



*LIST 5345: Content Area Reading & Writing*

*Spring 2015*

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**Instructor:** Dana Owens

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Dr. Dana Owens is a clinical assistant professor in the College of Education and Health Professions at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Educational Technology and Literacy Studies. Dr. Owens taught elementary education for twelve years. She has taught graduate and undergraduate courses in Literacy and Educational Technology since 1998. Dr. Owens received her Ph.D. in Reading Education with a specialization in Computer Education and Cognitive Systems from the University of North Texas in 2000.

**Course Information:**

|                       |                                     |
|-----------------------|-------------------------------------|
| <b>Course Title:</b>  | Content Reading & Writing           |
| <b>Course Number:</b> | LIST 5345, Online Section 001 & 002 |

**Office Telephone Number:**

817-272-7449

**Time and Place of Course Meetings:**

This course is 100% online. There are no face-to-face meetings.

**Office Hours:**

Available through Blackboard Chat and Blackboard Collaborate

**Catalog Description**

Explores methods of teaching reading, writing, and study skills in content area subjects with an emphasis on working with culturally and linguistically diverse populations.

**Course Prerequisites:**

There are no prerequisites listed for this course.

**TEXTBOOKS & MATERIALS**

**Required Text:**

- Richardon, Judy S., Morgan, Raymond F., & Fleener, Charlene. (2012). *Reading to learn in the content areas* (8th ed.). Belmont, CA: Wadsworth.

NOTE: The text can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble) or the [UTA Bookstore](#).

**REQUIRED MATERIAL:** The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called *TK20 HigherEd*. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. The direct link to the COEHP Tk20 informational website is <http://www.uta.edu/coehp/academics/tk20/>.

**The Content Writing Lesson Plan will be posted in Tk20 in order to receive credit** for it. It may take several days to gain access to Tk20 after purchasing it. Allow time for this so that your assignment is not late.

**LIST 5345 Alignment of Outcomes, Assignments, Standards**

| LEARNING OUTCOMES   | Assignments/<br>Assessments            | National<br>Standards                         | TEExES Domains/<br>Competencies   |
|---|--|---|---|
| <b>The learner:</b>   |  |   |   |
| <b>Content Knowledge</b> <ul style="list-style-type: none"> <li>• IRA 1.1 Understands major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</li> <li>• TESOL 1b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement.</li> </ul> | Reading Response, Replies & Assessment | IRA 1.1<br><br>TESOL 1b<br><br>NCTE 3.3 - 3.6 | Reading Specialist 006, 007, 008, 013<br><br>ESL 001<br><br>English Language Arts/Reading, Grades 4 – 8 003 -009<br><br>English Language Arts/Reading, Grades 8 - 12 002, 004, 005, 008, 009, 011 |

|   |  |   |  |
|---|--|---|--|
| <b>Pedagogical Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>IRA 2.2 Uses appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</li> <li>IRA 2.3 Uses a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</li> <li>IRA 3.1 Understand types of assessments and their purposes, strengths, and limitations.</li> <li>IRA 3.3 Use assessment information to plan and evaluate instruction.</li> <li>IRA 4.3 Develop and implement strategies to advocate for equity.</li> <li>IRA 5.1 Designs the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</li> <li>IRA 5.2 Designs a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.</li> <li>IRA 5.3 Uses routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</li> <li>IRA 5.4 Uses a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</li> <li>TESOL 3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards based ESL and content curriculum.</li> <li>TESOL 3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs’ access to the core curriculum by teaching language through academic content.</li> <li>TESOL 3c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</li> </ul> | Reading Response, Replies & Assessment | IRA 2.2, 2.3, 3.1, 3.3, 4.3, 5.1, 5.2, 5.3, 5.4   | Reading Specialist 006, 007, 008, 009, 010, 011<br><br>ESL 003, 004, 006, 007  |
|   | Lesson Plans                           | TESOL 3a, 3b, 3c, 4c  | French 029, 039  |
|   | Booktalk Presentation                  | NMSA 4, 5   | German 029, 039  |
|   | Textbook Evaluation                    | NCTE 4.1 – 4.10<br><br>ACTFL 4, 5<br><br>NCTM 6, 7, 8<br><br>NSTA 4, 5, 6, 7, 8<br><br>NCSS 2.1 - 2.5 | Spanish 031, 041<br><br>Math, Grades 4-8, 016 – 019<br><br>Math, Grades 8-12, 019 - 021<br><br>English Language Arts/Reading Grades 4-8, 003 – 009<br><br>English Language Arts/Reading Grades 8-12 002, 004, 005, 008, 009, 011<br><br>Science, Grades 4 – 8, 021 – 023<br><br>Life Science, 019 -020<br><br>Physical Science, 021-022<br><br>Science, Grades 8 -1 2, 046 – 047<br><br>Social Studies, Grades 4 – 8, 006 – 007<br><br>History 016 – 019<br><br>Social Studies, Grades 8 -12, 020 – 023<br><br>Art 015, 017-022<br><br>Journalism 003, 005, 014, 015<br><br>Music 001, 011, 012<br><br>P.E. 010-013<br><br>Speech 003, 004, 012<br><br>Theater Arts 012, 014, 015, 016 |

|  |  |         |   |
|--|--|---------|---|
| <ul style="list-style-type: none"> <li>TESOL 4c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance based assessment tools and techniques to inform instruction in the classroom.</li> </ul>                     |  |         | All Level, Mid Level, Secondary<br>PPR 003, 007, 008, 009 |
| <b>Dispositions</b><br><input type="checkbox"/> IRA 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. | Reading Response, Replies & Assessment | IRA 6.2 | Reading Specialist 014<br><br>ESL 010                     |

#### **TENTATIVE LECTURE, READING, AND ASSIGNMENT SCHEDULE:**

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.
- Some assignments may be accepted after an initial deadline (see schedule below). Check this schedule carefully because some assignments will not be accepted after the initial deadline.
- A penalty of 25% will be assessed from any assignment that is late.
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.

| Lesson Title/ Assigned Reading | Assignments | On Time Due Date  | Last Posting Date with Late Penalty   |
|--------------------------------|-------------|---|---|
|                                |             | (Some work submitted after this date will be accepted with a 25% late penalty.) | (This is the last date to post with a 25% late penalty. There may NOT be a window to submit late work for all assignments.) |

In addition to the assigned readings, LIST 5345 has NINE LESSONS for your reading and reference. Each lesson is in a PDF file which may range from 20-30 pages, perhaps more. You can either open the PDF file or save it to your desktop and open it from there. It may be easier to save the PDF file to your desktop in order to print the material if you wish to do so.

