



LIST 5345:001 Content Area Reading & Writing

Instructor

Dr. Dana Owens

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Dr. Dana Owens is a clinical assistant professor in the College of Education 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:

Course Title: Content Reading & Writing

Course Number: LIST 5345.001

Office Telephone Number:

817-272-7449 (Email is the best way to contact me.)

Email address:

dana.owens@uta.edu. I will reply to email and/or questions posted on the discussion board within 48 hours.

Time and Place of Course Meetings:

This course is 100% online. There are no face-to-face meetings. You will need to access and log into Blackboard at <http://elearn.uta.edu> in order to participate in the course.

Office Hours:

Available through Blackboard Collaborate upon request.

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:

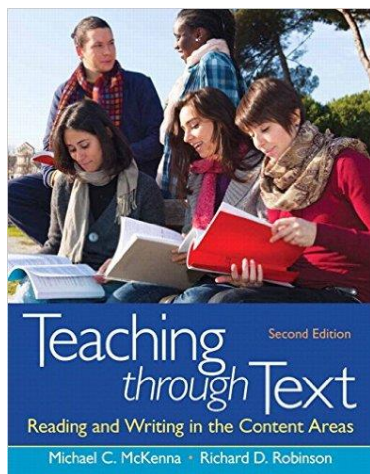
There are no prerequisites listed for this course.

Content Area Literacy

"We define content literacy as the ability to use reading and writing for the acquisition of new content in a given discipline" (McKenna & Robinson, 1990; 2014). In order to successfully read expository texts, students must possess skills such as compare/contrasting, sequencing, and cause/effect in addition to the ones needed to read narrative type texts. In this course we will examine ways to scaffold students as they learn to use strategies to read nonfiction text.

TEXTBOOKS & MATERIALS

Required Textbook:



McKenna, M.C., & Robinson, R.D. (2014). *Teaching through text: Reading and writing in the content areas*, (2nd ed.). Pearson. **ISBN-13:** 978-0133017427

NOTE: The e-textbook can be ordered online at <http://www.pearsonhighered.com/educator/product/Teaching-through-Text-Reading-and-Writing-in-the-Content-Areas/9780132685726.page> or try your favorite distributor (e.g., Amazon.com or Barnes & Noble) or the [UTA Bookstore](#). It's possible to rent the textbook or purchase the Kindle edition through Amazon.com and other online bookstores. Do a search online for the title and edition of the book and you should find it available from many different sources.

Grade 4-12 Science or Social Studies Textbook

You will need access to a non-fiction subject area textbook such as science or social studies for the textbook strategy implementation assignment. It should be copyrighted 2003-present. You may ***not*** use a literature/reading book of stories. If you do not have access to these non-fiction expository type textbooks they can often be found at your local library or regional service center. Although you are not required to buy a subject area textbook, students have found them at local discount bookstores and online.

Be sure that the textbook you choose has at least five of the following organizational structures:

- Chronology or sequence
- Description or enumeration
- Listing
- Classification or hierarchy
- Comparison/contrast
- Cause/effect
- Problem/solution
- Persuasion

REQUIRED MATERIAL:

You will be using Tk20, a comprehensive data management system, and you must purchase it. The

College of Education has adopted Tk20 to 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 Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: <https://www.uta.edu/coed/academics/tk20/index.php>.

The Lesson Plan 2 must 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.*

Course Objectives

1. Demonstrate the ability to select and critically evaluate appropriate reading materials based students' reading abilities as well as provide informational text reading strategies for subject area courses.
2. Implement various methods of teaching and reinforcing content vocabulary to enhance reading comprehension.
3. Demonstrate how writing activities can enhance student understanding of content.
4. Gather resources and learn instructional methodologies to plan effective discussions and meaningful assignments to support students in content classrooms.
5. Develop awareness of culturally responsive strategies for better addressing the needs of a diverse classroom.

Module Objectives

1. Define literacy and reading ability and discuss the three levels of reading ability with possible impact on classroom performance.
2. Relate reading and writing to oral language as well as note similarities between reading and writing.
3. Explain how prior knowledge affects comprehension in reading and writing.
4. Administer informal assessments to determine reading ability.
5. Select supplemental materials for the content classroom.
6. Judge the appropriateness of reading materials based on students' reading abilities.

7. Become aware of the major dimensions of diversity within U.S. classrooms.
8. Develop culturally responsive strategies for better addressing the needs of a diverse classroom.
9. Assess prior knowledge demands of reading assignments and make judgements on the adequacy of the students' prior knowledge.
10. Select and use appropriate techniques to build background and activate students' existing prior knowledge.
11. Explain the role of oral language in vocabulary development.
12. Build vocabulary knowledge using feature analysis and graphic organizers.
13. Learn a wide range of vocabulary activities that address developmental and cultural differences.
14. Describe the reasons for setting purposes prior to reading and pose questions at the literal, inferential and critical levels.
15. Use alternative methods of purpose settings including hypothesizing, stating objectives, completing graphic organizers and charts, solving problems, writing summaries and outlining as well as identify the strengths and weaknesses of these techniques.
16. Describe read alouds, give their advantages, and link them to chapter walk-throughs.
17. Become aware of how to use silent reading time to support students experiencing difficulties.
18. Plan an effective discussion based on instructional purposes or objectives.
19. Be familiar with principles of effective questioning based on research.
20. Explain methods for encouraging student generated questions.
21. Link discussions to the literacy processes of reading and writing.
22. Describe and implement various activities for using extended writing to reinforce and deepen content understanding.
23. Describe and implement various methods of reinforcing content vocabulary.
24. Identify the study skills most important to your own subject area.
25. Describe the basic factors that affect motivation.

