**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**COURSE SYLLABUS**

**G4, 2018**

**January-March**

# ED 659 Content Area Literacy Strategies

**3 Credit Hours**

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 **(Others by appointment)**

***Conceptual Framework of Teacher Education***

***THEME: “EMPOWERMENT FOR LEARNING”***

*Content, process and self-efficacy*

***MODEL:***



***MISSION:*** Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

**I. Catalog Course Description:**

This course supports teachers in their mission to help children become independent readers and lifelong learners. Teachers learn a variety of methods and strategies for teaching and learning content through reading, writing and other communicative and visual arts. Teachers will learn to help students read informational texts critically, evaluating their value and relevance. The scope of this course aims to prepare teachers to assume the role of peer leaders in content area literacy instruction. Students seeking initial certification through the MAT are required to get 40 field/clinical hours in addition to two different assignments than those taking this course for advanced programs.

**II. Required Texts:**

Vacca, R.T., Vacca, J. A., and Mraz, M. (2017). Content Area Reading: Literacy and Learning Across the Curriculum,

 12th Edition. Pearson: Indianapolis. ISBN-10: 0134068904 ISBN-13: 9780134068909

Allen, J. (2004). Tools for Teaching Content Literacy. Stenhouse Publishers. ISBN-13: 978-1571103802   ISBN-10: 1571103805

Tovani, C. (2004). Do I really have to teach reading? ISBN-13: 978-1571103765 ISBN-10: 157110376

**III. Objectives:**

***Teachers in this course will learn about***

1. The changing conception of content area literacy to include textbooks plus multiple text types including technology;
2. The importance of early exposure to exposition to lay the foundation for understanding of expository text in later grades;
3. Development of domain knowledge about real world topics early to ensure later success with increasingly more difficult texts (language and critical reading abilities needed for disciplines like mathematics, history, science-in-depth, long term focus);
4. How to integrate reading and content instruction throughout the middle and secondary grades to help children learn to read at the same time they read to learn (Learning Logs);
5. How to address literacy standards along with specific content area standards within lessons (Common Core Standards, ILA/NCTE);
6. How to help students become strategic readers and writers of informational texts (Pre-reading discussions, Reciprocal Teaching, Questioning the Author, explicit teaching);
7. Use of inquiry based experiences to provide immersion in content (Writing, WebQuests, Idea Circles, etc.)

**IV. Key Topics:** (not necessarily in this order; also not limited to this list)

A. The Importance of Content Literacy

 B. Learning and New Literacies

 C. Culturally Responsive Teaching in Diverse Classrooms

 D. Assessing Students and Text

 E. Planning Instruction for Content Literacy

 F. Activating Prior Knowledge and Interest

 G. Guiding Reading Comprehension

 H. Developing Vocabulary and Concepts

 I. Writing Across the Curriculum

 J. Studying Texts

 K. Learning with Multiple Texts

 L. Supplementing Effective Teaching with Professional Development

**V. Course Assignments:**

1. **Attendance & Participation (80 pts.):** Graduate level students are expected to
* Attend all classes punctually; notify the professor in advance if there is an expected absence; submit any work due on date absent.
* Study reading assignments in the textbooks and online, supplementary materials prior to each class;
* Contribute to and lead class discussions **orally** through the use of a **headset** (minimum of 2-3 X orally each week and in writing to most questions/topics)
* **Participation points will be deducted if you do not participate orally in addition to writing during weekly classes.**
* **It is your responsibility to make sure all of your equipment is working properly prior to class-time. Your microphone must be usable.**
* Any absences will affect the final grade negatively.
* Attendance will be taken at random times during the class each period.
* There can be no more than one absence, only for extenuating experiences.
* Please log on early to ascertain if your headset is working properly. External microphones or those built into your computer are not recommended for optimal participation due to excessive echos.
1. **Summary Critiques (60 pts.):**
* Post a summary critique for weekly readings in the main text, supplementary texts AND online material.
* Include a summary of the key ideas for each week’s reading/s plus a short reflection over how one or two ideas per chapter relate to you (10 pts. each week).
* Length of one and a half to two pages per chapter (single spaced but double spaced between paragraphs and with headings for each reading including the online readings/links)
* These are due each week by Sunday midnight.