Reading Responses and Replies require that you use information and cite resources from each online lesson.

|  |   |           |     |
|--|---|-----------|-----|
| <b>Lesson 1:</b> Setting the Stage: A Need for Literacy in Today's Schools<br><br>RM&F Chapter 1: "Content Teachers and Content Literacy"<br><br>+<br><br><b>Online lesson reading</b> | Get Acquainted & Nonfiction Book Choice Posted in Discussions<br><br>Post your introduction and book choice by 1/28 and reply to peers through 1/31 | 1/28-1/31 | N/A |
|--|---|-----------|-----|

|   |  |         |                                   |
|---|--|---------|-----------------------------------|
| <b>Lesson 2:</b> Influences on Content Literacy: Readers, Texts, Instruction<br><br>RM&F Chapter 12: "Assessment and Evaluation Issues"<br><br>RM&F Chapter 6: "Moving Beyond the Traditional Textbook and Transmission Methods" " pages 134-142 & 147-166<br><br>RM&F Appendix B, Readability Information<br><br>+<br><br><b>Online lesson reading</b><br>(pay special attention to Online Lesson 2, Evaluating Textbooks and the text evaluation instruments) | Discussion #1/Reader Response<br><br>#1 (Lessons 1 & 2)<br>Posted in GROUPS<br><br>NOTE: Each discussion includes reading from more than one lesson as indicated in parentheses. | 2/2     | 2/3<br>(25% deduction of points)  |
|   | Reader Response Replies 1 (RR1)<br>Posted in GROUPS  | 2/2-2/7 | N/A<br>No late replies accepted   |
| <b>Lesson 3:</b> Aliteracy, Reading Attitudes, & Motivating Reader Interest<br><br>RM&F Chapter 11: "Supporting Diverse Learners In Content   | Text Evaluation<br>Posted in Assignments   | 2/9     | 2/10                              |
| Classrooms"<br><br>RM&F Chapter 10: "Technology in Today's Content Classrooms"<br><br>RM&F Chapter 2: "Teaching in the Affective Domain "<br><br>RM&F Appendix A, Assessing Attitudes Toward Reading<br><br>+<br><br><b>Online lesson reading</b>   | Breaking Down the Textbook<br>Posted in Assignments  | 2/23    | 2/24                              |
| <b>Lesson 4:</b> Understanding and Beginning the Reading Process  | Reader Response #2 (Lessons 3 & 4)<br>Posted in GROUPS   | 2/16    | 2/17<br>(25% deduction of points) |

|  |  |           |                                 |
|--|--|-----------|---------------------------------|
| RM&F Chapter 3: "Preparation for Learning"<br><br>+<br><br><b>Online lesson reading</b>  | Reader Response Replies<br>Posted in GROUPS                            | 2/16-2/21 | N/A<br>No late replies accepted |
| <b>Lesson 5:</b> Supporting and Extending Learning in the Reading Process<br><br>RM&F Chapter 4: "Assistance in Learning "<br><br>RM&F Chapter 5: "Learning through Reflection"<br><br>+<br><br><b>Online lesson reading</b>   | Lesson Plan 1—Prereading Plan<br>Posted in Assignments                 | 3/2       | 3/3<br>(with penalty)           |
|  | Lesson Plan 2—Graphic Organizer<br>Plan Posted in Assignments          | 3/23      | 3/24<br>(with penalty)          |
| <b>Lesson 6:</b> Actively Engaging Students with Word Study<br><br>RM&F Chapter 7: "Teaching Vocabulary"<br><br>+<br><br><b>Online lesson reading</b>  | Reader Response RRA#3 (Lessons 5 & 6)<br>Posted in GROUPS              | 3/30      | 3/31<br>(with penalty)          |
|  | Reader Response Replies<br>Posted in GROUPS                            | 3/30-4/4  | N/A<br>No late replies accepted |
| <b>Lesson 7:</b> Organizing Students for Effective Study and Learning<br><br>RM&F Chapter 9: "Study Skills in the Electronic Age "<br><br>RM&F Chapter 6: "Moving Beyond the Traditional Textbook and Transmission Methods" pages 162-166<br><br>+<br><br><b>Online lesson reading</b> | Lesson Plan 3-Vocabulary or Study Skills Plan<br>Posted in Assignments | 4/6       | 4/7<br>(with penalty)           |
| <b>Lesson 8:</b> Reading and Responding to Literature Across the Curriculum<br><br>RM&F Chapter 6: "Moving Beyond the Traditional Textbook and Transmission  | Nonfiction Booktalk Power Point Presentation<br>Posted in Assignments  | 4/13      | 4/14<br>(With penalty)          |
|  | Reader Response RRA#4 (Lessons 7 – 9)<br>Posted in GROUPS              | 4/20      | 4/21<br>(with penalty)          |

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|--|--|-----------|--|
| Methods" pages 143-146<br><br>+<br><br><b>Online lesson reading</b>  | Reader Response Replies)<br>Posted in GROUPS                   | 4/20-4/25 | N/A<br><br>No late replies<br>accepted |
| <b>Lesson 9:</b> Writing to Learn<br>Content Concepts<br><br>RM&F Chapter 8: "Writing To<br>Learn In The Content Areas"<br><br>+<br><br><b>Online lesson reading</b> | Lesson Plan 4-Content Writing<br>Plan<br><b>Posted in Tk20</b> | 4/27      | 4/28<br><br>With penalty               |

**\*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.**

**Assignments (Detailed guidelines follow later in the syllabus):**

- Get Acquainted & Informational Book Choice (5 points)
- Lesson Plans for: 1) Prereading, 2) Graphic Organizer, 3) Vocabulary or Study Strategies, 4) Content Writing (4 lessons @ 25 points each for 100 points total)
- Informational Booktalk Power Point Presentation (100 points)
- Textbook Evaluation (70 points)
- Breaking Down the Textbook Power Point (30 points)
- Reading Response & Replies (4 sets @ 20 points each for 80 points total)

**Grade Calculation:**

| Assignment  | Points Possible | Grading Scale  |
|---|-----------------|--|
| Get Acquainted & Nonfiction Book Choice Posting   | 5               | A = 355-385 (93-100%)  |
| Lesson Plans for 1) Prereading, 2) Graphic Organizer, 3) Vocabulary or Study Strategies, 4) Content Writing (4 lessons @ 25 points each for 100 points total) | 100             | B = 320-354 (84-92%)<br>C = 285-319 (75-83%)<br>D = 265-284 (70-74%) |
| Nonfiction Booktalk Power Point Presentation  | 100             |  |
| Textbook Evaluation   | 70              | F = below 265 (below 70%)  |
| Breaking Down the Textbook  | 30              |  |
| Reading Response & Replies (4 sets @ 20 points each for 80 points total)  | 80              |  |
| <b>TOTAL</b>  | <b>385</b>      |  |

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining

disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center :** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students,



and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**UTA Libraries:**

**Librarian to Contact:** [Gretchen Trkay](#) (817-272-7434) or [gtrkay@uta.edu](mailto:gtrkay@uta.edu)

|                                   |   |
|-----------------------------------|---|
| Library Home Page.....            | <a href="http://www.uta.edu/library">http://www.uta.edu/library</a>   |
| Subject Guides.....               | <a href="http://libguides.uta.edu">http://libguides.uta.edu</a>   |
| Subject Librarians .....          | <a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a> |
| Database List .....               | <a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>                 |
| Course Reserves .....             | <a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>             |
| Library Tutorials .....           | <a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>                   |
| Connecting from Off- Campus ..... | <a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>   |
| Ask A Librarian.....              | <a href="http://ask.uta.edu">http://ask.uta.edu</a>   |

The following URL houses a page where librarians have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>.