Course Policies

- All assignments and activities must be completed to obtain a letter grade of A for the course.
- Assignments are due on the date and time specified in Blackboard.
- If you are experiencing a problem, please contact your instructional associate immediately if your assignment might be late.
- Notify your instructional associate immediately if a situation occurs that may impact your ability to finish the course or submit assignments on time.
- Do not wait until the last minute to post assignments in Blackboard. This is never a good idea because if there is a problem you will have no time to fix it or get help and may have points deducted for late submission.
- All assignment must be submitted in Blackboard. No credit will be given to assignments emailed to your instructor or instructional associate.
- Never email assignments to your instructor without prior permission. If you have a problem posting in Blackboard please contact the 24/7 Blackboard support team. The link is located in the upper right corner of your Blackboard webpage.
- You are responsible for reading the assigned readings and watching the videos.
- You are responsible for making sure that your assignment was submitted. **Reopen it** after you submit to make sure it was properly attached.

- You are responsible for making sure that all assignments and activities that you submit in Blackboard are correct and are the actual ones you want to submit. Check and double check! I will grade whatever you submit. Blackboard will allow you to submit more than one file so if you have submitted the wrong one, you can still submit the correct one.
- **You must contact your instructor and your instructional associate within 48 hours after points have been posted if you have any concerns about your grade on a particular assignment.**
- **Late assignments may be accepted but with a 25% deduction in points *per day*.** Late assignments are not given top priority for grading. They will be graded before the end of the semester. *This does not include assignments for the discussions. They are a group activity and cannot be late.*
- **No assignments will be accepted after the last day of the course.**
- Assignments will be written in complete sentences and there will be no misspelled words.

Alignment of 2010 IRA/NCATE Reading Specialist Standards and TExES Reading Specialist Standards

TExES State Standards - Reading Specialist Certification

Please Note: To access a complete copy, please visit the following:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=6054>

Reading Specialist Standard I - Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Reading Specialist Standard II - Assessment and Instruction: The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Reading Specialist Standard III - Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

Reading Specialist Standard IV - Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

Overview:

IRA/NCATE	TExES
1.1	Standard I
1.2	Standard IV
1.3	Standard IV
2.1	Standard II

IRA/NCATE	TExES
4.1	Standard III
4.2	Standard III
4.3	Standard III
5.1	Standard II

IRA/NCATE	TExES
2.2	Standard II
2.3	Standard II
3.1	Standard II
3.2	Standard II
3.3	Standard II and III
3.4	Standard II

IRA/NCATE	TExES
5.2	Standard II
5.3	Standard II
5.4	Standard II
6.1	Standard IV
6.2	Standard IV
6.3	Standard IV
6.4	Standard IV

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
IRA Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, the candidates:	
<p>1.1 Understand 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.</p>	<p>Standard I - Components of Reading: <i>Oral Language</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Phonological and Phonemic Awareness</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Concepts of Print and the Alphabetic Principle</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Word Identification</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Fluency</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Comprehension</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p>

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
	<p>Standard I - Components of Reading: <i>Vocabulary Development</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Written Language</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p>
<p>1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Theoretical Foundations and Research-Based Curriculum</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>
<p>1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Theoretical Foundations and Research-Based Curriculum</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>
<p>IRA Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:</p>	
<p>2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by</p>

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
	utilizing appropriate methods and resources to address the varied learning needs of all students.
IRA Standard 3, Assessment, Diagnosis, & Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.	
3.1 Understand types of assessments and their purposes, strengths, and limitations.	Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
3.3 Use assessment information to plan and evaluate instruction.	Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. Standard II - Assessment and Instruction: <i>Instruction for English Language Learners</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. Standard III. Strengths and Needs of Individual Students: <i>Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
3.4 Communicate assessment results and implications to a variety of audiences.	Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
IRA 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.	
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	Standard III. Strengths and Needs of Individual Students: <i>Instruction for English Language Learners</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties,

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
	<p>dyslexia, and reading disabilities to promote literacy.</p> <p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p>
<p>4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</p>	<p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for English Language Learners</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p> <p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p>
<p>4.3 Develop and implement strategies to advocate for equity.</p>	<p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for English Language Learners</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p> <p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p>
<p>IRA 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. As a result, candidates:</p>	
<p>5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by</p>

