



SCHOOL OF EDUCATION

“EMPOWERMENT FOR LEARNING”

**Content Literacy Plan
5-12, 8-12 and P-12**

**ED 359
Content Literacy**

July 26, 2016

Table of Contents

Document	Page Number
ILA Matrix for 5-12, 8-12 & P-12	4
ED 359 Content Literacy Syllabus	11
Performance Assessments/Rubrics	
PLAN Concept Map	17
TextMasters Strategy	21
Field Collaboration Project	22
Resource File	25
PPD Project	28

International Literacy Association Standards for Content Literacy Matrix

Content Literacy Plan
For
5-12, 8-12 and P-12 Programs (except LBD)

ED 359 Content Literacy

**Syllabus and Performance Assessments/Rubrics Attached*

Standard 1: Foundational Knowledge Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.			
Required ILA Elements Reading (Middle and High School Content Classroom Teacher)	Identify the assessment. Link the assessment title to the relevant syllabus for the course of which it is a part. NOTE: Competence may be assessed multiple times. The same assessment may be used to assess multiple elements	Identify the course name and number where each element is assessed.	Examples of POSSIBLE indicators to demonstrate competence. The bulleted items below may include but not limited to
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.	TextMasters Activity Resource Files Participation/Exams: These assessments will include information in the main text: Chapters 1, 2, 3, 7, 11, 13	ED 359 Content Literacy	<ul style="list-style-type: none"> • Recognize major theories and research evidence of reading and writing processes and development in adolescence, including first and second literacy acquisition and the role of native language in learning to read and write in a second language. • Identify and explain the specific reading and writing expectations of their content areas as described in national and state standards. • Explain the research and theory of learning environments that support individual motivation to read and write. • Value the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to their disciplinary areas. • Understand the process of identifying and differentiating the range of literacy needs of adolescent readers.
1.2: Understand the historically shared knowledge of the	Not Applicable for this role		Not Applicable for this role
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	Field Project: Unit, tutoring Participation/Exams: These assessments will include information in the main text: Chapters 1, 2, 3, 4, 5, 7, 9, 11, 12, 13	ED 359 Content Literacy	<ul style="list-style-type: none"> • Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

Standard 2: Curriculum and Instruction –

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

<p>ILA Elements</p> <p>Reading (Middle and High School Content Classroom Teacher)</p>	<p>Identify the assessment. Link the assessment title to the relevant syllabus for the course of which it is a part.</p> <p>NOTE: Competence may be assessed multiple times. The same assessment may be used to assess multiple elements</p>	<p>Identify the course name and number where each element is assessed.</p>	<p>Examples of POSSIBLE indicators to demonstrate competence. The bulleted items below may include but not limited to</p>
<p>2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p>	<p>Resource Files</p> <p>Field project: Unit</p> <p>Participation/Exams:</p> <p>These assessments will include information from the main text, chapters 1, 2, 3, 4, 7, 11, 13</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Explain how reading and writing relate to their content areas and to local, state, and professional standards. • Implement the curriculum based on students' prior knowledge, world experiences, and interests. • Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demands of the content areas. • Work with other teachers and support personnel to design, adjust, and modify the curriculum to meet students' literacy needs. • Support students as agents of their own learning and critical consumers of the discipline
<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>Resource Files</p> <p>Field project: Unit</p> <p>Participation/Exams:</p> <p>These assessments will include information related to this element from the main text, chapters 2, 5, 6, 8, 9, 10, 12, 13</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Select and implement content area reading and writing instructional approaches based on evidence-based rationale, student needs, and purposes for instruction • Differentiate instructional approaches to meet students' reading and writing needs in the content areas. • Implement and evaluate content area instruction in each of the following areas: vocabulary meaning, comprehension, writing, motivation, and critical thinking. • Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. • As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.
<p>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p>	<p>Resource Files</p> <p>Field Project: Unit, tutoring</p> <p>Participation/Exams:</p> <p>These assessments will include information related to this element from the main text readings of chapters 1, 2, 3, 4, 7, 10, 12, 13</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Demonstrate knowledge about various materials and their uses. • Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources. • Build an accessible, multilevel, and diverse classroom library for their content areas that contains traditional print, digital, and online resources.