**Plagiarism**

Plagiarism is the presentation of another person's work as your own, whether you mean to or not! Copying or paraphrasing passages from another writer's work without acknowledging that you've done so is plagiarism. Allowing another writer to write any part of your essay is plagiarism. Plagiarism is a serious offense. If you are suspected, you will be called before the Vice President for Student Affairs for disciplinary action. You will be given an incomplete for the course until your case is resolved. Plagiarism is easy to avoid. Simply acknowledge the source of any words, phrases or ideas that you use. If you're not sure how to quote or paraphrase a source or if you need help with the format of endnotes or bibliographies, check with me. While you can (and should) seek the help and advice of friends, classmates, and tutors, be sure that your written work is completely your own.

To learn how to properly acknowledge sources, complete the UTA Library's tutorial located at <http://library.uta.edu/tutorials/Plagiarism/>.

**Commitment to Diversity**

In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at The University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.

In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

**University Mission**

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

**College Mission**

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

**Core Values:** Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning

## Conceptual Framework

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

## Detailed Guidelines for Assignments:

### 1) GET ACQUAINTED POSTING (5 points)

- a) Provide your name, teaching assignment (district, school, grade level, and subject area, if applicable) OR your certification level and subject area.
- b) **INFORMATIONAL BOOK SELECTION (see criteria about which books can be chosen):** Cite the informational book that you are choosing for the Nonfiction Booktalk assignment due later in this course, which award list the book is from including year and whether it was a winner, honor book, or recommended book, and why you choose the particular title you selected. Cite the types of informational text or nonfiction books that you currently read and/or share with your students. **YOU MUST CHOOSE A BOOK FROM THE ORBIS PICTUS OR SIBERT BOOK AWARD LISTS ON THE WEBSITES NOTED BELOW. YOU MUST CREATE A POWERPOINT PRESENTATION FOR THIS ASSIGNMENT.**

**NOTE: You must choose a children's/young adult book related to your subject area teaching field and from one of the following two websites with lists of award winners. The book you select can be a winner, honor book, or recommended book on either of the lists.**

- ❑ **Orbis Pictus (1990-present):** <http://www.ncte.org/awards/orbispictus>
- ❑ **Sibert Award (2001-present):** <http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>

The book chosen should be a motivational read with many features (e.g., illustrations, interesting information, format, etc.) to engage all students including reluctant readers, and to assist English learners and/or struggling readers.

### Grading Rubric for Get Acquainted Posting

| Credit  | No Credit   |
|---|---|
| Get Acquainted posting addresses all required points and is posted on-time. (5) | Get Acquainted posting does not address all required points and/or is not posted on-time. (0) |

### 2) LESSON PLANS (4 at 25 points each for 100 points total)

You will create FOUR original lesson plans: 1) Prereading or Graphic Organizer, 2) Vocabulary or Study Strategies, 3) Content Writing (4 lessons @ 25 points each for 100 points total). The lesson plans are linked to information in the online lessons and textbook and you will need to refer to the online lessons for specific activities to use in the lesson plans and cite scholarly research that supports the activities and strategies that you use.

**NOTE:** Each lesson plan must be original (developed by you) and not one that you found at a website or other published source. Informational texts must be used.

**Format:** Use the required format for lesson plans that follows.

### Section I: Lesson Plan Background:

- Cite the specific activity/strategy that is used in the lesson plan. The activity/strategy must be one introduced in the professor authored reading and/or textbook. Explain why you selected the activity/strategy

and how it will help you to accomplish your instructional objectives.

- Support your choice of activity/strategy and the steps in your instructional plan by citing two (2) sources of scholarly research (other than your textbook) indicating its effectiveness and supporting the use of the strategy. This means you will also need a reference list. Be sure to note the references for all research cited.

**Section II: Lesson Plan Format** (NOTE: This is the required format for LIST 5316, 5317, 5326, 5345, 5361, and 5362 unless otherwise specified):

**Instructional Objective:** [\(Instructions\)](#)

Include content, level of thinking [Bloom's], and student output.

Make sure that you cite both the **TEKS** and the **TAKS** linked to the lesson. Paste them into your document rather than linking to them.

**Instructional Materials and Resources:** [\(Instructions\)](#)

(List what you need during instruction, and copy/paste handouts, etc. here.)

**Content Outline:** [\(Instructions\)](#)

Include specific pages, notes, and any research you have done on the topic that is being presented. Cite the major literacy elements addressed in the lesson.

**Accommodations and Modifications:** [\(Instructions\)](#)

(This area needs to be completed whether or not you currently have special needs students.)

**Instructional Procedures:**

*NOTE: Cells will expand as you type into them.*

|   | PROCEDURE  | ACTIVITY<br>(name or description) |
|---|--|-----------------------------------|
| 1 | <b>Sponge Activity</b><br><a href="#">(Instructions)</a>   |                                   |
| 2 | <b>Set Induction</b><br><a href="#">(Instructions)</a>   |                                   |
| 3 | <b>Pre-assessment of student understanding of the lesson concept/process/skill</b><br><a href="#">(Instructions)</a> |                                   |
| 4 | <b>Large Group Instruction</b><br><a href="#">(Instructions)</a>   |                                   |
| 5 | <b>Independent or Group Work</b><br><a href="#">(Instructions)</a>   |                                   |

|   |   |  |
|---|---|--|
|   | (You may repeat numbers 3 & 4 if time permits. Add additional table rows as necessary.) |  |
| 6 | <b>Feedback</b><br>( <a href="#">Instructions</a> )                                     |  |
| 7 | <b>Evaluation -</b>   |  |
|   | <b>Post assessment of concept/process/skill</b><br>( <a href="#">Instructions</a> )     |  |
| 8 | <b>Closure</b><br>( <a href="#">Instructions</a> )                                      |  |

## INSTRUCTIONS FOR LESSON PLAN FORMAT

Time suggestions are based on a 50 minute period. Keep in mind that you need to be changing activities with regularity to keep students on task. The attention span for most adults is no longer than 10-15 minutes at best, so you can imagine what it is with children and adolescents!

**Instructional Objectives:** Be specific. State what you want students to **know** and **be able to do**. *Include two objectives for a block lesson.* Begin the objective, “Students will be able to (SWBAT)...” Designate the cognitive level (Bloom’s Taxonomy). Cite both the **TEKS** (<http://www.tea.state.tx.us/teks/>) (linked to the lesson).