2010 IRA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
reading and writing instruction.	utilizing appropriate methods and resources to address the varied learning needs of all students.
5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
IRA Standard 6. Professional Learning and Leadership. Candidates view professional development as a career-long effort and responsibility. As a result, candidates:	
6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	Standard IV - Professional Knowledge and Leadership: <i>Collaboration, Communication, and Professional Development</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.
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.	Standard IV - Professional Knowledge and Leadership: <i>Collaboration, Communication, and Professional Development</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.
6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	Standard IV - Professional Knowledge and Leadership: <i>Collaboration, Communication, and Professional Development</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing,

2010 IRA /NCATE Program Standards for Reading Specialist	TEXES Reading Specialist Standards
	implementing, and evaluating professional development programs.
6.4 Understand and influence local, state, or national policy decisions.	Standard IV - Professional Knowledge and Leadership: Collaboration, Communication, and Professional Development The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Alignment of TESOL/NCATE English as a Second Language Standards and TEXES English as a Second Language Standards

TEXES State Standards – English as a Second Language (ESL)

Please Note: To access a complete copy, please visit the following:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=5963>

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Overview:

TESOL/NCATE	TEXES
1.a	Standard I
1.b	Standard II
2.a	Standard IV
2.b	Standard IV

TESOL/NCATE	TExES
3.a	Standard I and IV
3.b	Standard IV
3.c	Standard IV
4.a	Standard VI
4.b	Standard VI
5.a	Standard II
5.b	Standard VII
5.c	Standard VII

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
DOMAIN 1: LANGUAGE Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.	
Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.	Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
DOMAIN 2: CULTURE Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.	
Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.	Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.	Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
DOMAIN 3: PLANNING, IMPLEMENTING, AND	

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
<p>MANAGING INSTRUCTION Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</p>	
<p>Standard 3.a. 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 ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p>	<p>Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</p> <p>Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>
<p>Standard 3.b. 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, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.</p>	<p>Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>
<p>Standard 3.c. Using Resources 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.</p>	<p>Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>
<p>DOMAIN 4: ASSESSMENT Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.</p>	
<p>Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.</p>	<p>Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</p>
<p>Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of</p>	<p>Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL</p>

TESOL/NCATE Standards	TEExES English as a Second Language Standards (EC-12)
ESOL students.	programs and uses assessment results to plan and adapt instruction.
DOMAIN 5: PROFESSIONALISM Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.	
Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.	Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.	Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Alignment of TESOL/IRA/TEExES Standards Matched to Course and Module Objectives and Activity/Assessment

TESOL	IRA	TEExES: Reading Standard	TEExES: ESL Standard	Course Objective	Module Objective	Activity / Assessment
2.a, 2.b, 3.c, 5.b, 5.c	1, 2, 3, 4	I, II, IV	IV, VII	1	1	Reading Response and Replies #1 (Ch. 1-4 + PAR),
1.a, 1.b, 3.a, 4.c, 5.a	1, 4	I, IV	I, II, IV	3	2	Reading Response and Replies #1 (Ch. 1-4 + PAR), Lesson Plan #2 (Writing)
3.c, 5.b, 5.c	1, 2, 4	I, II, IV	IV, VII	1, 3	3	Reading Response and Replies #1 (Ch. 1-4 + PAR), Lesson Plan #2 (Writing)
2.a, 2.b, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b,	1, 2, 3, 4	I, II	IV, VI, VII	1, 6	4	Reading Response and Replies #1 (Ch. 1-4 + PAR)

TESOL	IRA	TEGES: Reading Standard	TEGES: ESL Standard	Course Objective	Module Objective	Activity / Assessment
5.c						
1.a, 3.c, 4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 4	I, II, IV	I, IV, VI, VII	4	5	Reading Response and Replies #1 (Ch. 1-4 + PAR), Book Talk
3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 4	I, II	IV, VI, VII	1	6	Reading Response and Replies #1 (Ch. 1-4 + PAR), Book Talk
	2, 3, 5	III, IV		5	7	Reading Response and Replies #1 (Ch. 1-4 + PAR), Book Talk
1.a, 3.c, 4.a, 4.b, 4.c, 5.a, 5.b, 5.c	1, 2, 3, 4	I, II, III IV	I, IV, VI, II, VII	4, 5	8	Reading Response and Replies #1 (Ch. 1-4 + PAR), Textbook Strategy Implementation, Book Talk
2.a, 2.b, 3.c, 5.b, 5.c	1, 2, 3, 4	I, II	IV, VII	1	9	Reading Response and Replies #2 (Ch. 5 & 6 + PAR), Book Talk
3.c, 4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 4	I, II	IV, VI, VII	1, 4	10	Reading Response and Replies #2 (Ch. 5 & 6 + PAR), Textbook Strategy Implementation, Book Talk
1.a, 1.b, 3.a, 3.b, 4.a, 4.b, 4.c	1, 4	I, I, II, IV, VI	I, II, IV, VI	2	11	Reading Response and Replies #2 (Ch. 5 & 6 + PAR), Lesson Plan #1 (Vocabulary)
4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 3, 4	I, II, III, IV	VI, VII	2	12	Reading Response and Replies #2 (Ch. 5 & 6 + PAR), Lesson Plan #1 (Vocabulary), Textbook Strategy Implementation
3.b, 4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 3, 4, 5	I, II, III, IV	IV, VI, VII	2, 5	13	Reading Response and Replies #2 (Ch. 5 & 6 + PAR), Lesson Plan #1 (Vocabulary)
3.c, 5.b, 5.c	1, 2, 4	I, II, IV	IV, VII	4	14	Reading Response and Replies #3 (Ch. 7-9)
2.a, 2.b, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 3, 4	I, II, IV	IV, VI, VII	3, 4	15	Reading Response and Replies #3 (Ch. 7-9), Textbook Strategy Implementation, Lesson Plan #2 (Writing)
1.a, 1.b,	1, 2,	I, II, IV	I, II, IV, VI,	4	16	Reading Response and