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

<p>ILA Elements</p> <p>Reading (Middle and High School Content Classroom Teacher)</p>	<p>Identify the assessment. Link the assessment title to the relevant syllabus for the course of which it is a part.</p> <p>NOTE: Competence may be assessed multiple times. The same assessment may be used to assess multiple elements</p>	<p>Identify the course name and number where each element is assessed.</p>	<p>Examples of POSSIBLE indicators to demonstrate competence. The bulleted items below may include but not limited to</p>
<p>3.1: Understand types of assessments and their purposes, strengths, and limitations.</p>	<p>Field Project: Unit, tutoring</p> <p>Participation/Exams:</p> <p>These assessments will include information related to this element from the main text readings of chapters 1, 2, 3</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of reading and writing elements of content area assessments and their purposes in assessing student performance. • Describe strengths and limitations of a range of assessment tools and their appropriate uses. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks
<p>3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</p>	<p>Field Project: Unit, tutoring</p> <p>Participation/Exams:</p> <p>These assessments will include information related to this element from the main text readings of chapters 1, 2, 3</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Select or develop assessment tools to analyze instructional effectiveness within the content areas. • Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. • Interpret and use assessment data to analyze individual, group, and classroom performance and progress. • Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.
<p>3.3: Use assessment information to plan and evaluate instruction.</p>	<p>Field Project: Unit, tutoring</p> <p>Participation/Exams:</p> <p>These assessments will include information related to this element from the main text readings of chapters 1, 2, 3</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Analyze and use assessment data to plan and adjust instruction systematically and to select appropriate reading materials for use in the content areas. • Analyze and use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching. • Identify and interpret patterns in classroom and individual students' data. • Collaborate with reading teachers to identify relevant reading and writing strategies and skills for use in the specific content areas or disciplines.
<p>3.4: Communicate assessment results and implications to a variety of audiences.</p>	<p>Field Project: Unit, tutoring</p> <p>Participation/Exams:</p> <p>These assessments will include information related to this element from the main text readings of chapters 1, 2, 3, 4</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student parents or guardians, colleagues, and administrators). • Use assessment data and student work samples to discuss implications for the content areas or literacy instruction (e.g., highlight

			differences in student work samples across a content area).
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.			
ILA Elements Reading (Middle and High School Content Classroom Teacher)	Identify the assessment. Link the assessment title to the relevant syllabus for the course of which it is a part. NOTE: Competence may be assessed multiple times. The same assessment may be used to assess multiple elements	Identify the course name and number where each element is assessed.	Examples of POSSIBLE indicators to demonstrate competence. The bulleted items below may include but not limited to
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	PLAN: Chapter 4, Teaching for Diversity Resource Files: ELL Project Field Project: Unit, tutoring Participation/Exams: These assessments will include information related to this element from the main text readings of chapters 1, 4,12	ED 359 Content Literacy	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. • Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. • Demonstrate an understanding of the ways in which various forms of diversity interact with adolescent literacy development and content area learning. • Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Field Project: Unit Participation/Exams: These assessments will include information related to this element from the main text readings of chapters 1, 4,12	ED 359 Content Literacy	<ul style="list-style-type: none"> • Assess the various forms of diversity that exist in students as well as in the surrounding community. • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity. • Provide instructional formats that engage students as agents of their own learning.
4.3: Develop and implement strategies to advocate for equity.	PLAN: Ch. 4, Diversity Resource Files: ELLs and textbook review Field Project: Unit PPD Project Participation/Exams: These assessments will include information related to this element from the main text readings of chapters 4	ED 359 Content Literacy	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their backgrounds with content area learning. • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency in students' communities can be incorporated into the content area and literacy curriculum.

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.