**3. Introduce Yourself Activity-Week 1 (40 pts)**

* Enter a bio in profile (10)
* Upload a photo to profile (10)
* Create a Power Point about a hobby or interest (20);
* Post the PPT in the *Introduce Yourself forum*

**4. PLAN Concept Map and Reading Notes (40 pts.)**

* Create a concept map prior to reading chapters 3 & 4
* Take reading notes during reading chapter 3 & 4 based on the steps of the PLAN Reading Strategy.

**5. Textmasters Activity Group Project (50 pts.)**

* Meet as textmasters groups during the week three synchronous class session to discuss your chapter of the text with each member assuming one of the textmaster roles.
* Plan a project that demonstrates their learning of the major concepts in your chapter.
* Present projects beginning week 5 during synchronous class session.
* Self-assess participation in the process/group.

 **6. Research (50 Points):**

* Write a short research report on the controversy surrounding the level of performance needed to support ELL’s ability to comprehend content area material written in English.
* Select articles from
	+ ‘Reading Headlines’ from [www.literacyworldwide.org](http://www.literacyworldwide.org) (International Literacy Association)
	+ Archives and Special Reports from [www.edweek.org](http://www.edweek.org)
	+ Write short reflection and present in class.
* Examine websites to identify periodicals for your content area. Submit in writing and Present in class.
* Select free photographs to use in a viewing strategy. Develop a viewing strategy for the photographs.
* Using the Internet, research the topic, “Who gets to tell the story of a people?”
	+ Write a reflection on what you discovered.
	+ Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds.

**7. Field Experience Collaboration Project (50 pts.)**

* Initial MAT candidates must acquire 40 field/clinical experience during this course.
	+ **CO-TEACH:** with the teacher through planning and teaching. Incorporate a minimum of five strategies in the Allen text.
	+ **TUTOR:** a struggling reader/s in collaboration with a reading specialist or reading interventionist (10 hours; 20 pts.)
	+ **UNIT:** collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 20 pts.) The unit will integrate national and state standards for content and ELA standards.
		- **The unit must include one LDC reading/writing task in each lesson.**
	+ **PLC:** Attend at least one PLC meeting
* Students in advanced programs must acquire at least 5 field hours related to course topics.
	+ More specific guidelines about the field hours for students in advanced programs will be provided.
* Please keep a record of reflections based on your experiences.
* Submit reflections and a 2017-18 Field Experience Summary Form with appropriate signatures.

**8. A. Initial Candidates in the MAT: Unit (100 pts.)**

* **UNIT:** collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing. The unit will integrate national and state standards for content and ELA standards. This will involve a minimum of five field/clinical hours.
* **The unit must include one LDC reading/writing task in each lesson.**

**8. B. Advanced Programs: Content Literacy Leadership Plan (100 pts.)**

The scope of this course aims to prepare teachers to assume the role of peer leaders in content area literacy instruction. Develop a plan of how you might assume the role of peer leader in content area literacy in your school.

***Write a 4-6 page paper that includes reports on each of the following and Create a PPT that outlines key aspects to present in class.***

* Based on conversations with your principal and colleagues in a grade-level or interdisciplinary team, identify the current status of content area literacy instruction and the needs of your colleagues.
* Develop a plan for how you might address the needs you have identified. Use the following to guide you in developing your plan:
	+ Briefly describe the current state of content area literacy instruction in your school (grade level or interdisciplinary team). What are the needs among your colleagues for implementing content area literacy instruction?
	+ Identify at least 3-5 goals to address those needs.
	+ Develop a timeline of activities to address your goals. Include information such as the following:
		- Who will be involved? How often? What are participants expected to know/be able to do by the end of the time frame?
		- Include dates, activities and expected outcomes for each activity.

## Create a list of content area literacy strategies appropriate for the grade level.

 **9. Resource Files (50 pts.)**

 Electronically, collect the following related to your content area:

* + **National and State Standards** for your content area;
	+ **Class Library:** develop a class library--list titles of resources available to you, including a variety of print, digital and online resources plus periodicals, photographs archives;
	+ **PERSPECTIVE:** Examine some textbooks and the Internet for your content area and respond to the question: “Who gets to tell the story of a people?”
		- Write a reflection on what you discovered.
		- Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds.
	+ **ELLs:** Describe how schools in KY provide for students who are ELLs;
	+ **CONTENT AREA PROFESSIONAL ORGANIZATION** : become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)