TESOL	IRA	TEGES: Reading Standard	TEGES: ESL Standard	Course Objective	Module Objective	Activity / Assessment
3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 5.c	4		VII			Replies #3 (Ch. 7-9)
5.b, 5.c	1, 2, 3, 5	II, III, IV	VII	5	17	Reading Response and Replies #3 (Ch. 7-9)
1.a, 2.a, 2.b, 3.c, 4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 3, 4	I, II, IV	I, IV, VI, VII	4	18	Reading Response and Replies #4 (Ch. 10-13 + PAR)
3.c, 5.b, 5.c	1, 2, 4, 5	I, II, IV	IV, VII	4	19	Reading Response and Replies #4 (Ch. 10-13 + PAR)
1.a, 3.c, 5.b, 5.c	1, 2, 4	I, II, IV	I, IV, VII	4	20	Reading Response and Replies #4 (Ch. 10-13 + PAR)
1.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.a, 5.b, 5.c	1, 2, 4	I, II, IV	I, II, IV, VI, VII	3, 4	21	Reading Response and Replies #4 (Ch. 10-13 + PAR), Lesson Plan #2 (Writing)
3.b, 3.c, 4.a, 4.b, 4.c, 5.a, 5.b, 5.c	1, 2, 4	I, II, IV	II, IV, VI, VII	3	22	Reading Response and Replies #4 (Ch. 10-13 + PAR), Lesson Plan #1 (Vocabulary), Lesson Plan #2 (Writing)
2.a, 2.b, 3.b, 4.a, 4.b, 4.c, 5.b, 5.c	1, 2, 3, 4	I, II, IV	IV, VI, VII	2	23	Reading Response and Replies #4 (Ch. 10-13 + PAR), Lesson Plan #1 (Vocabulary)
5.b, 5.c	1, 2, 5	II, IV	VII	4	24	Reading Response and Replies #4 (Ch. 10-13 + PAR), Textbook Strategy Implementation
5.b, 5.c	1, 2	II, IV	VII	4	25	Reading Response and Replies #4 (Ch. 10-13 + PAR), Book Talk

TENTATIVE LECTURES 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.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Dana Owens

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.)
Module 1 (begins on the first day of class (1/17))			
Ch. 1: The Importance of Literacy in Content Areas, Ch. 2: Literacy Processes Ch. 3: Getting to know your Students, Your Materials, and your Teaching Ch. 4: Teaching for Diversity + Professor authored readings and infographic	Post your introduction and book choice by Wednesday of Week 1 and reply to peers by Friday	Due: Introduction on Wednesday 1/25	
	Reading Response	Due Thursday (1/26) by 11:59 pm	N/A This is a group activity and is not accepted late.
	Replies	Due Tuesday evening (1/31) by 11:59:00 pm	
	Informal replies	Due Thursday evening (2/2) by 11:59 pm	
	Quiz 1	Quiz 1 is over required reading material from Module 1. The quiz window will be open Jan. 30 (12:01 am, CST) to Feb. 12 (11:59 pm, CST)	No make-ups for Quizzes unless documented emergency.

Lesson Title/ Assigned Reading	Assignments	On-Time Due Date	Last Posting Date with Late Penalty
Module 2			
Ch. 5: Building Prior Knowledge Ch. 6: Introducing Technical Vocabulary + Professor Authored Reading for Module 2	Reading Response	Due Thursday (2/23) by 11:59 pm	N/A This is a group activity and is not accepted late.
	Replies	Due Tues. (2/28) evening by 11:59 pm	
	Informal Replies	Due: Thurs. (3/2) evening by 11:59 pm	
	Lesson Plan 1	Due: Thurs. (3/2) evening by 11:59 pm	Accepted on Tuesday with a 25% penalty
	Quiz 2	Quiz 2 is over required reading material from Module 2. The quiz window will be open Feb. 20 (12:01 am, CST) to March 5 (11:59 pm, CST)	No make-ups for Quizzes unless documented emergency.
Module 3			
Ch. 7: Making Reading Purposeful Ch. 8: Reading Guides Ch. 9: Providing Time to Read: When, Where and How	Reading Response	Due Thursday (3/23) by 11:59 pm	N/A This is a group activity and is not accepted late.
	Replies	Due Tuesday evening (3/28) by 11:59 pm	
	Informal Replies	Due: Thurs. (3/30) evening by 11:59 pm	
	Textbook Strategy Implementation	Due: Tuesday (3/28) by 11:59 pm	Accepted on Tuesday with a 25% penalty
	Quiz 3	Quiz 3 is over required reading material from Module 3. The quiz window will be open March 23 (12:01 am, CST) to April 2 (11:59 pm, CST)	No make-ups for Quizzes unless documented emergency.
Module 4			
Ch. 10: Questioning and Discussion Ch. 11: Reinforcing and	Reading Response	Due Thursday (4/13) by 11:59 pm	N/A This is a group activity and is not accepted