<p>IRA Standards and Elements</p> <p>Reading (Middle and High School Content Classroom Teacher)</p>	<p>Identify the assessment. Link the assessment title to the relevant syllabus for the course of which it is a part.</p> <p>NOTE: Competence may be assessed multiple times. The same assessment may be used to assess multiple elements</p>	<p>Identify the course name and number where each element is assessed.</p>	<p>Examples of <u>POSSIBLE</u> indicators to demonstrate competence. The bulleted items below may include but not limited to</p>
<p>5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.</p>	<p>Field Collaboration Project: Co-Teach & Unit</p> <p>Resource Files: Class Library</p> <p>Participation/Exams: These assessments will include information related to this element from the main text readings of chapters 1, 3, 4</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities. • Modify the arrangements to accommodate students' changing needs.
<p>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.</p>	<p>Field Collaboration Project: Co-Teach, Unit, Tutoring</p> <p>Resource Files: Class Library</p> <p>Participation/Exams: These assessments will include information related to this element from the main text readings of chapters 1, 3, 4</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments. • Model and teach students appropriate ways to interact with each other and adults. • Create supportive environments where English learners are encouraged and given many opportunities to use English.
<p>5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</p>	<p>Field Collaboration Project: Co-Teach, Unit and Tutoring</p> <p>Participation/Exams: These assessments will include information related to this element from the main text readings of chapters 1, 3, 4, 13</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Understand the role of routines in creating and maintaining positive learning environments for content area learning using traditional print, digital, and online resources. • Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).
<p>5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</p>	<p>Field Collaboration Project: Co-Teach & Unit</p> <p>Resource Files: Class Library</p> <p>Participation/Exams: These assessments will include information related to this element</p>	<p>ED 359 Content Literacy</p>	<ul style="list-style-type: none"> • Use evidence-based rationale to make and monitor flexible instructional grouping options for students. • Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.

	from the main text readings of chapters 1, 3, 4		<ul style="list-style-type: none"> Use various practices to differentiate instruction (e.g., cooperative learning, partner work, and research/investigation groups).
Standard 6: Professional Learning and Leadership Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.			
IRA Standards and Elements Reading (Middle and High School Content Classroom Teacher)	Identify the assessment. Link the assessment title to the relevant syllabus for the course of which it is a part. NOTE: Competence may be assessed multiple times. The same assessment may be used to assess multiple elements	Identify the course name and number where each element is assessed.	Examples of POSSIBLE indicators to demonstrate competence. The bulleted items below may include but not limited to
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	Participation/Exams: Information in the main text chapters 1, 2, 3, 7, 9, 11, 13. Field Collaboration Project: Unit	ED 359 Content Literacy	<ul style="list-style-type: none"> Demonstrate awareness of the factors that influence adult learning, organizational change, professional development, and school culture.
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. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]	Participation/Exams: Information in the main text chapters 1, 2, 3, 7, 9, 11, 13. Introductory Activity Text Masters Activity Group Project Field Collaboration Project: Unit, tutoring *Students should display positive dispositions regarding their own reading and writing throughout all class and field experiences.	ED 359 Content Literacy	<ul style="list-style-type: none"> Display positive reading and writing behaviors and serve as models for students. Display positive dispositions related to their own reading and writing and use reading and writing to promote student learning. Help students meet the specific demands of traditional print, digital, and online resources required for content learning. Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school. Identify specific questions and goals about literacy and the learning of content and plan specific strategies for finding answers to questions. Implement plans and use results for their own growth. Are members of professional content area organizations. Demonstrate effective use of technology for improving student learning.
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	Participation/Exams: Information in the main text chapters 1, 2, 3, 7, 9, 11, 13. PPD Project	ED 359 Content Literacy	<ul style="list-style-type: none"> Recognize the importance of professional development for improving academic learning through reading and writing in schools. Participate individually and with colleagues in professional development programs at the school and district levels.

			<ul style="list-style-type: none"> Apply learning from professional development to instructional practices.
6.4: Understand and influence local, state, or national policy decisions	Participation/Exams: Information in the main text chapters 1, 2, 3, 7, 9, 11, 13. Resource Files Field Collaboration Project PPD Project	ED 359 Content Literacy	<ul style="list-style-type: none"> Are informed about important professional issues. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

*The performance assessments are included for this course.

*The traditional exams are not included, as the performance assessments address all six ILA standards and indicators.