**10.** **Discussion Forums/Resource Files (80 pts.-10 each week)**

* Participation in discussion forums includes **an initial response** to the discussion forum prompt provided by the professor and responding to **a minimum of two other classmates’ responses per discussion forum.**
* **Your initial response to the topic/s should be posted by Friday midnight and responses to two classmates by Saturday midnight.**
* Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week.
* They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned.
* For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**.**
* **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due as stated previously.**
* Forum responses will be evaluated using the following criteria:

**Discussion Forums Rubric: Initial Response: 7 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **6-7** | **4-5** | **2-3** | **0-1** |
| **General Assignment** | **All** topics introduced in the prompt are **fully** addressed. | **All** topics introduced in the prompt are addressed. | **Some** topics introduced in the prompt are addressed. | The prompt is **not addressed** in the response. |
| **Length** | **More** than **10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support** | Arguments and/or statements are **logical** and **supported** by information from the text and articles. | Arguments and/or statements are **logical** but made with **little or loose** support from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections** | Response makes **clear connections** to current or past experiences in the classroom, school, or political environment. | Response makes **loose connections** to current or past experiences in the classroom, school, or political environment. | Response makes **little real life connection**. | **No attempt** is made to connect prompt to real life situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but they **do not impact the understanding** of the reader. | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding** of the reader. |

**Response to Peer** : 3 pts.

(You must respond to one peer initial responses per discussion forum)

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment** | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate**. |
| **Length** | **More** than **5 complex** sentences. | **3-5 complex** sentences.  | **1-2** sentences. |

**VI.** **Grading Policies**:

 **Total Points: 600 Pts.**

 Attendance /participation 80 pts.

 Summary Critiques (10 pts. Each) 60 pts.

 Introduce Yourself Activity 40 pts.

 PLAN Concept Map and Reading Notes 40 pts.

 Textmasters Group Activity 50 pts.

 Resource Files 50 pts.

 Field Experience Voucher/Reflection 50 pts.

 Unit/Content Literacy Leadership Plan 100 pts.

 Discussion Forums 80 pts.

 **Grading Scale:**

 92% - 100% = A 552-600 pts.

 82% – 91% = B 492-551 pts.

 72% - 81% = C 432-491 pts.

 65% – 71% = D 390-431 pts.

 Below 65% = F

**VII. Alignment to Standards**

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| **A.** | **Course****Assignments** |  **ILA Content Literacy Standards** | **CAEP &** **InTASC****Standards** | **CAEP** **Themes** | **Conceptual****Framework:****Theme****Model\*** |
| **1.**  | Summary Critiques | 1-6 | CAEP 1InTASC 4 | DiversityTechnology | **Theme**:Content Process **Model:** 1, 2, 3, 6, 8 |
| **2.**  | PLAN Concept Map &Text Master Project | 1.1, 1.3, 4.1, 6.2 | CAEP 1InTASC 5-8  | Diversity Technology | **Theme**:Content Process Self-Efficacy**Model:** 1, 2, 3, 5, 6, 8 |
| **3.**  | Resource Files | 1, 2, 3 | CAEP 1InTASC 1,2, 3, 4, 5, 7, 8. | DiversityTechnology | **Theme**: Content Process Self-Efficacy**Model:** 1, 2, 3, 4, 5, 6, 8 |
| **4.** | Field/Clinical Project | 1-6 | CAEP 1, 2, 3, 4.InTASC 1-10 | Diversity Technology | **Theme**:Content Process Self-EfficacyModel: 1, 2, 3, 4, 5, 6, 8 |
| **5.** | Content Leadership Plan | 2, 3, 4, 5 | CAEP 1, 2, 3, 4.InTASC 1-10 | Diversity Technology | **Theme**:Content Process Self EfficacyModel: 1, 2, 3, 4, 5, 6, 8 |
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VIII. Notice:

# Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services

### IX. Academic Integrity:

 Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog).

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of the two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

While writing your paper, make special effort to summarize (be sure to cite summaries, too) and to use quotation marks for direct quotes. Direct quotes need the source, date, page number--using APA style. Direct quotes need the source, date and page number--using APA style.

**X. Late Assignments**

All work for the course, except Discussion Forums, is **due by Sunday midnight EST** during the week in which it is assigned (See **Assessments** section).