Lesson Title/ Assigned Reading	Assignments	On-Time Due Date	Last Posting Date with Late Penalty
Extending Content Knowledge + Professor Authored Readings	Replies	Due Tuesday evening (4/18) by 11:59 pm	late.
	Informal Replies	Due: Thurs. (4/20) evening by 11:59 pm	
	Due: Lesson Plan 2 in Tk20 & Blackboard	Due: Thurs. (4/20) by 11:59 pm	Accepted on Friday with a 25% penalty
	Quiz 4	Quiz 4 is over required reading material from Module 4. The quiz window will be open April 10 (12:01 am, CST) to April 23 (11:59 pm, CST)	No make-ups for Quizzes unless documented emergency.
Module 5			
Ch. 12: Study Skills: Encouraging Independence in Content Literacy Ch. 13: Student Attitudes: Encouraging Content Literacy	Quiz 5	Quiz 5 is over required reading material from Module 5. The quiz window will be open April 26 (12:01 am, CST) to May 5 (11:59 pm, CST).	No make-ups for Quizzes unless documented emergency.
	Due: Non-Fiction Book Talk PowerPoint	Due: Wednesday (5/3) by 11:59 pm	Accepted on Thursday with a 25% penalty
The last day of class is Friday, May 5. There is no final exam.			

***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) Vocabulary or Prereading [choose one] and 2) Content Writing or Postreading [choose one] (2 lessons @ 25 points each for 50 points total)
- Informational Book talk Power Point Presentation (100 points)
- Breaking Down the Textbook Power Point (30 points)
- Reading Response & Replies (4 sets @ 20 points each for 80 points total)

- Quizzes (5 quizzes @ 20 points each for 100 points total)

All assignments must use APA format when appropriate. For example, you will need a textbook for most of the assignments. For information on how to create an APA style reference list, please see <https://owl.english.purdue.edu/owl/resource/560/05/>. You will find other helpful information there as well on citing your resources correctly.

Grade Calculation:

Assignment	Points	Grade Scale
Get Acquainted & Nonfiction Book Choice Posting	5	A = 339-365 (93-100%) B = 306-338 (84-92%) C = 273-305 (75-83%) D = 255-272 (70-74%) F = 254 and below
Lesson Plans for 1) Vocabulary or Prereading Strategy and 2) Content Writing or Postreading Strategy (2 lessons @ 25 points each for 50 points total) using a content area nonfiction textbook	50	
Nonfiction Book Talk Power Point Presentation	100	
Nonfiction Textbook Strategy Implementation	30	
Reading Response & Replies (4 sets @ 20 points each for 80 points total)	80	
Five Quizzes (5 quizzes @ 20 points each for 100 points total)	100	
TOTAL	365	

Detailed Guidelines for Assignments:

1) GET ACQUAINTED POSTING (5 points)

- Provide your name, teaching assignment (district, school, grade level, and subject area, if applicable) OR your certification level and subject area.
- INFORMATIONAL BOOK SELECTION (see criteria about which books can be chosen):** Cite the informational book that you are choosing for the Nonfiction Book Talk 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	Get Acquainted posting does not address all required

2) LESSON PLANS (2 at 25 points each for 50 points total)

You will create TWO original lesson plans. Choose two from the following options:

Lesson Plan 1 - vocabulary OR prereading strategies.

Lesson Plan 2 - content writing OR postreading strategies.

The lesson plans are created for a content area subject. The strategies employed in the lesson plan will be chosen from the two options for each lesson plan. The strategies will be taught to students while implementing the lesson plans.

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 **three sources of scholarly research** that support the activities and strategies that you use. These should be in paragraph format with one paragraph for each source.

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 for grades 4-12 must be used. This can be the same textbook mentioned previously in the required books at the beginning of the syllabus.** You may use another textbook if you choose. It can be for one for literacy or another subject area.

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 **three (3) scholarly research articles** 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:

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

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

Instructional Materials and Resources:

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

Content Outline:

Include specific pages, notes, and the research you have done on the topic that is being

presented. Cite the major literacy elements addressed in the lesson.