**CAMPBELLSVILLE UNIVERSITY
SCHOOL OF EDUCATION
COURSE SYLLABUS**

ED 359 Content Literacy
3 Credit Hours

Professor: Carolyn Garrison, Ed. D.

Office: EB 101

Telephone: (270) 789-5284 (office) Email: cagarrison@campbellsville.edu

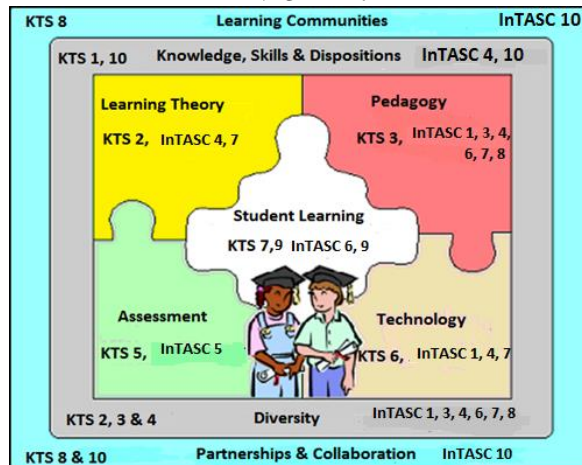
**Office Hours: M, W, F 11:00 am – 12:00 pm; T, Th. 9:30 am – 11:30 am
(Virtual office hours available by appointment)**

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 goals to help students become competent readers and writers of informational text in varied formats. Teachers learn a variety of methods and strategies for teaching and learning content through reading and writing. Teachers will learn to help students read informational texts critically and evaluate 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.

II. Required Texts:

Main Text:

McKenna, M. C. & Robinson, R. D. (2014). *Teaching through Text: Reading and Writing in the Content Areas*, 2nd Ed. Pearson.

Supplementary, required texts:

Allen, J. (2004). *Tools for Teaching Content Literacy*. Stenhouse Publishers.

Tovani, C. (2004). *Do I really have to teach reading?*

III. Objectives:

Teachers in this course will learn

- A. Foundational knowledge (theory and evidence based foundation) of reading and writing processes and instruction;
- B. Instructional approaches, materials and an integrated, comprehensive, balanced curriculum, balanced curriculum to support student learning in reading and writing of informational text;
- C. Use of a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction for informational text.
- D. To develop awareness, understanding, respect and a valuing of differences in our society, apply that to reading and writing in the content area.
- E. How to 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.
- F. To recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility, as applied to reading and writing in the content areas.

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

- A. The Importance of Literacy in Content Areas
- B. Literacy Processes
- C. Getting to Know Your Students, Materials and Teaching
- D. Teaching for Diversity
- E. Pre-Reading Strategies: Building Prior Knowledge
- F. Technical Vocabulary
- G. Purposeful Reading
- H. Reading Guides
- I. Post Reading Strategies: Questioning and Discussion
- J. Reinforcing and Extending Content Knowledge
- K. Study Skills for Independence in Content Literacy
- L. Student Attitudes and Motivation for Content Literacy

V. Course Assignments:

1. **Attendance**

Students are expected to

- Attend all classes; notify the professor in advance if there is an expected absence; submit any work due on date absent.
- Arrive for class punctually; three tardies=an absence; tardies exceeding 10 minutes=absence
- The class will adhere to the CU/School of education attendance policy.

2. Participation (50 pts.)

- Attend class prepared to actively contribute to the class discussion and participate in class activities based on thorough study of the assignments.
- Contribute to and lead class discussions for participation points.

3. Exams (150 pts.) Objective A-F

- There will be five exams, one for each section of the main text and including sections of the other two supplementary texts.

4. Introductory Activity-Week 1 (25 pts) Objective D

- Creatively share a brief bio, photo and PPT of yourself, including family, interests and hobbies.
- Include an overview of significant memories learning to read and write.