### Instructional Materials and Resources:

What do you need before and during instruction to students? For example:

- Textbook(s)
- Handouts
- Overhead transparencies

### Content Outline:

Include specific pages, notes, and any research you have done on the topic that is being presented. For example:

- Intro. To Business – pages 5-18, Handout on Vocabulary, Additional Handouts and Teacher Notes

### Accommodations and Modifications:

This area needs to be filled in whether or not you have special needs students. Designate specific additional resources, alternate instructional activities, alternate grading procedures, etc.

### INSTRUCTIONAL PROCEDURES: (Assign time limits to each.)

**Sponge Activity:** A "sponge" (also called bell work/bell ringers or vocabulary builders) is an activity designed to produce learning during the times taken up by "administrivia." When you go over these activities with the students, do so orally so that you can determine the types of errors and why students are making mistakes. Discussing aloud why certain answers are correct allows students to understand your thinking process.

**Suggested time: 5 minutes**

**Set Induction:** This should be an experiment, read aloud, or hands-on demonstration that gets the students interested in what is being presented that day. **Suggested time: 3 minutes**

**Pre-assessment of student understanding of the lesson concept/process/skill:** Conduct a quick assessment of student understanding of what you are about to present. Be specific about the level of student understanding. For instance, "Only 25% of the students had a basic understanding of the concept to be taught." This information could be gathered from homework results, questioning during the sponge activity, a pretest, etc. Make note of exactly how many students have no understanding of the concept/process/skill to be taught and how many may have some idea, etc.

**Large Group Instruction:** Have your notes ready to give the overview of the lesson for the students. (This part should not last more than 15 minutes without some kind of interaction from the students---they cannot keep their focus any longer than that.) **Suggested time: 10 minutes maximum**

**Feedback:** Then have students try what you have taught, and immediately check for understanding. This can be done in a number of ways: responses to questions, board work, monitoring of independent work.

In your instruction description, note how your instruction provides specific intervention focused on the preassessment that you conducted before the lesson.

**Independent Work or Group Work:** This could include activities at their desks, board work, experiments, projects they are working on, or research in class sets of books. You don't have to do group work, but if you do, keep the following items in mind.

Grouping of students

- Assign roles
- Discuss time limits
- Discuss signals-what does the teacher do to get students' attention (make sure the students know this from the very beginning of the year)

Work with assigned groups using outline or with individual students depending on the assignment. (Be sure to move around from student to student to check for understanding.) **Suggested time: 15 minutes maximum**

**KEEP IN MIND THAT YOU CAN REPEAT NUMBERS 3 & 4 IF TIME PERMITS.**

**Give feedback at end of time limit:** Feedback means that you sum up the most important things that you wanted them to gather from what they were doing whether it was an experiment, worksheet, project, or research. **Suggested time: 2 minutes**

**Evaluation** (This can include any or all of the following areas.):

**Post assessment of concept/process/skill:** Specifically assess how many students have now mastered what was taught. Be specific about the impact of instruction. For example, "At the beginning of the lesson, only one or two students could . . . but by the end of the lesson, 90% of the students had a mastery of . . . ." Cite the exact number (or percentage) of students who have mastered the concept/process/skills, how many have not, and if possible, what areas students are still having problems with.

- Oral presentation by each person-use only if you did group work
- Evaluation of contribution by each group member-use only if you did group work
- Any future tests will include concepts and processes studied (you may want to have a quick 5 question test to see if the students understood what you presented.) **Suggested time: 10 minutes**

**Closure:** Teacher summarizes 2 concepts that were introduced in your large group instruction. Then teacher has students use these same concepts to apply to the lesson they just finished. (For example: Today, students we covered the concepts of free enterprise. How do the following 2 terms relate back to what you did in class today?) You as the teacher be sure that you summarize the concepts at the very end before they leave

the class. **Suggested time: 2 minutes**

### Grading Rubric

| Tasks for <i>Lesson Plan</i> | Expert<br>25  | Acceptable<br>20  | Unacceptable<br>11   |
|------------------------------|---|---|--|
| <b>Format</b>                | Fully developed lesson plan that follows required format with both sections: Section 1 citing activity and research support and Section 2, the actual lesson plan (3) | Lesson plan follows required format with both sections: Section 1 citing activity and support and Section 2, the actual lesson plan (2) | Does not follow format for assignment or missing some or all of required parts of the lesson (1) |

|   |   |   |  |
|---|---|---|--|
| <b>Understanding of learners and P-12 student standards</b>               | Demonstrates in depth understanding of learners and P-12 student standards and an ability to construct well-developed goals and objectives for instruction that draw on TEKS / TAKS (5) | Demonstrates general understanding of learners and P-12 student standards and an ability to construct goals and objectives for instruction that draw on TEKS / TAKS (4) | Demonstrates limited understanding of learners and P-12 student standards and / or has problems constructing goals and objectives for instruction that draw on TEKS / TAKS (2) |
| <b>Knowledge of content and instructional resources</b>                   | Shows in depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson (9)                              | Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson (8)                       | Lesson plan limited and / or lacks any real insights about learners, content, or pedagogy (4)  |
| <b>Understanding of accommodations and modifications for all students</b> | Demonstrates in depth understanding of accommodations and modifications needed for all students to learn (4)  | Demonstrates basic understanding of accommodations and modifications needed for all students to learn (3)   | Demonstrates basic understanding of accommodations and modifications needed for all students to learn (2)  |
| <b>Ability to plan appropriate assessments</b>                            | Shows well-developed ability to plan appropriate assessments (4)  | Shows ability to plan appropriate assessments (3)   | Has difficulty developing appropriate assessments (2)  |

### 3) NONFICTION BOOKTALK POWER POINT (book selection must be from approved lists/websites)

#### Overview

**NOTE: YOU MUST CHOOSE A BOOK FROM THE REQUIRED LISTS ON THE WEBSITES NOTED BELOW. YOU MUST CREATE A POWERPOINT PRESENTATION FOR THIS ASSIGNMENT.**

- To demonstrate the importance of using supplemental resources in the classroom, you will choose a nonfiction trade book from the Orbis Pictus or the Sibert Award lists that could be utilized in the classroom to teach concepts in grades K-12. A trade book is like a library book, not another textbook or reference text. The book chosen should be a motivational read with many features (e.g., illustrations, interesting information, format, etc.) to engage all students including reluctant readers, and to assist English learners and/or struggling readers.
- **NOTE: You must choose a children's/young adult book related to your subject area teaching field and from one of the following two websites with lists of award winners. The book you select can be a winner, honor book, or recommended book on either of the lists.**
  - ❑ Orbis Pictus (1990-present): <http://www.ncte.org/awards/orbispictus>
  - ❑ Sibert Award (2001-present): <http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>

#### Instructions – Format and Content

Create a PowerPoint presentation to “sell” your book to students (in the summary/personal response section) and to colleagues (in the justification, application, and interview [What do students say? What do teachers say? What do librarians say?] sections). Arrange your PowerPoint presentation in the following sequence with these required sections and subheadings and the content points noted.