Accommodations and Modifications:

(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 (name or description)
1	Sponge Activity <i>(Instructions)</i>	
2	Set Induction <i>(Instructions)</i>	
3	Pre-assessment of student understanding of the lesson concept/process/skill <i>(Instructions)</i>	
4	Large Group Instruction <i>(Instructions)</i>	
5	Independent or Group Work <i>(Instructions)</i>	
	<i>(You may repeat numbers 3 & 4 if time permits. Add additional table rows as necessary.)</i>	
6	Feedback <i>(Instructions)</i>	
7	Evaluation -	
	Post assessment of concept/process/skill <i>(Instructions)</i>	
8	Closure <i>(Instructions)</i>	

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 after completing the activity**. *Include two objectives for a block lesson.* Begin the objective, "Students will be able to (SWBAT)..." Designate the cognitive level (Bloom's Taxonomy). Here is a link to [Bloom's Taxonomy](#).

Cite both the **TEKS** (<http://tea.texas.gov/index2.aspx?id=6148>) linked to the lesson.

Instructional Materials and Resources:

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

- Textbook(s)
- Handouts
- PowerPoints or other presentation materials
- Include technology for student use

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 Lesson Plan	Expert 25	Acceptable 20	Unacceptable 11
Format	Fully developed lesson plan that follows required format with both sections: Section 1 citing activity and three (3) articles of 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)
Understanding of learners and P-12 student standards	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 (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 (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 (2)
Knowledge of content and instructional resources	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)
Understanding of accommodations and modifications for all students	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)
Ability to plan appropriate assessments	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?)

- If used in your classroom, present data about how the class received the book and their responses.
- 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.
- 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.)

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

Grading Rubric

Tasks	Expert	Acceptable	Unacceptable
Title Page & Background Information (5)	Fully developed background information including the items in next column. (5)	Complete background information including the following items (4) : What is your current teaching position? (Grade level and teaching field). Do you currently use	Missing one or more of the required parts. (3)

Tasks	Expert	Acceptable	Unacceptable
		trade books or other supplemental resources in your classroom? If so, what types and how often? What observations can you make about the level of use of trade books / supplemental materials at your school?	
Format (5 points)	Fully follows format and addresses all assignment requirements in a professional and well-developed submission (5 points)	Follows format and addresses assignment requirements in a professional submission (4 points)	Does not follow format and/or address assignment requirements or submits a poorly developed, unprofessional assignment (3 points)
Section I: Bibliography (10 points)	1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher) (2 points) 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) 3) Includes a graphic of the book cover. (2 points)	1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher) (2 points) 2) Searches for and cites information from the Web about textbook including the URL and a summary of the major information (5 points) 3) Includes a graphic of the book cover. (2 points)	Missing more than one part of the required bibliographic information (6 points)
Section II: Summary and Personal Response (15 points)	1) Brief original summary of book with well-developed and insightful personal response to the book. (10 points) 2) Goes beyond summary by providing introduction tailored to K-12 students with a well-developed persuasion for students to read the book. (5 points)	1) Brief persuasive and original summary of book with good personal response to the book. (9 points) 2) Goes beyond summary by providing introduction tailored to K-12 students with persuasion for students to read the book. (4 points)	1) Limited original summary and / or personal response to book. (8 points) 2) Missing persuasive introduction targeted to students or it is not kid friendly. (2 points)
Section III:	1) Provides well	1) Provides good	1) Provides a limited

Tasks	Expert	Acceptable	Unacceptable
Justification for Use (25 points)	<p>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. (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. (8 points)</p> <p>3) Cites the subject area TEKS goals for K-12 students that link to this book with an insightful justification. (8 points)</p>	<p>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. (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. (6 points)</p>	<p>justification for why the book is applicable to the subject and grade taught. (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. (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. (5 points)</p>
Section IV: Application to the Classroom (25 points)	<p>1) Describes in detail at least 5 specific classroom reading and writing applications / activities to integrate the book in a specific content area. (18 points)</p> <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. (7 points)</p>	<p>1) Describes 3-4 classroom reading and writing applications / activities to integrate the book in a specific content area. (16 points)</p> <p>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)</p>	<p>1) Describes limited classroom reading and writing applications / activities and / or fails to fully describe the activities. (11 points)</p> <p>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. (4 points)</p>
Section V: Teacher/ Student Interview Data (10)	<p>1) Conducts a student interview (What do students say?) and reports a well-developed summary of response to</p>	<p>1) Conducts a student interview and reports a basic summary of response to tradebook and suggested</p>	<p>1) Fails to conduct a student interview or reports a limited summary of response to tradebook and suggested</p>

Tasks	Expert	Acceptable	Unacceptable
points)	tradebook and suggested instructional activities. (5 points) 2) Conducts a teacher interview (What do teachers say?) and reports a well- developed summary of attitudes toward tradebook use. (5 points)	instructional activities. (4 points) 2) Conducts a teacher interview and reports a basic summary of attitudes toward tradebook use. (4 points)	instructional activities. (2 points) 2) Fails to conduct a teacher interview and reports a limited summary of attitudes toward tradebook use. (2 points)
Section VI: Library Interview Data (5 points)	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. (4 points)	Fails to conduct a librarian interview or reports a limited summary of nonfiction ordering, trends in circulation, supplemental, etc. (2 points)

4)TEXTBOOK STRATEGY IMPLEMENTATION

NOTE: You will develop a Power Point for this assignment. You may narrate the PowerPoint if you choose, but it is not required.