**Discussion Forums:** initial response due by Friday midnight and response to two classmates due by Saturday midnight.

**XI. Communication Methods**

Communication during and outside of class will be primarily online; therefore, it is important that class members practice **netiquette**—the rules for polite and effective online communication. Some important rules to keep in mind as you participate in the **Adobe Connect Classroom** are:

* Keep your microphone muted when you are not speaking. This will keep distracting background noise to a minimum and also eliminate echoing when other classmates are speaking.
* Do not make comments in the chat box while the professor or other students are speaking during class. It is distracting to the speaker and other students.

Some important rules to keep in mind as you participate in the **discussion forums** and **online chat** are:

* Be friendly and positive. In online communication, it is not possible to view facial expressions and body language or to hear the tone and volume of the voice, so messages may be misinterpreted.
* Avoid using sarcasm, and make sure humor is “G” rated and appropriate for all audiences. Profanity will not be tolerated.
* Avoid using slang. Do not type in all capital letters—it appears that you are yelling at your audience.
* Be professional. Avoid using smiley faces and other emoticons in responses. Do not use abbreviations used in text messages.

When communicating with your professor in **email,** remember to include your name. Please use your CU email and check your university email daily.

All assignments must be posted to the course site.

**XII. Technical Support and Assistance**

Students are required to have a computer, e-mail, Internet access, and a working headset to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**XIII. References**

Allington, R. L. (Ed.). (1998) *Teaching struggling readers.* Newark, DE: IRA.

Brooks, G., Flanagan, N., Henkhuzens, & Hutchison, D. (1998). *What works for slow readers? The effectiveness of early intervention*

 *schemes.* The Mere, Upton Park, Slough, Berkshire SL1 2DQ: The National Foundation for Educational Research

Burns, P. C., Roe, B. (2002). *Informal Reading Inventory.* Boston: Houghton Mifflin.

Carnine, D., Silbert, J., Kame’enui, E., Tarver, S., & Jungjohann, K. (2006). Teaching Struggling and at-risk readers: A direct

 instruction approach. Upper Saddle River, NJ: Pearson Education, Inc.

Christenson, T. A. (2002). *Supporting struggling writers in the elementary classroom.* Newark, DE: IRA.

Clay, M. M. (1985). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.

Connor, C. M., Kaya, S., Luck, M., Toste, J., Canto, A., Rice, D., Tani, N. & Underwood, P. (2010). Content area

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 *education* Newark, IRA.

Duke, N. K. (2004). The case for informational text. *Educational Leadership*, 61 (6), 40-44.

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 34-44.

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Flint, E. S., & Brozo, W. (2010). Content Literacy and the content classroom: A question of now, not when. *The*

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 comprehension. Columbus, OH: Pearson.

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 heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99, 3-20.

Kristo, J. V. & Bamford, R. A. (2004). Nonfiction in focus: A comprehensive framework for helping students

 become independent readers and writers of nonfiction, K-6. New York: Scholastic.

Lane, H. B. & Arriaza-Allen, S. (2010). The vocabulary-rich classroom: Modeling sophisticated word use to

 promote word consciousness and vocabulary growth. *The Reading Teacher*, 63 (5), 362-271.

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 *Reading Improvement,* 33, 181-185.

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 *The Reading Teacher*, 59 (1), 46-55.

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Zhu, S. P. (2005). Reviews of books on motivation, *Bibliotherapy and Reading,*16 (2), 2-3.

**Relevant Websites**

[www.kde.state.ky.us](http://www.kde.state.ky.us) Kentucky Department of Education, Common Core Standards

www.literacyworldwide.org International Literacy Association

www.cec.sped.org The Council for Exceptional Children

Additional research materials will be distributed for discussion.

**KEY ASSESSMENTS for ED 659**

**PLAN**

***\*This assignment is designed to increase foundational knowledge (ILA 1.1, ILA 1.3 & ILA 4.1) and introduce students to the PLAN content reading strategy.***

**PLAN Concept Map and Reading Notes Assignment: 25 points**

\* Create a concept map prior to reading chapters 3 or 4.

\* Take reading notes during reading of the chapter based on the steps of the PLAN

 reading strategy.

\* See rubric at the end of the PLAN information.

**Resources:**

* Background Information: <http://mattcox30.weebly.com/plan-predict-locate-add-note.html>
* Example: <https://www.alcaweb.org/arch.php/resource/view/133063>
* <http://www.readingeducator.com/strategies/plan.htm>

 **Predict/Locate/Add/Note (PLAN)**


The Predict-Locate-Add-Note (PLAN) graphical organizer helps students summarize the content of a reading selection. This instrument incorporates a number of reading and learning strategies into a single note-taking tool.