You can include bullets for justification points, application ideas, etc. Be sure to use professional language but offer an interesting presentation to engage an audience.

Be sure to use large font for readability, for instance, you might put each application idea on a separate slide. Your presentation will be approximately 20 slides, maybe longer.

**Title Page & Background Information:** See required information in grading rubric.

#### Section I: Bibliography

- a) Use APA format for bibliographic citation with author, year of publication, title, place of publication, and publisher.
- b) Cite websites with reviews and information about the book and cite this URL and **summarize** the information provided in your own words.
- c) Include a graphic of the book cover. You can obtain this from a site such as Amazon.com where the review is found. Be sure to reference the source of any graphic used.

**Section II: Summary** (This section is addressed to students, a type of persuasive ad for the book.)

- ❑ Present a brief synopsis of the book in your own words with your personal response to book. Create this as a “booktalk” for your students to sell the book and convince them to read it.

**Section III: Justification for Use** (This section is addressed to colleagues to help convince them to consider using the book in their classes.)

- a) Why is this book applicable to your teaching field? Be specific.
- b) What would students gain from exposure to this book? How does this book address the needs of English learners and/or struggling readers. Be specific.



- c) Search for any Web-based links to this book that offer related information, justification or classroom applications for the book and the subject area addressed by the book. Cite these URLs and summarize the ideas in your own words.
- d) Cite what subject area TEKS goals for K-12 students this book links to and explain how.

**Section IV: Application to the Classroom** (This section is addressed to colleagues to help understand how they could integrate the book in their classes.)

□ Describe specific classroom applications/activities for the book in a specific content area. Include ideas to engage reluctant readers and to assist English learners and/or struggling readers. Describe the applications/activities in detail. (NOTE: Supplemental reading is not a valid activity to include since any book can be used as a supplemental resource; be creative and highlight a specific activity to involve students with the book. For example, students might construct a graph with information from the book, or they might collect points for and against an issue discussed in the book and then participate in a class debate.)

□ Offer examples of other children's and young adult literature and supplemental resources that could be connected to this book. Check the rubric for the number of activities and additional resources to cite.)

**Section V: Teacher/Student Interview Data** (This section is addressed to colleagues: What do teachers say? What do students say?)

- a) If used in your classroom, present data about how the class received the book and their responses.
- b) If you did not present the book in your class, you must interview a young person in the age range that you plan to use the book and get their input on the book and your strategies for using it.
- c) Interview at least one teacher in grades P-12 and ask her about the use of supplemental reading/tradebooks. What supplemental resources does the teacher use to assist English learners and/or struggling readers with expository text? Does he/she have a class library? If so, how many and what types of books are in the class library? Does the school or does this teacher have a specific time for sustained silent reading in the classroom? How often and how long is the reading time? Is he/she familiar with the book?

**Section VI: Library Interview Data** (This section is addressed to colleagues: What do librarians say.)

- a) Visit the library at a P-12 school and interview the librarian.
- b) Does the librarian order nonfiction books based on award lists such as the Orbis Pictus or the Sibert?
- c) How does the librarian feature new books, award winning titles, etc.?
- d) What trends in circulation has the librarian noted? What books do students tend to checkout? How does nonfiction measure in terms of student popularity?
- e) What types of magazines that could be used for content area support are available in the library?

## Grading Rubric

| Tasks   | Expert  | Acceptable  | Unacceptable   |
|---|---|---|--|
| <b>Title Page &amp; Background Information</b><br>(5) | Fully developed background information including the items in next column. (5)  | Complete background information including the following items (4): <ul style="list-style-type: none"> <li>• What is your current teaching position? (Grade level and teaching field).</li> <li>• Do you currently use trade books or other supplemental resources in your classroom? If so, what types and how often?</li> <li>• What observations can you make about the level of use of trade books / supplemental materials at your school?</li> </ul> | Missing one or more of the required parts. (3)   |
| <b>Format</b><br>(5 points)                           | Fully follows format and addresses all assignment requirements in a professional and well-developed submission<br>(5 points)  | Follows format and addresses assignment requirements in a professional submission<br>(4 points)   | Does not follow format and/or address assignment requirements or submits a poorly developed, unprofessional assignment<br>(3 points) |
| <b>Section I: Bibliography</b><br>(10 points)         | <p>1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher) (2 points)</p> <p>2) Searches for and cites information from the Web about textbook including the URL and a well-developed summary of the major information (6 points)</p> <p>3) Includes a graphic of the book cover. (2 points)</p> | <p>1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher) (2 points)</p> <p>2) Searches for and cites information from the Web about textbook including the URL and a summary of the major information (5 points)</p> <p>3) Includes a graphic of the book cover. (2 points)</p>  | Missing more than one part of the required bibliographic information<br>(6 points)   |

|  |  |   |  |
|--|--|---|--|
| <b>Section II:<br/>Summary and<br/>Personal<br/>Response<br/>(15 points)</b> | <p>1) Brief original summary of book with well developed and insightful personal response to the book.<br/>(10 points)</p> <p>2) Goes beyond summary by providing introduction tailored to K-12 students with a well-developed persuasion for students to read the book.<br/>(5 points)</p>  | <p>1) Brief persuasive and original summary of book with good personal response to the book.<br/>(9 points)</p> <p>2) Goes beyond summary by providing introduction tailored to K-12 students with persuasion for students to read the book.<br/>(4 points)</p>   | <p>1) Limited original summary and / or personal response to book.<br/>(8 points)</p> <p>2) Missing persuasive introduction targeted to students or it is not kid friendly. (2)</p>  |
| <b>Section III:<br/>Justification<br/>for Use<br/>(25 points)</b>            | <p>1) Provides well developed and insightful justification that highlights why the book is applicable to the subject and grade taught as well as to English learners and/or struggling readers.<br/>(9 points)</p> <p>2) Cites at least 3 web-based links to this book or content related sites that offer related information, justification or classroom applications for the book with a well-developed summary of the sites and how they might be used.<br/>(8 points)</p> <p>3) Cites the subject area TEKS goals for K-12 students that link to this book with an insightful justification.<br/>(8 points)</p> | <p>1) Provides good justification for the book that highlights why the book is applicable to the subject and grade taught as well as to English learners and/or struggling readers.<br/>(7 points)</p> <p>2) Cites 1-2 web-based links to this book or content related sites that offer related information, justification or classroom applications for the book with a good summary of the sites and how they might be used. (7 points)</p> <p>3) Cites the subject area TEKS goals for K-12 students that link to this book with a justification.<br/>(6 points)</p> | <p>1) Provides a limited justification for why the book is applicable to the subject and grade taught.<br/>(6 points)</p> <p>2) Cites one web-based link, or fails to cite a link, to this book or content related sites that offer justification or classroom applications for the book with a limited summary of the sites and how they might be used.<br/>(5 points)</p> <p>3) Lacks an understanding of the subject area TEKS goals for K-12 students that link to this book or fails to provide a justification.<br/>(5 points)</p> |
| <b>Section IV:<br/>Application to<br/>the Classroom<br/>(25 points)</b>      | <p>1) Describes in detail at least 5 specific classroom reading and writing applications / activities to integrate the book in a specific content area.<br/>(18 points)</p>  | <p>1) Describes 3-4 classroom reading and writing applications / activities to integrate the book in a specific content area.<br/>(16 points)</p>   | <p>1) Describes limited classroom reading and writing applications / activities and / or fails to fully describe the activities.<br/>(11 points)</p>   |