5. PLAN Concept Map and Reading Notes (25 pts.) Objective B

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

6. Textmasters Activity Group Project (25 pts.) Objective B

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

7. Resource Files (50 pts.) Objectives B, D, E

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;

8. Field Experience Collaboration Project (100 pts.) Objectives A, B, C, D, E, F

- You will be assigned to a content area teacher and will
 - acquire at least 20 field/clinical hours
 - **CO-TEACH:** with the teacher through planning and teaching (5 hours-20 pts.). Incorporate a minimum of five of the 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; 50 pts.) The unit will integrate national and state standards for content and ELA standards.

- **PLC:** Attend at least one PLC meeting
- Write reflections based on your experiences.
- Submit reflections and a 2015-16 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

9. PPD Hours/Project (25 pts.) Objective F

For this class you are to acquire at least six PPD hours.

- **CONTENT AREA PROFESSIONAL ORGANIZATION** : become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) and www.reading.org to explore the website for that organization, possibly attending a conference or webinar of the state level organization for resources.
- **CONDUCT a PPD:** In content groups, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization.
- **ATTEND TWO LITERACY RELATED PPDs.**

VI. Grading Policies:

Total Points:	450Pts.
Participation	50 pts.
Exams	150 pts.
Introduce Yourself Activity	25 pts.
PLAN Concept Map and Reading Notes	25 pts.
Textmasters Group Activity	25 pts.
Resource Files	50 pts.
Field/Collaboration Project	100 pts.
PPD Project	25 pts.

Grading Scale:

- 92% - 100% = A 414-450 pts.
- 82% - 91% = B 369-413 pts.
- 72% - 81% = C 324-368 pts.
- 65% - 71% = D 293-323 pts.
- Below 65% = F

VII. Alignments

A.	Course Assignments	ILA Content Literacy Standards	KY Teacher Standards	CAEP & InTASC Standards	EPSB Themes	Conceptual Framework: Theme Model*
1.	Exams	1-6	1-Content 2-Design 4-Implement 5-Assess 6-Technology	CAEPI InTASC 4	Diversity Assessment Literacy Education Closing the achievement gap	Theme: Content Process Model: 1, 2, 3, 6, 8

2.	PLAN Concept Map & Text Master Project	1.1, 1.3, 4.1, 6.2	1-Content 6-Technology 7-Reflect	CAEP 1 InTASC 5-8	Diversity Assessment Literacy	Theme: Content Process Self-Efficacy Model: 1, 2, 3, 5, 6, 8 Theme: Content Process Self-Efficacy Model: 1, 2, 3, 4, 5, 6, 8
3.	Resource Files	1, 2, 3	1-Content 2-Design 4-Implement 5-Assess 6-Technology	CAEP 1 InTASC 1,2, 3, 4, 5, 7, 8.	Diversity Literacy Closing the achievement gap	Theme: Content Process Self-Efficacy Model: 1, 2, 3, 4, 5, 6, 8
4.	Field Project: Co-teaching, Unit, Tutoring	1-6	1-10	CAEP 1, 2, 3, 4. InTASC 1-10	Diversity Assessment Closing the Achievement Gap	Theme: Content Process Self-Efficacy Model: 1, 2, 3, 4, 5, 6, 8
5.	PPD Project	6	8-Collaboration 10-Leadership	CAEP 1 InTASC 9, 10	Assessment	Theme: Content Process Self-Efficacy Model: 1, 3, 4, 6, 7, 8
<p>*ILA Standards: 1-Foundational Knowledge; 2-Curriculum & Instruction; 3-Assessment & Evaluation; 4-Diversity; 5-Literate Environment; 6-Professional Learning and Leadership</p> <p>* Model: 1-Student Learning; 2-Learning Theory; 3-Pedagogy; 4-Technology; 5-Assessment; 6-Diversity; 7-Partnerships/Learning Community; 8-Knowledge, Skills, Dispositions</p>						