Target Audience: Students

FORMAT/CONTENT

Develop a focused intervention/strategy to assist the reader/student with a content textbook strategy using ONE specific textbook or professor authored reading example (of a strategy) to be used in the K-12 classroom including:

- Cite the specific 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/strategy citing **two sources of research**, other than the textbook or professor authored readings, **to support** why this strategy is beneficial. The two sources might be other LIST textbooks or articles from professional journals.
- Note why the class is learning this technique/strategy and how it will help them use the textbook more effectively, learn the content more successfully.
- Demonstrate/model the activity/technique/strategy (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 30 points	Acceptable 24 points	Unacceptable 15 points
Format	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)
Textbook Citation	Develops one in-depth intervention strategy based on textbook to be used in the K- 12 classroom, including: a) Textbook citation using APA format (2 points)	Develops one intervention strategy based on textbook to be used in the K12 classroom, including: a) Textbook citation using APA format (2 points)	Intervention has problems including: a) Missing or incorrect format for text citation (0)
Concept/Text Section Addressed	b) clearly stated strategy/concept/text section to be addressed (2 points)	b) concept/text section to be addressed (1 point)	b) Lacks mention of concept/text section to be addressed (0)
Research-Based Rationale	c) a well-developed <u>research based rationale</u> (cite 2 sources) for the use of a particular strategy/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)
Demonstration of Technique	d) a well-developed PowerPoint demonstration with a step by step process using the strategy/ 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)

5)READING RESPONSE & REPLIES HAS TWO PARTS A) RESPONSE & B) REPLIES.

Description: Candidates will engage in an electronic discussion in response to the textbook, videos 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. Reply back to those who commented on your post in an informal reply.

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

Part A: Response (500+ words and include one or more multi-media artifacts):

Candidates will submit to the Group Discussion Board a reading response summarizing and linking their responses to the readings (as indicated in the schedule) as well as personal reactions to the material based on the prompt of selected guiding questions. Responses do NOT need to include all readings for that week but should cite specific course readings for that week in the written response.

1. *For each of the discussion posts (Part A), a set of guiding questions, based on that session's reading will be provided. Select **one or more** of the guiding questions for your post to respond to, incorporating key ideas from the readings. Include the question or questions in your post (bolded or in a different color font). Please **copy and paste** your post into the discussion area!*
2. The Part A response should include *one or more* (one is a minimum) of a "multi- media or web-based artifact" that you have located and/or created. Describe in depth why you chose the artifact (or artifacts) and how it further helps extend our understanding of the related course content. An artifact can be one or more of the following:
 - Found or created infographic that relates to the course content. If you wish to create an infographic, I suggest Piktochart: <http://piktochart.com/>
 - A website or website(s) with resources related to the course content. There are some great "hub" websites that have many resources such as ReadWriteThink.org and Reading Rockets.
 - Social media page that you have started or found (someone' else's) related to the course content (e.g., Pinterest board on a related course concept in that session's readings)
 - A short podcast, video, or semantic map you have created and inserted into your post. You can create a Tellegami video using a smart phone and the free app, for instance, and include that as an artifact. (<https://telligami.com/faq/>). Another good tool is Audioboom (<https://audioboom.com>). Screencast-O-Matic is another good one for video.
 - An image or picture that represents and connects to course content.
 - Example of tool for Semantic Map: Bubbl.us or Popplet.com <https://bubbl.us/> or <http://popplet.com/>
 - To create a short podcast to link to or embed into your post, I suggest VoiceThread (<https://voicethread.com/>) or MixCloud (<https://www.mixcloud.com/>). VoiceThread has a mobile app which allows for up to five free VoiceThreads. Remember, you can also

- locate a podcast (e.g. through International Literacy Association or another resource).
 - A blog post you have written or one you have found that connects to the course content.
3. The **guiding questions** for each session will be posted in Blackboard in the Discussions on the Assignments page.
4. Your post (Part A) should be **500 words or more** (*not* including the guiding questions you cut and paste into the response). Do not submit a skeletal or superficial response. Please do the readings at the *beginning* of each session so you have time to reflect upon the readings and to also search for and/or create an artifact. Do a word count before you submit!

<http://www.wordcounter.net/>

NOTE: For the artifact, include a link to the artifact and explain how it is useful to the course content for that session's reading. You need to locate at least one artifact to include in your post. I encourage you to include more. In your response, you can also pose your own questions to peers (e.g., if you are wondering something).

Part B: Formal Replies: Following response posting, candidates will return to the discussion board to read and reply to at least three 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?

INFORMAL FOLLOW-UP REPLIES: Acknowledge your classmates' comments to your reading response in a professional manner.