|   |  |  |   |
|---|--|--|---|
|   | 2) Cites with full bibliographic information and graphic for least 3 examples of fiction, poetry or other nonfiction tradebooks that could be linked to the highlighted book for a unit of study with an insightful rationale for the connection of the works.<br>(7 points)   | 2) Cites with full bibliographic information and graphic for least 2 examples of fiction, poetry or other nonfiction tradebooks that could be linked to the highlighted book for a unit of study with a rationale for the connection of the works. (6 points)  | 2) Cites inappropriate or limited examples of fiction, poetry or other nonfiction tradebooks that could be linked to the highlighted book for a unit of study.<br>(4 points)  |
| <b>Section V:<br/>Teacher/<br/>Student<br/>Interview Data<br/>(10 points)</b> | 1) Conducts a student interview (What do students say?) and reports a well-developed summary of response to tradebook and suggested instructional activities.<br>(5 points)<br><br>2) Conducts a teacher interview (What do teachers say?) and reports a well-developed summary of attitudes toward tradebook use.<br>(5 points) | 1) Conducts a student interview and reports a basic summary of response to tradebook and suggested instructional activities.<br>(4 points)<br><br>2) Conducts a teacher interview and reports a basic summary of attitudes toward tradebook use.<br>(4 points) | 1) Fails to conduct a student interview or reports a limited summary of response to tradebook and suggested instructional activities.<br>(2 points)<br><br>2) Fails to conduct a teacher interview and reports a limited summary of attitudes toward tradebook use.<br>(2 points) |
| <b>Section VI:<br/>Library<br/>Interview Data<br/>(5 points)</b>              | Visits a P-12 library and conducts a librarian interview (What do librarians say?) and reports a well-developed summary of nonfiction ordering, trends in circulation, supplemental resources in the library, etc. (5 points)  | Visits a P-12 library and conducts a librarian interview and reports a basic summary of nonfiction ordering, trends in circulation, supplemental, etc.<br>(4 points)   | Fails to conduct a librarian interview or reports a limited summary of nonfiction ordering, trends in circulation, supplemental, etc.<br>(2 points)   |

#### 4) TEXTBOOK EVALUATION

**Description:** Using information from the text and professor authored readings, evaluate a **4-12** content textbook as to readability levels, understandability, usability, and interestability, with special attention to issues for English learners, reluctant readers, and struggling readers. Choose a textbook that is: a **recent (2006-present) adoption** for **grades 4-12** and related to your teaching field. If you are not currently teaching, you may check out a textbook from the UTA Library Curriculum Collection. You may also find textbooks at the local Education Service Center in your region.

## Instructions – Format and Content

You may complete this part of the assignment in Word or Power Point. If you choose to use Power Point, please use larger font and do not put too much information on an individual slide. Arrange your assignment in the following sequence with these required sections and subheadings and the content points noted.

## Instructions – Format and Content

Arrange your assignment in the following sequence with these required sections and subheadings and the content points noted.

**Title Page & Background Information:** See required information in grading rubric. Include reflection statement in this required format:

### Section I: Textbook Information

- a) Cite bibliographic information in APA format (author, year of publication, title, place of publication, publisher).
- b) Check to see if the publisher has a Web site that provides information about your textbook. You may need to resort to a general search engine such as [www.google.com](http://www.google.com) in order to find information on a publisher Web site/text Web site. Cite the URL and summarize the major information provided about this textbook or about the publisher and their materials in general. Check to see if there are any other links associated with your textbook.

### Section II: Reading Level Information

Using the Fry Readability Graph directions from the textbook or from the Internet, calculate the reading level of your textbook. Describe the process you went through to calculate the reading level. Cite whether you think this is a realistic level. Based on the language used in the text, will the students (including English learners and struggling readers) have difficulty reading the text? Why or why not? Give specific examples.

### Section III: Text Evaluation/Analysis Instruments

- a) Examine the text evaluation instruments in the textbook (e.g., Bader) (**Note: the Fry, Raygor, Smog, rule of thumb, etc. are not evaluation instruments**; they are readability measures) as well as the four to five examples in the professor authored readings in one of the lessons, and discuss similarities and differences among these.
- b) What did you learn from an examination of each of these instruments?
- c) How could this type of information be used to assess a text and to help readers with a textbook?
- d) Choose one of the evaluation instruments from the online reading or from the text (e.g., the Bader and *not* a readability formula). Cite the specific text evaluation instrument you chose to use and tell why you chose that instrument and then use it to evaluate the text presenting your findings.
- e) Address each of the specific categories in the evaluation instrument (e.g., vocabulary) with specific comments about your rating. In other words, actually assess the textbook with that instrument.
- f) How does the text align to the TEKS? Be very specific and cite examples from the book that address various TEKS.

## Section IV: Text Analysis

- a) List strengths and weaknesses of your textbook according to the information you gathered using the text evaluation instrument. Be specific citing examples from the textbook itself to support your strengths/weaknesses. See rubric for the number of strengths/weaknesses required.
- b) Provide a rationale for each strength/weakness in your list.

## Section V: Adapting the Text for Students

- a) Using the suggestions from textbook and professor authored readings, consider the weaknesses of the textbook and discuss specific methods you will use to accommodate for student difficulties with text. **Be specific in your adaptations and be sure to use ideas from the text and readings.** Consider adaptations to engage reluctant readers and to assist English learners and struggling readers. Cite the research support for your adaptations and make sure you lead students to text and not away from it. We should be fostering literacy skills.

## Section VII: Administrator/Teacher/Student Interview Data

- a) Cite students' ratings of the text. If you do not use this textbook, locate a student of the age/grade level who is using this book. Interview them about the difficulties they encounter in using textbooks and ask them to review this textbook and to give some specific feedback about text-related issues.
- b) Interview at least one teacher in grades P-12 and ask him/her about the use of textbooks. Do the students (including English learners and struggling readers) have any problems with text reading assignments? How does the teacher assist students who have difficulties with the text. What types of ancillary materials are available for use with the adopted textbooks?
- c) Conduct an administrator (lead teacher, department chair, principal) interview and offer a description and evaluation (with insights about the process) of the textbook evaluation/adoption process used in the district.