Using the PLAN organizer students . . .

* **Predict** selection content based on prior knowledge and experiences.
* **Locate** familiar and unfamiliar words and concepts.
* **Add** new information to prior knowledge.
* **Note** how new information can be applied to everyday tasks.

**Steps to Predict-Locate-Add-Note (PLAN):**

1. Select a reading passage with a well-defined central concept and distribute copies to students.
2. Have students quickly scan the document and make predictions about its content from titles and key words.
3. Provide students with a graphical organizer (see below) and ask them to create a "map" of their predictions. The top of the map should contain a prediction of the overall content of the document. Each "arm" of the map should contain predictions about specific content items and "evidence" supporting these predictions (key words or phrases from the selection).
4. Have students place an identification mark (an asterisk or question mark) by any unfamilar or unknown information listed in their predictions. At this point, the "map" should clearly distinguish between known and unknown information.
5. Next, have students carefully read the selection and evaluate their predictions. Students should "adjust" their "map" to better reflect their close reading of the document. Special care should be taken to add new information learned while reading.
6. Finally, challenge the students to describe specific applications for this newly gathered information in "real world" tasks.



**Learn More:**

* Caverly, D., Mandevelle T., & Nicholson, S. (November, 1995) "PLAN: A study -reading strategy forinformational text." *Journal of Adolescent & Adult Literacy*, 190-199.
* Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

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| **ED 659****PLAN Rubric****PLAN Concept Map and Reading Notes Assignment: 25 points*** Create a concept map prior to reading chapter 3 on culturally responsive teaching.
* Take reading notes during reading of the chapter based on the steps of the PLAN

reading strategy.* See rubric at the end of the PLAN information.
 |
| **Criteria** | **16-17** | **18-20** | **21-22** | **23-25** |
| **Predict**: Select content based on prior knowledge and experiences. (ILA 1.1, 1.3, 4.1) | Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions. Your organizer should include at least two predictions for the chapter and address at least one type of diversity | Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions.Your organizer should include at least three to four predictions for the chapter and address at least two types of diversity. | Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions.Your organizer should include at least five to six predications for the chapter and address at least three types of diversity. | Quickly scan the chapter and make predictions about its content from headings and key words. Use a graphic organizer and create a "map" of your predictions.You should have at least seven-eight predications for the chapter and address several dimensions of diversity.The top of the map should contain a prediction of the overall content of the document. Each "arm" of the map should contain predictions about specific content items and "evidence" supporting these predictions (key words or phrases from the selection).  |
| **Locate** familiar and unfamiliar words and concepts. (ILA 1.1, 1.3, 4.1) | Use a ? to mark the unknown information words or concepts on your diagram.   | Take your diagram and use a  L to check the labels where you have a little understanding of each concept based on prior knowledge.  Use a ? to mark the unknown information words or concepts on your diagram.   | Take your diagram and use a  S to check the labels where you have some understanding of each concept based on prior knowledge.  Use a ? to mark the unknown information words or concepts on your diagram.   | Take your diagram and use a  ✔ to check the labels where you have thorough understanding of each concept based on prior knowledge.  Use a ? to mark the unknown information words or concepts on your diagram.   |
| **Add** new information to prior knowledge.(ILA 1.1, 1.3, 4.1)  | Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter. Add new information learned while reading and make connections with the world.Identify new information added by highlighting it | Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter. Add new information learned while reading and make connections with the world.Identify new information added by highlighting it | Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter. Add new information learned while reading and make connections with the world.Identify new information added by highlighting it | Carefully read the chapter and evaluate your predictions. Adjust your map to better reflect your close reading of the chapter..Add new information learned while reading and make connections with the world.Identify new information added by highlighting it |
| **Note** how new information can be applied to everyday tasks. (ILA 1.1, 1.3, 4.1) | Describe a specific application for this newly gathered information in "real world" tasks | Describe in a paragraph a several specific application for this newly gathered information in "real world" tasks | Describe in a paragraph a couple applications for this newly gathered information in "real world" tasks | Describe in a paragraph several specific applications for this newly gathered information in "real world" tasks.  |
| **Total**  | **25 pts.** |

**ED 659 Content Literacy**

**Text-Masters Project/Rubric**

**General Instructions:**

Students are placed in groups of four and given a schedule of the reading of the upcoming chapter. All students read the same Chapter but complete a role sheet to guide their perspective: Discussion Director, Summarizer, Vocabulary Enricher, and Webmaster. Each role was created with textbook structures and formatting in mind. Students meet together to share their roles. Meetings continue biweekly until the chapter is finished. Creative presentations serve as a review of the chapter content before groups are set up with a new reading schedule.