B. KTS Diversity Indicators		
		Course Assignments
KTS 1.2	Effectively connect content to students' life experiences including, when appropriate, prior learning in the content area or other content area.	1, 2, 4, 5
KTS 1.4	Regularly guide students to understand content from appropriate diverse, multicultural or global perspectives.	2, 4, 5
KTS 2.1	Develop challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.	2, 4, 5
KTS 2.2	Plan and designs instruction that is based on significant contextual and pre-assessment data.	2, 4, 5
KTS 2.3	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.	2, 4, 5
KTS 3.3	Values and supports student diversity and addresses individual needs: Consistently uses appropriate and responsive instructional strategies that address the needs of all students.	2, 4
KTS 4.2	Implements instruction based on diverse student needs and assessment data: Implements instruction	2, 3, 4

	based on contextual information and assessment data, adapting instruction.	
KTS 5.4	Consistently describes, analyzed and evaluates student performance data to determine student progress, identify differences among student groups and inform instructional practice.	3
KTS 6.1	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.	2

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.

X. Late Assignments

All assignments are **due by due dates in the course calendar**. Deductions occur for each day late. Assignments more than seven days late will receive a 0.

XI. Communication Methods

Communication during and outside of class will be primarily face to face and through TigerNet. 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 on TigerNet.

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 literacy: Individualizing student instruction in second –grade science. *The Reading Teacher*, 63 (6), 474-485.
- Cramer, e. H., & Castle, M. (Eds). (1994) *Fostering the love of reading: The affective domain in reading education* Newark, IRA.
- Duke, N. K. (2004). The case for informational text. *Educational Leadership*, 61 (6), 40-44.
- Early, M. & Tang, G. M. (199). Helping ESL students cope with content-based texts. *TESL Canada Journal*, 8 (2), 34-44.
- Fay, J. (2000). Investigation—insects! *Science and Children*, 38 (10), 26-30.
- Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy*, 2nd ed. Columbus, OH: Pearson.
- Flint, E. S., & Brozo, W. (2010). Content Literacy and the content classroom: A question of now, not when. *The Reading Teacher*, 63 (6), 526-528.
- Flood, J. Heath, S. B. & Lapp, D. (1997). *Research on teaching literacy through the communicative and visual arts*. Newark, DE: International Reading Association.
- Frey, N. & Fisher, D. (2007). *Reading for information in the elementary school: Content literacy strategies to build comprehension*. Columbus, OH: Pearson.
- Grabe, M., & Grabe, C. (2000). *Integrating the internet for meaningful learning*. Boston: Houghton Mifflin.
- Ivey, G. (2010). Texts that matter. *Educational Leadership*, 67 (6), 18-23.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Juel, C., Hebard, H, Haubner, J. P., & Moran, M. (2010). Reading through disciplinary lens. *Educational Leadership*, 67 (6), 12-17.
- Klinger, J. K., Vaughn, S. & Schumm, J., S. (1998). Collaborative strategic reading during social studies in 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.
- Maxim, D. (1998). Math reading aloud. *New England Reading Association Journal*, 34 (1), 3-5.
- McDonald, N. & Fisher, D. (2006). *Teaching literacy through the arts*. New York: Guilford.
- McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, May, 626-638.

- McLaughlin, M. & DeVoogd, G. L. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York: Scholastic.
- Mollica, L. A. (1996). Strategies to help improve reading ability in children with dyslexia. *Reading Improvement*, 33, 181-185.
- Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59 (1), 46-55.
- Olsen, J. K. & Mokhtari, K. (2010). Making science real. *Educational Leadership*, 67 (6), 56-62.
- Raphael, T. E. & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, 59, 206-221.
- Soares, L. b. & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher*, 63 (6), 486-494.
- Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Prentice.
- Vacca, R. T. & Vacca, J. L. (1999). *Content area reading: Literacy and learning across the curriculum*, 6th Edition. New York: Longman.
- Wilhelm, J. D. (2001). *Improving comprehension with think-aloud strategies*. New York: Scholastic.
- Wills, C. (1995). Voices of inquiry: Possibilities and perspectives. *Childhood Education*, 71, 261-265.
- Yopp, R. H. & Yopp, Y. K. (2004). Preview-predict-confirm: Thinking aloud about the language and content of informational text. *The Reading Teacher*, 58, 79-83.
- Zhu, S. P. (2004). Reviews of books on promoting cultural equality by celebrating cultural differences. *Bibliotherapy and Reading*, 14 (2), 2-3.
- Zhu, S. P. (2005). Reviews of books on motivation, *Bibliotherapy and Reading*, 16 (2), 2-3.

