notebooks** and your **presentation** (which could be a **display board, video, power point, etc**) about your book. (CFS I, II, III, IV, V). **Live Text Entry and narrative required.**
2. **Teaching Strategies Unit** – Determine a topic for a unit of instruction and select 5 strategies from the strategies that you have completed during the semester on Blaze View and demonstrate how each of those strategies could be used to teach the lesson. Develop the strategy and write a paragraph explaining how you would use the strategy during instruction for that lesson. The unit is your **Live Text entry** for Reading Strategies. **Complete the narrative prompt and submit artifacts.** (CFS I, II, III, IV, V).
3. **Family/Community Literacy Project:** Candidates will develop plans for presentation and documentation to increase parent involvement in the literacy development of their students. The plan will be presented during class as 5 minute PowerPoint presentation and submit a tentative date for implementation. Documentation of implementation will be submitted upon completion. (Videotaping is preferred, but a descriptive letter of verification from administrator will be satisfactory. Discuss other methods of documentation with me.) **Live Text Entry** (CFS I, II, III,).
4. **Literacy Interview** – Interview a teacher in your school. See guidelines. Write narrative of information provided and your reflection of the interview and the teacher’s comments. (CFS I, II, III).

Presentations:

5. **One Teaching Strategy** - that you have implemented with students in your classroom will be presented during class. Develop a Power Point, describe what you did, student response, samples of student work, and evaluate the effectiveness of the strategies – positive or negative and why. **Documentation of teaching strategies - Presentation of teaching strategy:** Select a strategy from Ruddell’s book, use it during a lesson, and present it in class with your critique. A handout for me and other class members will be required. You may not use a strategy presented to you in Learning Focused Schools or Georgia’s Choice programs. **PICK A NEW ONE!** The list of strategies is on pp.xi and xii. (CFS I, II, III, IV, V). You must use the strategy while teaching your students and you must produce work samples and evaluate what you have done.
6. **Internet or software critique and presentation** - evaluate **one piece of software** or an **internet source** for your content area using guidelines pp. 80 or 82-3, prepare one PPT slide with source and evaluation criteria completed for classroom presentation(CFS I). You may not use any commercially adopted program used by your school
7. **Group Presentation of your Literature Circle project**

Ongoing weekly assignments

8. **Complete assignments Blaze View**– You will be required to apply the reading strategies selected from Ruddell’s text and the Lesson Modules in Blaze View to your content classroom. There are 16

Lessons in the on-line portion of this class. They are classroom based. I expect that you will implement the strategies with students and submit your responses to me on line.

9. **Responding to discussion boards and responding to prompts** – To receive credit for your discussion board entries you are also expected to respond to a minimum of one other student on the discussion board in a meaningful manner
10. **Class Participation: Students** will actively participate in class lectures, discussions, and projects. It is expected that you will have completed the required readings for each session so that you may take an active part in the class discussions. (CFS I, II, IV, V).

EVALUATION

	<u>Possible points</u>
1. Participation in Literature Circle & Portfolio	40 (in Live Text)
2. Group Presentation of Literature Circle	10
3. Teaching Strategies Unit entry in Live Text	10 (in Live Text)
4. Family/Community Parent Involvement project	20 (In BlazeView)
5. Literacy interview	20
6. Presentation –strategy used	10
7. Presentation -Internet or software critique	10
8. Web CT Vista Entries	<u>216</u>
 Total Possible Points	 336

100-93% = A

92-85%= B

84 -75%= C

74- 65%= D below 65 = F

INSTRUCTOR

Dr. Barbara Stanley

Department of Middle, Secondary, Reading, & Deaf Education

Education Center Phone 229-333-5611

Fax: 912-333-7167

Email: bstanley@valdosta.edu

Office Hours: M-Th 9-5 and by appt.

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work.. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of

website. Do not share your work with others. If student A uses work from student B with or without permission, both students will receive zero grades for the assignment.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Assignments in this course are designed to focus evidence of understanding based on individual experience. All work submitted should be original.

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Optional: Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW For more information on the use of SafeAssign at VSU see [SafeAssign for Students \(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml\)](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

COPYRIGHT STATEMENT

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.
<http://www.valdosta.edu/academic/DirectionsforAccessingandCompletingSOIs.shtml>

Directions for LiveText Submissions

Include in your syllabus only the directions appropriate for LiveText assignments for your course.