**Rubric** Use this rubric to guide your work on your assignment.

| Tasks                                      | Expert   | Acceptable   | Unacceptable                                     |
|--|--|--|--|
| Title Page & Background Information<br>(5) | Fully developed background information including the items in next column. (5) | 1) Complete background information including the following items -- <ul style="list-style-type: none"><li>• What is your current teaching position?</li><li>• Have you ever served on a textbook adoption committee?</li><li>• If so, how did you evaluate the possible textbooks approved by the state?</li></ul> 3) Discuss how you use textbooks in your classroom (e.g., main text, resource, etc.) (4 points) | Missing one or more of the required elements (3) |

|  |   |   |   |
|--|---|---|---|
| <b>Format<br/>(5 points)</b>   | Fully follows format and addresses all assignment requirements in a professional and well-developed submission<br>(5 points)  | Follows format and addresses assignment requirements in a professional submission<br>(4 points)   | Does not follow format and/or address assignment requirements or submits a poorly developed, unprofessional assignment<br>(3 points)  |
| <b>Section I:<br/>Textbook<br/>Information<br/>(5 points)</b>        | <p>1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher) (1 point)</p> <p>2) Searches for and cites information from the Web about textbook including the URL and a well-developed summary of the major information provided about this textbook or about the publisher and their materials in general<br/>(2 points)</p> <p>3) Notes supplemental materials that are available with textbook<br/>(2 points)</p> | Missing one of the required parts of textbook information<br>(4 points)   | Missing more than one part of the required textbook information<br>(2 points)   |
| <b>Section II:<br/>Reading Level<br/>Information<br/>(10 points)</b> | Is able to correctly use a readability formula to calculate a text's reading level and to provide in-depth discussion about the accuracy of the calculation, offering specific examples about the match of the text to the targeted grade level and to students with different reading abilities (e.g. English learners). Summarizes and discusses rather than copies checklists and assessments from textbook(s).<br>(10 points)   | Is able to correctly use a readability formula to calculate a text's reading level and to provide basic insights about the accuracy of the calculation.<br>(8 points) | Is unable to correctly use a readability formula to calculate a text's reading level and provides limited or no insights about the accuracy of the calculation.<br><br>Copies checklists and/or assessments from textbook(s).<br>(6 points) |



|  |   |  |   |
|--|---|--|---|
| <b>Section III:<br/>Text Evaluation<br/>Instruments<br/>(10 points)</b>      | <p>1) Detailed and insightful comparison/ contrast of text evaluation instruments noting at least three similarities and three differences among instruments, what has been learned about such instruments, and how this type of assessment information can help both teachers and students<br/>(5 points)</p> <p>2) Uses one of the text evaluation instruments (noting which one and why) to conduct an in-depth evaluation addressing each category on the instrument reporting specific detail and examples.<br/>(5 points)</p> | <p>1) Good comparison/ contrast of text evaluation instruments noting at least two similarities and two differences among instruments, what has been learned about such instruments and how this type of assessment information can help both teachers and students<br/>(4 points)</p> <p>2) Uses one of the text evaluation instruments (noting which one and why) to conduct an evaluation addressing each category on the instrument reporting examples.<br/>(4 points)</p> | <p>1) Limited comparison/contrast of text evaluation instruments and/or shows a lack of understanding about what has been learned about such instruments and how this type of assessment information can help both teachers and students<br/>(3 points)</p> <p>2) Uses one of the text evaluation instruments and conducts a limited evaluation.<br/>(3 points)</p> |
| <b>Section IV:<br/>Text Analysis<br/>(10 points)</b>                         | <p>1) Provides a well-developed analysis of how the text aligns to the TEKS with at least three specific examples from the book that address various TEKS<br/>(5 points)</p> <p>2) Lists at least three specific strengths and three specific weaknesses of the textbook, noting examples and a well-developed rationale for each strength/weakness noted<br/>(5 points)</p>  | <p>1) Provides a good analysis of how the text aligns to the TEKS with at least two specific examples from the book that address various TEKS<br/>(4 points)</p> <p>2) Lists at least two specific strengths and two specific weaknesses of the textbook, noting examples and a basic rationale for each strength/weakness noted<br/>(4 points)</p>  | <p>1) Provides a limited analysis of how the text aligns to the TEKS<br/>(3 points)</p> <p>2) Lists limited strengths and weaknesses of the textbook and/or vague examples with limited rationale<br/>(3 points)</p>  |
| <b>Section V:<br/>Adapting the Text<br/>for<br/>Students<br/>(10 points)</b> | <p>1) Highlights at least three specific, well-developed methods from text and professor authored reading to accommodate for potential student difficulties with the textbook, citing a rationale for each and research support for the adaptations<br/>(10 points)</p>   | <p>1) Highlights at least two specific methods from text and online reading to accommodate for potential student difficulties with the textbook, citing a rationale for each and research support for the adaptations<br/>(8 points)</p>   | <p>1) Provides vague or ineffective methods to accommodate for potential student difficulties with the textbook and or fails to offer a rationale or research support for the adaptations<br/>(7 points)</p>  |



|   |  |   |   |
|---|--|---|---|
| <b>Section VI:<br/>Adminstrator/<br/>Teacher/Student<br/>Interview Data<br/>(15 points)</b> | 1) Conducts a student interview and offers a well-developed summary of attitudes toward textbook reading and difficulties encountered when using textbooks. If possible, reports specifics about difficulties with the text evaluated<br><br>(5 points)                    | 1) Conducts a student interview and offers a basic summary of attitudes toward textbook reading and difficulties encountered when using textbooks. If possible, interview reports specifics about difficulties with the text evaluated<br><br>(4 points)      | 1) Fails to conduct a student interview or offers a limited summary of attitudes toward textbook reading (3 points)   |
|   | 2) Conducts a teacher interview and offers a well developed summary of textbook use and input on student ability with expository text. (5 points)  | 2) Conducts a teacher interview and offers a basic summary of textbook use and input on student ability with expository text.<br><br>(4 points)   | 2) Fails to conduct a teacher interview or offers a limited summary of textbook use. (3 points)   |
|   | 3) Conducts an administrator (lead teacher, department chair, principal) interview and offers a well-developed summary and evaluation of the textbook evaluation and adoption process used in the district with in-depth insights about the process used<br><br>(5 points) | 3) Conducts an administrator (lead teacher, department chair, principal) interview and offers a basic summary and evaluation of the textbook evaluation and adoption process used in the district with some insights about the process used<br><br>(4 points) | 3) Fails to conduct an administrator (lead teacher, department chair, principal) interview or offers a limited summary and evaluation of the textbook evaluation and adoption process used in the district (3 points) |

## 5) BREAKING DOWN THE TEXTBOOK

**NOTE:** You will develop a Power Point for this assignment.

### FORMAT/CONTENT

Develop a focused strategy to assist the reader with a content informational textbook. You may use ONE specific textbook or professor authored reading example from the Week 2 Professor Authored Reading, Chapter 2 or Chapter 9. This strategy would be used in the K-12 classroom and should include the following:

- Cite the specific informational textbook (use APA format) the student will be using.
- Cite the concept being taught/textbook section/pages to be addressed.
- Provide a rationale for the use of this ONE particular technique with research support. Note why the class is learning this technique and how it will help them use the textbook more effectively, learn the content more successfully.
- Demonstrate/model the activity/technique (e.g., Provide a step by step lesson using the technique, leading students through text features such as table of contents, glossary, etc. or a graphic organizer for a chapter introduction).