Grading Rubric

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

Tasks for Part B: Replies	Expert 10	Acceptable 7	Unacceptable 3
Format	Posts three required replies according to the required format (2)	Posts two required reply according to the required format (1)	Does not follow format for replies or make required number of replies (0)
Replies to Peers	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 (1)
Informal replies	Responds to all replies (informal follow up replies) (1)	Acknowledges all replies in a response (informal follow up replies) (1)	Does not acknowledge replies (0)
Extension of Dialogue	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)

Quizzes Over Assigned Readings – Blackboard (5 quizzes x 20 points=100 points)

The five quizzes will cover assigned required course readings, as per the syllabus. Be prepared for the each quiz by closely and carefully reading the designated required assigned readings. You will take it via Blackboard (location: Assessments). There will be a quiz “window” of 30 minutes for each quiz.

You will be able to re-take the quiz three times during the test window. Re-takes must be during the test window.

Each quiz will be 10 - 20 questions consisting of multiple choice, matching and true/false questions. The length of the quiz will be determined by the number of chapters covered in the readings for that module.

Quizzes cannot be made up unless you have a documented emergency.

Preparing for the quizzes:

- Study guides for each of the quizzes will be posted on Blackboard.

- Use the study guides as you read to highlight key terms.
- Read your course readings closely and carefully. (Do not skim).
- Spread the readings out instead of reading them all at once.
- Try to get ahead on the readings when possible.
- Make digital flashcards of key concepts and terms for your mobile device, if possible, with a free flashcard app (e.g., Flashcardlet or Quizlet, for instance).

Content Area Bibliography for Additional Readings

Allen, J. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse Publishers.

Alvermann, D. E., & Phelps, S. E. (1994). *Content reading and literacy: Succeeding in today's diverse classrooms*. Boston: Allyn & Bacon.

Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2009). *Content area reading and literacy: Succeeding in today's diverse classrooms* (6th ed.). Upper Saddle River, NJ: Pearson.

Alvermann, D. E., & Gillis, V. R. (2012). *Content area reading and literacy: Succeeding in today's diverse classrooms* (7th ed.). Upper Saddle River, NJ: Pearson.

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association.

Chapman, C., & King, R. (2009). *Differentiated instructional strategies for reading in the content areas*. Thousand Oaks, CA: Corwin.

Daniels, H., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.

Ellis, B. (2009). *Content area reading, writing, and storytelling: a dynamic tool for improving reading and writing across the curriculum through oral language development*. Westport, CT: Teachers Ideas Press.

Fisher, D., & Frey, N. (2014). Scaffolded Reading Instruction of Content-Area Texts, *The Reading Teacher*, 67(5), 347-351.

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2014). *50 instructional routines to develop content literacy* (3rd ed.). Upper Saddle River, NJ: Pearson.

Klingner, J. K., Boardman, A. G., Eppolito, A. M., & Schonewise, E. A. (2012). Supporting Adolescent English Language Learners' Reading in the Content Areas. *Learning Disabilities -- A Contemporary Journal*, 10(1), 35-64.

McGraw-Hill. Cooter, R. B., & Flynt, E. S. (1996). *Teaching Reading in the Content Areas: Developing Content Literacy for All Students*. Englewood Cliffs, NJ: Merrill.

McKenna, M. C., & Robinson, R. D. (1997). *Teaching through text: A content literacy approach to content area reading* (2nd ed.). New York: Longman.

McLaughlin, M. (2009). *Content area reading: Teaching and learning in an age of multiple literacies*. Upper Saddle River, NJ: Pearson.

McNamara, D. S. (2007). *Reading comprehension strategies: Theories, interventions and technologies*.

New York: Lawrence Erlbaum Associates

Moore, D.W., Moore, S.A., Cunningham, P.M., & Cunningham, J.W. (2010). *Developing readers and writers in content areas K-12* (6th ed.). Upper Saddle River, NJ: Pearson.

Ness, M. (2007) Reading comprehension strategies in secondary content-area classrooms. *The Phi Delta Kappan*, 89(3), 229-231.

Urquhart, V., & Frazee, D. (2012). *Teaching reading in the content areas: if not me, then who?* (3rd ed.). Alexandria, VA: ASCD.

Vacca, R. T., Vacca, J. A. L., & Mraz, M. E. (2013). *Content area reading: Literacy and learning across the Curriculum* (11th ed.). Upper Saddle River, NJ: Pearson.

Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal Of Educational Psychology*, 101(1), 1-20. doi:10.1037/a0013152

Zwiers, J. (2010). *Building reading comprehension habits in grades 6-12: A toolkit of classroom activities* (2nd ed.). Newark, DE: International Reading Association.

Institutional Policies

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

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>.

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, or view the information at 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/.

UTA Libraries:

Librarian to Contact: Andy Herzog (amherzog@uta.edu)

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

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>.

Netiquette Expectations

When creating and replying in the discussion forum, you *must* follow the below guidelines.

- Review your work before you post.
- Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as ☺ (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

When emailing your instructor or academic coach, you must follow the below guidelines:

- Always include the course name in the subject of your email
- Use appropriate language – no slang or abbreviations
- Emails are professional in manner, so no emoticons

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/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

University of Texas at Arlington, College of Education - Conceptual Framework

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic

content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible **Partners for the Future** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.