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are listed below:
<http://www.valdosta.edu/coe/sec/studentresources.shtml>

Live Text Submissions for Field Experiences

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
 - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.

- d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
 - a. Select **Manage Pages**.
 - b. Click on the box next to **Title** to select all pages.
 - c. Click on the box next to the current artifact page to unselect it.
 - d. Select **Hide Pages: Save and Finish**.
 - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.
6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching/Internship/Apprenticeship)

1. From the Dashboard: >**Documents**>**New**
2. Under **Folder**>**Valdosta State University Lesson Plans**
3. Under **Template**>**Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program SemesterYear LP Observation# Lastname, Firstname
(e.g. MGED F10 Week 4 LP Martin, Sue)
No description necessary
5. >**Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan**, >**Edit**
7. At bottom, under **File Attachments**, >**Edit**
8. >**Upload New File**
9. >Browse, choose the correct lesson plan, and open it.
10. >**Save and Finish**, >**Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. >**Submit for Review**

How to Post a Portfolio Assignment for Assessment with COE Observation Instrument (graduates)

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it >**Hide** pages.
3. Select **Send for Review**. Note: Do not click on Submit.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.

3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
 - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
 - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document.**
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

How to Send Completed Portfolio for Final Review (Student Teaching/ Graduation for Graduate Students)

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

How to Complete Forms in LiveText

1. From the **Forms** and **Inbox** tabs, click on the forms to complete.
2. Follow directions to complete the form.

Directions for Other LiveText Tasks

The following directions are provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment.

The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

Create a Visitor Pass

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. “Guest”), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document

1. From the **Documents** tab, open the document you want to share.
2. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
3. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
4. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

Summary of Blaze View Topics and Assignments

Lesson 1 Reading Research and Theory Interest Survey Discussion	Lesson 2 Literature Circles Discussion Board	Lesson 3 Why Use Trade Books and Picture Books? Award Winning Books Project	Lesson 4 – Informational & Biographies RAFT Info Book Discussion
Lesson 5 Multicultural & Contemp Realistic Alpha Box Discussion	Lesson 6 Fantasy & Folk Literature Venn or C/C Discussion	Lesson 7 Poetry & Historical Fiction Diamante Historical fiction Timeline Discussion	Lesson 8 Reading Across the Curriculum 3 level guide
Lesson 9 Listening Speaking Viewing Oral reading exercise	Lesson 10 Using Process Writing Analysis of Student Writing	Lesson 11 Grammar Instruction Manipulating Sentences	Lesson 12 Assessing Student Reading & Writing Assessing Student Writing
Lesson 13 Cone of Experience	Lesson 14 Quiz	Lesson 15 Quiz	Lesson 16 Upload Family Literacy Project Discussion

1. **Literature circle.** Candidates will select an appropriate adolescent book, fiction or non-fiction, and participate in a literature circle on-line discussion to discuss the selected book according to designated roles of illustrator, investigator, connector, and time liner. The “circle” will participate at least 4 times to discuss pre-determined sections of the book. Candidates will keep a section in their notebooks that authenticates their participation in the assignment. Rubric for scoring is in Live Text.
2. **School/ Family/Community Literacy Project.** Develop a plan and implement it for increasing parent involvement in the academic success of students in your classes. Your plan may impact a small or large number of students but must be designed to increase parent involvement in some fashion.

Project _____ Subject _____ Grade Level _____

Names of Group Members _____

	Met	Not Met
Development of project		
Problem clearly identified		
Literacy level appropriate		
Project relevant to student success		
“can do” for parents		
Clear justification for how the project will improve opportunities for student success in literacy.		
PowerPoint Presentation (5)		
Implementation Documentation – photographs, letter from administrator, newspaper article, etc. If not implemented, no credit will be given		

3. **Class presentation (10)** Select a strategy from Ruddell’s book pp. *xi* and *xii* to develop and use with students in your classes. Submit materials used, samples of student work, and a written reflection about student response and success with the learning task as a result of using the strategy.