## Grading Rubric

Use this rubric to guide your work on your Assignment.

| Tasks                                 | Expert<br>30 points   | Acceptable<br>24 points   | Unacceptable<br>15 points  |
|---------------------------------------|---|---|--|
| <b>Format</b>                         | Fully follows format and addresses all assignment requirements in a professional and well-developed submission (3 points)   | Follows format and addresses assignment requirements in a professional submission (2 points)  | Does not follow format and/or address assignment requirements or submits a poorly developed, unprofessional assignment (1 point)                             |
| <b>Textbook Citation</b>              | Develops one in-depth intervention based on textbook to be used in the K-12 classroom, including:<br>a) Textbook citation using APA format (2 points)<br>b) clearly stated concept/text section to be addressed (2 points)  | Develops one intervention based on textbook to be used in the K12 classroom, including:<br>a) Textbook citation using APA format (2 points)<br>b) concept/text section to be addressed (1 point)                          | Intervention has problems including:<br>a) Missing or incorrect format for text citation (0)<br>b) Lacks mention of concept/text section to be addressed (0) |
| <b>Concept/Text Section Addressed</b> | c) a well developed research based rationale for the use of a particular technique explained in student friendly terms (3 points)   | c) the rationale for the use of a particular technique explained in student friendly terms (2 points)   | c) Lacks rationale and/or the rationale is not targeted to K-12 students (1)   |
| <b>Research-Based Rationale</b>       | d) a well-developed PowerPoint demonstration with a step by step process using the activity / technique (e.g., leading students through text features such as table of contents, glossary, graphic organizer for a chapter introduction), text overview, etc. (20 points) | d) a PowerPoint demonstration of the activity/technique (e.g., leading students through text features such as table of contents, glossary, graphic organizer for a chapter introduction), text overview, etc. (16 points) | d) Intervention shows a lack of understanding for constructing adaptations to address textual difficulties (13 points)                                       |
| <b>Demonstration of Technique</b>     |   |   |  |

## 6) READING RESPONSE & REPLIES HAS TWO PARTS A) RESPONSE & B) REPLIES.

**Description:** Candidates will engage in an electronic discussion in response to the textbook and online lesson readings. The electronic discussion has two parts: a) candidate's original response to text and online readings and b) candidate's replies to peers.

**Format & Content:** Arrange assignment in the sequence that follows with the required sections / subheadings and the content points noted.

**Part A: Response:** Candidates will submit to the Group Discussion Board a reading response summarizing and linking the textbook and online lesson reading (as indicated in the schedule) as well as personal reactions to the material. Candidates should make ONLY ONE posting for the lessons (usually 2-3 lessons are linked for this assignment and indicated on the course schedule) no matter how many chapters/lessons read. The posting should synthesize the information for all the textbook chapters and online lessons read. Mark the posting with the following label: Response #1, etc.

- **Seven Key Points I Learned/I Found Interesting:** Candidates will cite at least seven (7) specific pieces of research, findings, suggestions from the textbook and online reading noting the chapter/page/author and what was learned that was new/interesting. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
- **Three Key Points I Have Questions About/Found Confusing/ Disagreed With:** Candidates cite at least three (3) specific pieces of information from the textbook and online reading noting the chapter/page/author and what remaining questions they still have, why they are confused, why they disagree. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
- **Two Points I Would Like More Information About:** Candidates cite at least two pieces of information from the textbook and online reading that they would like to explore further. Candidates cite how this issue relates to them in their specific teaching situation with personal reactions/responses/analysis.

**Part B: Replies:** Following response posting, candidates will return to the discussion board to read and reply to at least two peer's responses. Label replies as Reply 1A & Reply 1B, etc. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Here are some ideas for improving the quality of your discussion.

Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.

- I recognize the importance of . . .
- It is important to learn/know about . . .
- I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

- I agree with\_\_ because\_\_\_\_
- I disagree with \_\_\_\_ because \_\_\_\_
- I wonder about\_\_\_\_because \_\_\_\_
- According to \_\_\_\_
- The evidence shows\_\_\_\_
- In my classroom, I see\_\_\_\_and this seems to confirm/contradict \_\_\_\_

In other words, don't just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.

For Replies, consider the following.

- Can you say something similar using other words?
- What did you like about the previous contribution?
- What new ideas did that contribution give you?
- What puzzled you about the last statement?
- How did the person who made the last statement arrive at that conclusion?
- Can you elaborate, explain, or give another example of the last statement?
- What puzzled you as you were trying to think of an answer to this question?
- Did I contribute to the discussion?
- Did I encourage others to contribute or clarify ideas?
- What would I like to do in the next discussion? How can I do this?
- Who was the person who contributed the most interesting or valuable comments?
- Who was the Most Valuable Player in keeping the discussion going?
- Who encouraged me the most in the discussion?

## Grading Rubric

| Tasks for Part A:<br>Reading Response<br>↓                             |  | Expert<br>10  | Acceptable<br>6  | Unacceptable<br>0-1   |
|--|--|---|--|---|
| Format   |  | Follows required format for response<br>(1)   | Follows required format for response<br>(1)  | Does not follow format for one or more of the parts<br>(0)  |
| Seven key points   |  | Notes more than the seven key points drawn from both online and text reading with excellent elaboration, in depth insights, application to classroom, and specific examples<br>(4)                | Notes six points drawn from both online and text reading with insights, application to classroom, and examples<br>(3)  | Does not note the minimum number of points and/or points are limited or superficial<br>(2)              |
| Three Key Points I Have Questions About/Found Confusing/Disagreed With |  | Notes more three key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings<br>(3) | Notes two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings<br>(2) | Does not note the minimum number of questions or observations have limited connection to reading<br>(1) |
| Two Points I Would Like More Information About                         |  | Notes two key point for more information that reflects insightful reading of the material<br>(2)  | Notes one key point for more information that reflects insightful reading of the material. (1)   | Does not note a request for more information (0)  |

| <b>Tasks for Part B:<br/>Replies</b> | <b>Expert<br/>10 points</b>   | <b>Acceptable<br/>7 points</b>  | <b>Unacceptable<br/>3 points</b>   |
|--------------------------------------|---|---|--|
| <b>Format</b>                        | Posts two required replies according to the required format (2)   | Posts one required reply according to the required format (1)   | Does not follow format for replies or make required number of replies (0)  |
| <b>Responses</b>                     | Responds to all replies (1)   | Responds to all replies (1)   | Does not respond to replies (0)  |
| <b>Replies to Peers</b>              | All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (4) | Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3) | Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2) |
| <b>Extension of Dialogue</b>         | Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)                              | Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)                                       | Engages in limited discussion with peers or limited extension of the dialogue (1)  |

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