Relevant Websites

www.kde.state.ky.us Kentucky Department of Education
www.readingonline.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 359

ED 359 Content Literacy

****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.

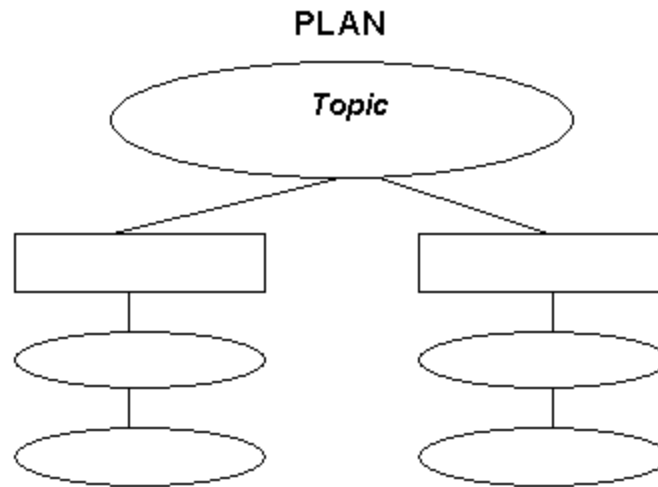
Using the PLAN organizer students . . .

- **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 unfamiliar or unknown information listed in their predictions. At this point, the "map" should clearly distinguish between known and unknown information.

- 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.
- Finally, challenge the students to describe specific applications for this newly gathered information in "real world" tasks.



Learn More:

- Caverly, D., Mandeville T., & Nicholson, S. (November, 1995) "PLAN: A study -reading strategy for informational 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.

ED 359 PLAN Rubric				
PLAN Concept Map and Reading Notes Assignment: 25 points				
<ul style="list-style-type: none"> Create a concept map prior to reading chapter 4 on diversity. 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	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	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	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 predictions for the

	for the chapter and address at least one type of diversity	predictions for the chapter and address at least two types of diversity.	predications for the chapter and address at least three types of diversity.	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 <u> </u> 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 <u> </u> 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.			

**Campbellsville University
School of Education**

**ED 359 Content Literacy
TextMasters 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.

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)	Little evidence of group cohesion.	One or two group members dominated the presentation.	Some group members contributed to the presentation.	All group members contributed equally to the presentation
Contribution to class review	The presentation did not aid the class in reviewing the chapter.	The presentation w	The presentation somewhat aided in helping the class review the information in the chapter.	The 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 Sheets Self-Assessment completed in detail.
Total	16-17	18-20	21-22	23-25

**Campbellsville University
School of Education**

**ED 359 Content Literacy
Field Collaboration Project**

General Instructions:

- You will be assigned to a content area teacher and will
 - acquire at least 20 field/clinical hours
 - **CO-TEACH:** with the teacher through planning and teaching (5 hours-20 pts.). Incorporate a minimum of five of the 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; 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) 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 2015-16 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

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 five hours. Incorporate a minimum of two of the strategies in the Allen text.	Co-Teach with the content teacher through planning and teaching at least five hours. Incorporate a minimum of three of the strategies in the Allen text.	Co-Teach with the content teacher through planning and teaching at least five hours. Incorporate a minimum of four from the strategies in the Allen text.	Co-Teach with the content teacher through planning and teaching at least five hours. Incorporate a minimum of five strategies from the Allen text. Attend at least one PLC meeting.