Name _____

Strategies used _____

Criteria	Met	Not Met
(3) Presentation of strategies used Teacher Prepared Clearly stated rationale for using this strategy Satisfactory oral presentation (volume, grammar, eye contact, professional demeanor)		
(1) Strategy and content an appropriate match		
(2) Appropriate visuals		
(4) Assessment for effectiveness of strategy		

4. Literacy Assignment

Purpose of Assignment: To better understand literacy related issues at the middle/secondary level and how these issues may impact teaching students content knowledge.

1. Select a content area teacher in middle/secondary education and obtain permission to observe in his/her classroom. The teacher must also be willing to be interviewed by you.

2. **Teacher Interview**
 - a. Make arrangements to interview a teacher.
 - b. Use the attached Teacher Interview Guide for your interview. Add other information you think is important. It should be noted that you may need to use additional paper to record your observation.
 - c. Have teacher sign the appropriate form.
 - d. Type a two-page, single spaced summary of your findings. Be sure to include your opinions and how you would feel as a student and what you would do differently as a teacher. Include one idea/teaching tip you learned as a result of this interview.
 - e. Submit your paper, Teacher Interview Guide and signature form to instructor on due date.

Date	Name
	Internet Presentation
Feb 6th	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Feb 13th	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.
Feb 20	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
	Strategy Presentation
March 19 th	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.
March 26th	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.

MSED 7004 Spring 2012 Schedule

Class Meeting	Class Topics Due	Blaze View Activity Due
January 9	CLASS - Syllabus, Requirements for internships, Literature genres, Issues problems of literacy in classrooms. Look at <i>pp xi & xii</i> for topics for your implementation and presentation, Look at navigating Blaze View	
January 16th – Holiday Dr. Martin Luther King Day		
January 23	<p>Readability of texts; Have Chapters 1, 2, 3, read For Class:</p> <ul style="list-style-type: none"> Bring teaching textbook (the one you are using in your classrooms with your students) 	<p>Have Read at this web site: Due Jan 23 http://www.cori.umd.edu/research-publications/</p> <p>article #2 http://www.cori.umd.edu/research-publications/2008_guthrie_mcræ_etal.pdf Guthrie, J. T., McRae, A., Coddington, C. S., Klauda, S. L., Wigfield, A., & Barbosa, P. (2009). Impacts of comprehensive reading instruction on diverse outcomes of low-achieving and high-achieving readers. <i>Journal of Learning Disabilities, 42</i>, 195-214.</p> <p>article #17 http://www.cori.umd.edu/research-publications/2003-guthrie-davis.pdf Guthrie, J. T., & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. <i>Reading & Writing Quarterly, 19</i>, 59-85.</p>
January 30	<p>CLASS - literature circles (meeting 1) ;</p> <p>Manset-Williamson & Nelson Article And Sharon Vaughn article</p>	<p>Have completed Blaze View “Getting started” and email me according to direction; due by Feb 6th</p> <p>Before Feb 6th Class – Module Lesson 2 (1) Literature circles – read module, watch video, respond to discussion board Module 2 Lesson 1 (2) – What is literacy in MS and HS - assignment and discussion board due; response to at least 2 posts is required</p> <p>Module 3 Lesson 3 – Read research articles posted in module <u>Assignment in Blaze View –Award Winning Trade Books due by Feb 13th.</u></p>
	Literature Circles (meeting 2)	Due Feb 6th Class –