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| **Criteria** | **1-2** | **3** | **4** | **5** |
| Foundational Knowledge (ILA 1.1, 1.3,  | No important content from the chapter is highlighted. | Little important content from the chapter is highlighted and communicated. | Some important content from the chapter is highlighted and communicated. | Important content from the chapter is highlighted and communicated.  |
| Content/Creativity(ILA 1) | No creativity is evidence in the presentation of the chapter. | Little creativity is exhibited during the presentation. | Information is presented in a somewhat creative way. | Information is presented in a creative way. |
| Group Cohesion(ILA 6.2, 6.3)Contribution to class review | Little evidence of group cohesion.The presentation did not aid the class in reviewing some of the information in the chapter. | One or two group members dominated the presentation.The presentation somewhat aided in helping the class review some of the information in the chapter | Some group members contributed to the presentation.The presentation somewhat aided in helping the class review the information in the chapter. | All group members contributed equally to the presentationThe presentation aided in helping the class review the information in the chapter. |
| All forms submitted | Either the role sheet or the self-assessment completed. | Role sheets and self-assessment completed with little information. | Role Sheets and self-assessment completed with some information. | Role SheetsSelf-Assessment completed in detail. |
| **Total** | **16-17** | **18-20** | **21-22** | **23-25** |

**ED 659 Content Literacy**

**Field Collaboration Project**

**(50 pts. for Field Experiences & 50 pts. for Unit)**

**General Instructions:**

* You will collaborate with a content area teacher to
	+ acquire at least 40 field/clinical hours.
	+ **CO-TEACH:** with the teacher through planning and teaching (5 hours-20 pts.).Incorporate a minimum of five strategies from the Allen text.
	+ **TUTOR:** a struggling reader/s in collaboration with a reading specialist or reading interventionist (10 hours; 20 pts.)
	+ **Unit:**  collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 50 pts.) The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC ([www.ldc.org](http://www.ldc.org)) It will include the Sources of Evidence for the School of Education required for units, including the context, assessment plan, lessons, reflections SOE 1.0, 1.1, 1.2, 1.3, 1.4, 2 and 6)
	+ **PLC:** Attend at least one PLC meeting
* Write reflections based on your experiences.
* Submit reflections and a 2017-18 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

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| **Criteria** | **12-13** | **14-15** | **16-17** | **18-20** |
| **CO-TEACH** with a teacher in your content area(ILA 1-6)**20 pts.** | Co-Teach with the content teacher through planning and teaching at least two hours.Incorporate a minimum of two of the strategies in the Allen text.Attend at least one PLC meeting.Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least two hours.Incorporate a minimum of three of the strategies in the Allen text.Attend at least one PLC meeting.Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least two hours.Incorporate a minimum of four from the strategies in the Allen text.Attend at least one PLC meeting.Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least two hours.Incorporate a minimum of five strategies from the Allen text.Attend at least one PLC meeting.Reflect on this process in an electronic journal entry for each hour. |
| **TUTOR:** a struggling reader/s in collaboration with a reading specialist or reading interventionist (ILA 1-6)**20 pts.** | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.Document your work in your journal. Complete the Source of Evidence for Collaboration. | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.Document your work in your journal with reports.Complete the Source of Evidence for Collaboration.. | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.Document your work in your journal with reports for each hour. Complete the Source of Evidence for Collaboration. | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.Document your work in your journal with detailed reports for each hour.Complete the Source of Evidence for Collaboration. |
|  | 32-35 | 36-40 | 41-45 | 46-50 |
| **Unit****(ILA** 1.1, 1.3, 2.1-2.3, 3-1-3.5, 4-1-4.3, 5.1-5.4, 6.1-6.2**)****50 pts.**  | Collaborate with the content teacher to plan and teach a 3 day unit that integrates content area literacy strategies for reading and writing (5 hours)The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC ([www.ldc.org](http://www.ldc.org)) No lessons has LDC reading/writing tasks. | Collaborate with the content teacher to plan and teach a 4 day unit that integrates content area literacy strategies for reading and writing (5 hours)The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for Units([www.ldc.org](http://www.ldc.org)) One of the lessons has an LDC tasks | Collaborate with the content teacher to plan and teach a one week unit that integrates a few content area literacy strategies for reading and writing (5 hours)The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for Units. ([www.ldc.org](http://www.ldc.org)) Two of the three lessons have LDC tasks. | Collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours)The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for units.All lessons have LDC reading and/or writing tasks.([www.ldc.org](http://www.ldc.org))  |
| **Field hours and required reflections submitted on time****(ILA 1-6)****10 pts.** | 20 field hours documented in the content classroom. Few reflections submitted. | 20 field hours documented in the content classroom. Some reflections submitted.Enter hours into KFETS | 20 field hours documented in the content classroom. Required reflections submitted.Enter hours into KFETS | 20 field hours documented in the content classroom. Required reflections and other components submittedEnter hours into KFETS |
| **Total** | **65-71** | **72-81** | **82-91** | **92-100** |