	Attend at least one PLC meeting. Reflect on this process in an electronic journal entry for each hour.	Attend at least one PLC meeting. Reflect on this process in an electronic journal entry for each hour.	Attend at least one PLC meeting. Reflect on this process in an electronic journal entry for each hour.	Reflect on this process in an electronic journal entry for each hour.
TUTOR: a struggling reader/s <u>in collaboration</u> with a reading specialist or reading interventionist (ILA 1-6) 20 pts.	Tutor a struggling reader/s <u>in collaboration</u> 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 <u>in collaboration</u> 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 <u>in collaboration</u> 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 <u>in collaboration</u> 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	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	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	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 (www ldc org)	standards and follow the guidelines of the LDC, using the Sources of Evidence for Units (www ldc org)	standards and follow the guidelines of the LDC, using the Sources of Evidence for Units (www ldc org)	standards and follow the guidelines of the LDC, using the Sources of Evidence for units (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 submitted Enter hours into KFETS
Total	65-71	72-81	82-91	92-100

**Campbellsville University
School of Education**

**ED 359 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.

Criteria	3-4	5-6	7-8	9-10
National and state standards for content area/s (ILA 1-6)	KAS for content area included None related to reading and writing highlighted Reflection	National standards for content area included. KAS for content area included Few related to reading and writing highlighted Reflection	National standards for content area included. KAS for content area included Some related to reading and writing highlighted Reflection	National standards for content area included. KAS for content area included Those related to reading and writing highlighted Reflection 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?	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?	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?	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.	Write a reflection on what you discovered. Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.	Write a reflection on what you discovered. Discuss how important it is to become sufficiently acquainted with your students' cultural backgrounds.	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

**Campbellsville University
School of Education**

**ED 359 Content Literacy
PPD Project**

General Instructions:

PPD Project (25 pts.)

For this class you are to acquire at least six PPD hours.

- **CONTENT AREA AND LITERACY PROFESSIONAL ORGANIZATIONS:** become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) and www.literacyworldwide.org to explore the website for that organization, possibly attending a conference or webinar of the state level organization for resources.
- **CONDUCT a mini-PPD:** In content groups, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization and the ILA
- **ATTEND TWO LITERACY RELATED PPDs.**

Criteria	6	7	8	9-10
<p>Familiarity with Content Area and literacy Professional Organizations at the national and state levels.</p> <p>(ILA 6.1-6.4)</p> <p>10 pts.</p>	<p>Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)</p> <p>Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.)</p> <p>Become familiar with www.reading.org to explore the website for that organization.</p> <p>List each one and bullet ideas gleaned from research</p>	<p>Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)</p> <p>Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.)</p> <p>Become familiar with www.reading.org to explore the website for that organization.</p> <p>Attend a webinar on the site for the organizations.</p> <p>List each one and bullet ideas gleaned from research</p>	<p>Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)</p> <p>Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.)</p> <p>Become familiar with www.reading.org to explore the website for that organization.</p> <p>Attend a couple webinars or other presentations by one of the organizations.</p> <p>List each one and bullet ideas gleaned from research</p>	<p>Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)</p> <p>Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.)</p> <p>Become familiar with www.reading.org to explore the website for that organization.</p> <p>Attend a conference of the state level organization for resources.</p> <p>List each one and bullet ideas gleaned from research.</p>
<p>CONDUCT a mini-PPD</p> <p>(ILA 6-3, 6.4)</p> <p>10 pts.</p>	<p>In groups of two, present a 10 minute presentation on what you learned about the ILA</p> <p>Submit the PPT and a self-assessment.</p>	<p>In groups of two, present a 10 minute presentation on what you learned about some of the content strategies you found most useful.</p> <p>Submit the PPT and a self-assessment.</p>	<p>In groups of two, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about the ILA</p> <p>Submit the PPT and a self-assessment.</p>	<p>In groups of two, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization and the ILA</p> <p>Submit the PPT and a self-assessment.</p>
	1-2	3	4	5
<p>PPD hours</p> <p>(ILA 6)</p> <p>5 pts.</p>	<p>Six PPD hours documented.</p> <p>Attend two Related PPDs.</p> <p>Few reflections submitted.</p>	<p>Six PPD hours documented.</p> <p>Attend two Literacy Related PPDs.</p> <p>Submit reflections.</p>	<p>Six PPD hours documented.</p> <p>Attend two Literacy Related PPDs.</p> <p>Submit reflections.</p>	<p>Six PPD hours documented with reflections submitted by the due date.</p> <p>Attend two Literacy Related PPDs.</p> <p>Submit reflections.</p>
Total	16-17	18-20	21-22	23-25