February 6	<p><u>Assignment Due: Presentations:</u> evaluate one piece of software or internet source for your content area using guidelines pp. 80 or 82-3, prepare one PPT slide with source and evaluation criteria completed</p>	<p>Module Lesson 2 (1) Literature circles – read module, watch video, respond to discussion board Module 2 Lesson 1 (2) – What is literacy in MS and HS - assignment and discussion board due; response to at least 2 posts is required</p> <p><u>Text:</u> Have Chapter 5 read – Before Reading and Vocabulary Strategies - Use one of the vocabulary strategies in a lesson and <u>be ready to discuss in class Feb 6th</u></p>
February 13	<p><u>Assignment Due Presentation:</u> evaluate one piece of software or internet source for your content area using guidelines pp. 80 or 82-3, prepare one PPT slide with source and evaluation criteria completed</p>	<p>Assignment in Blaze View –Award Winning Trade Books <u>due by Feb 13th.</u></p>
February 20	<p><u>Assignment Due Presentation:</u> evaluate one piece of software or internet source for your content area using guidelines pp. 80 or 82-3, prepare one PPT slide with source and evaluation criteria completed</p> <p>Literature Circles (meeting 3)</p> <p>Have Chapter 7 in Ruddel read, Reading Across the Curriculum – What you do before, during, and after reading</p>	<p>Assignment Blaze View <u>due – Feb 20th</u> Lesson 4, - Informational and Biographies - RAFT, Info book, and discussion board</p>
February 27	<p>Literature Circles (meeting 4)</p> <p>Have Chapter 4 Comprehension read – levels of comprehension</p>	<p>Assignment Blaze View – <u>due Feb 27th</u> Lesson 5 – Multicultural and Contemporary Realistic Fiction</p>
March 5	<p>Presentation of literature circle posters and hand in notebooks</p>	<p>Assignment Blaze View- <u>due March 5th</u> Lesson 6- Fantasy –Venn or C/C and discussion board</p>
March 12	<p>NO CLASS - SPRING BREAK</p>	
March 19	<p>Presentation of Teaching Strategy</p> <p>Have Chapter 8 Writing Across the Curriculum read</p> <p>Class: hand in diamante from Blaze View</p>	<p>Assignment Blaze View – <u>due March 19th</u> Lesson 7 –</p> <ul style="list-style-type: none"> • Poetry diamante & • Historical Fiction timeline & • discussion board
March 26	<p>Presentation of Teaching Strategy</p> <p>CLASS - Chapter 9 Assessment -</p>	<p>Assignment Blaze View – <u>due– March 26th</u> Lesson 8 – 3 Level Guide for the textbook you are using for your teaching</p>
April 2	<p>ONLINE</p>	<p>Assignment Blaze View – <u>due– April 2nd</u> Lesson 9- Oral Reading Evaluation Exercise Lesson 10- Analyzing Student Writing</p>

April 9	ONLINE	Assignment Blaze View – <u>due-April 9th</u> Lesson 11 Manipulating sentences; Lesson 12 Assessing Student Writing
April 16	Read Chapter 6 Teaching Bilingual/Bicultural Students – Chapter 10 Diversity in the Classroom	Assignment Blaze View – <u>due – April 16th</u> Lesson 13 –Dale’s Cone of Experience
April 23	Chapter 11 Collaboration – Presentations of Family Literacy Project	Assignment Blaze View – <u>due – April 23rd</u> Lesson 14 Quiz Lesson 15 Quiz – Assignment Blaze View - Lesson 16- - upload family literacy project and complete Discussion Board
April 30 Exam Class	Presentations of Family Literacy Projects Due: Teacher interview and reflective paper due; Discussion of your observations	Assignment Blaze View - Lesson 16- - upload family literacy project and complete Discussion Board

Possible Strategies for Units

Students need to be able to:

1. Organize information **before reading, while reading, and after reading**
2. Synthesize and articulate new learning
3. Vocabulary-identifies, labels concepts, elements, and relationships
4. Produce or create something new and apply new information

All strategies can be used before, during, and after reading.

Before Reading Strategies -preview, predict, ask questions, tell what I know, Think “Why am I reading this?” pre-assessment for teacher	Use of Strategies in Unit Where and how can I use the strategy? What content will I use it with?
Think, Predict, Read, Connect (TPRC), GMA, DRTA (reading-thinking), DIA (inquiry)	
List Group Label	
Graphic Organizer, Structured Overview	
Using trade books, multiple sources	
Writing-journals, learning logs	
Anticipation guides, prediction guides (Herber)	
K-W-(H)-L	
Knowledge Chart	
Problem Situations and Perspectives (prior to reading)	
Analogies	
PreP (Prereading Plan)	
During Reading Strategies -to provide students with a purpose and focus for their reading	
Comprehension Reading Guides 1. 3 level guide (Herber) 2. Selective Reading Guide 3. Interactive Reading Guide	
SQ3(4)R-Survey, Question, Read, Recite (Recall), Review	
QAR-In the book and In my head	
ReQuest	
Listen Read Discuss	
Semantic Feature Analysis	
After Reading Strategies-	
Writing strategies	
Discussion	
ReQuest and Reciprocal Teaching	