**ED 659 Content Literacy**

**Resource Files**

**General Instructions:**

 Electronically, collect the following for your content area:

* **National and state standards for your content area**
	+ Highlight those related to reading and writing of informational text.
	+ Reflect on what you learned about the literacy skills included.
* **Class Library**
	+ Develop a class library listing titles of resources available including variety of print, digital, and online resources plus periodicals and photographic archives.
	+ Write a description of the resources selected for your content area.
* **Diverse Perspectives**
	+ Examine some textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?
	+ Write a reflection on what you discovered.
	+ Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds.
* **English Language Learners (ELLs)**
	+ Describe how schools in KY provide for students who are learning English as a second language, who primary language is not English.
* **Professional Organizations**
	+ Describe what you learned from exploring the websites for the professional organization for your content area.
	+ Describe what you learned from exploring the ILA website ([www.worldwidereading.org](http://www.worldwidereading.org) )

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| --- | --- | --- | --- | --- |
| **Criteria** | **3-4** | **5-6** | **7-8** | **9-10** |
| **National and state standards for content area/s including the professional organizations for your content area and ILA.****(ILA 1-6)** | KAS for content area includedNone related to reading and writing highlightedReflection | National standards for content area included.KAS for content area includedProfessional Organizations or ILAFew related to reading and writing highlightedReflection | National standards for content area included.KAS for content area includedProfessional Organizations and ILASome related to reading and writing highlightedReflection | National standards for content area included.KAS for content area includedProfessional OrganizationILAThose related to reading and writing highlightedReflection complete. |
| **Class Library****(ILA 5.1, 5.4, 6.2)** | Develop a class library listing titles and brief descriptions of resources available including variety of print, digital, and online resources.Description missing or sparse. | Develop a class library listing titles and brief descriptions of resources available including variety of print, digital, and online resources.Description details selections for content area. | Class library lists titles and brief descriptions of resources available including variety of print, digital, and online resources plus periodicals.Description details selections for content area. | Class library lists titles and brief descriptions of resources available including a variety of print, digital, and online resources plus periodicals and photographic archives.Description details selection for content area. |
| **Diverse Perspectives****(ILA 4.1-4.3)** | Examine two textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?Write a reflection on what you discovered.Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. | Examine three textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?Write a reflection on what you discovered.Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. | Examine four textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?Write a reflection on what you discovered.Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. | Examine five textbooks and Internet sources selected for your library and respond in a reflection to the question, Who gets to tell the story of a people?Write a reflection on what you discovered.Discuss how important it is to become sufficiently acquainted with your students’ cultural backgrounds. |
| **English Language Learners (ELLs)****(ILA 4.1-4.3)** | Research on the KDE website to learn how Kentucky provides for ELLs.Describe what you learned. | Research on the KDE website to learn how Kentucky provides for ELLs.Describe what you learned about how to provide for their needs per state requirements. | Research on the KDE website to learn how Kentucky provides for ELLs.Describe what you learned about how to provide for their needs, per state and district requirements. | Research on the KDE website to learn how Kentucky provides for ELLs.Describe what you learned about how to provide for their needs, per national and state/district requirements. |
| **Total** | **32-35** | **36-41** | **41-45** | **46-50** |