****

**Instructor: Norma Jean Cain Email address: njcain@northgeorgia.edu**

**Phone: 706-864-1893 Office: NGCSU (106C) / Lumpkin Elementary**

**Office hours: Before or after class or by appointment or request.**

**Course Number: LART 3006 Course Title: Teaching Reading in the Content Areas**

**Text: (You Will Also Be Using These Texts in Children’s Literature)**

Harvey, S. & Goudvis, A. (2000). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*. 2nd Ed. Portland, ME: Stenhouse Publishers.

Temple, C., Martinez, M., & Yokota, J. (2005). *Children’s Books in Children’s Hands: An Introduction to Their Literature.* 3rd Ed. Boston: Pearson.

**Other Required Resources**:

**Reflection Notes:** All students will keep reflection notes in their field notebook that can be used to reflect and record thoughts and new ideas related to course readings, videos, professional learning experiences, and experiences in their field placements and schools. This journal will be used both inside and outside of class to activate background knowledge, to make connections and inferences, to pose questions, to record important details from text and daily observations, and to summarize and synthesize new information.

**Catalogue Description:** Study of the scope and sequence of skills and methods related to the teaching of comprehension, vocabulary, study skills and critical reading in the content areas. Strategies for improving content area instruction, developing appreciation and interest in reading are addressed as well as how to make content relevant to students.

**Purpose of the Course:** This course is designed to expose teachers to a variety of ways to show students how to use reading effectively in the content areas. The focus will be on practical suggestions for selecting content to be taught and selecting appropriate materials, deciding which teaching/learning strategies are likely to be effective with different learners, and selecting appropriate approaches for evaluating what is learned through reading. The course reflects the philosophy that:

Content teachers know how to influence students’ learning through the use of appropriate reading materials and through the teaching of effective interaction and metacognitive strategies. Teachers, (not textbooks) design, integrate, instruct, reflect, evaluate, and revise instruction based on student and curricular needs.

Content teachers, aware of their own creative, critical, and metacognitive thinking skills, provide opportunities for students to develop awareness of these same skills.

The standard of success in teaching content is not only the content learning achieved by students, but also the students’ ability to use and monitor strategies for future learning. Likewise, realizing the need to be a continual learner, effective content teachers take charge of and monitor their own professional development.

**The School of Education Conceptual Framework**

North Georgia College and State University prepares teachers for tomorrow’s classrooms--teachers who can deliver knowledge and skills in an effective manner, make informed decisions and choices, and assume leadership--first in the classroom and then within the professional community. The process which integrates these roles of *Facilitator, Decision-Maker*, and *Leader* is a metacognitive one, in that teachers must be conscious of their thinking and problem-solving processes in order to integrate and monitor the interaction of these roles. Metacognition is that ability which enables teachers to plan a course of action prior to beginning a task, to monitor themselves while executing a plan, to alter or adjust a plan consciously and finally to evaluate the results after action has been taken.

The NGCSU Teacher Education Program prepares teachers to demonstrate the following competencies. These competencies overlap into more than one role as defined by the metacognitive model; however, for curriculum mapping purposes each competency has been aligned to a specific role. Current research and professional standards identify these competencies as important for an effective teacher (GSTEP Standards). The instructor will expect students to prepare professional goal statements that reflect behaviors in these competencies.

**Decision Maker (D)** **Facilitator (F)** **Leader (L)**

Assessment Individual differences Ethical perspectives

Planning Communication Professional leadership

Problem-solver Classroom management Research & evaluation

Methods, materials, resources Subject matter knowledge Reflection/metacognition

**Course Objectives:**

The NGCSU Teacher Education Program prepares teachers to demonstrate the

Competencies previously described in the Metacognitive Model. Additionally, the NGCSU Teacher Education programs are aligned with Georgia Framework, a compendium of state and national standards including those developed by the Georgia Professional Standards Commission (GAPSC), the Georgia Board of Regents, and theGeorgia Department of Education (GADOE). The Georgia Framework is derived from standards developed by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teachers Assessment and Support Consortium,(INTASC), and the National Board for Professional Teaching Standards (NBPTS).

**NGCSU Learning Outcomes**

Academic studies at North Georgia will lead to earning a degree within a specific discipline, determined by the major you choose. In the process students will learn ways of knowing and ways of being, called learning outcomes. These learning outcomes will be integrated into academic work in both the core curriculum and major programs, and they will be integrated within the wide array of co-curricular activities offered by North Georgia.

The faculty and staff at North Georgia believe the following learning outcomes should characterize our graduates:

1. The student will communicate effectively using multiple literacies and forms of expression. Over the course of learning experiences at North Georgia, these skills will be gained through activities involving writing, speaking, multi-media, technology, and cross-cultural dialogue.

2. The student will demonstrate analytic, contextual, and holistic thinking. Activities requiring the use of argument, quantitative reasoning, diverse viewpoints, problem solving, and research will help develop these skills.

3. The student will engage in integrative learning. Instructors and advisors will guide students in learning how to make connections across courses, disciplines, and co-curricular activities and to make connections between liberal arts and professional fields, through activities such as experiential and academic learning, advanced integrative projects, and culminating work.

4. The student will reflect critically and take informed action individually as a citizen. Through course work and co-curricular activities students will learn to analyze issues, to consider their own role and the role of competing values in these issues, and to contextualize them within real-life perspectives.

5. The student will analyze ethical interactions in local and global communities. Learning experiences at NGCSU will involve examining a student’s own values and bases for choice, considering questions in their chosen field, and participating in group decision-making. These experiences will shape the student’s ideas about the role of civic values in a diverse democracy.

**Course Objectives:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objectives**  **Students in this course will be able to:** | **CF**  **Role** | **NGCSU**  **Learning Outcomes** | **(SPA**  **Standards)** | **Georgia**  **Framework**  **Standard** |
| Understand the comprehension skills and apply related teaching strategies under the five cognitive dimensions of reading, according to Gunning, 2008 and the 2009 NAEP report: preparing for reading, locating and recalling, integrating and interpreting, critiquing and evaluating, and monitoring understanding. | D,L,F | 2 | 2.2 | 1,2b,5C |
| Understand when and how to use graphic organizers as visualizations to aid in thinking about text. | F,L | 1 | 2.2, 4.1 | 1,2b,5c |
| Know how to choose vocabulary from informational text , and teach vocabulary using strategies that will encourage higher-level thinking. | D ,F | 2 | 2.1 ,2.2 | 5c |
| Be able to assess, diagnose, and plan for comprehension instruction. | D,F,L | 4,3 | 1.4, 3.1, 3.2, 3.3, 4.1 | 4e |
| Use a teaching protocol that includes direct instruction on comprehension with gradual release of responsibility. | D,F | 3 | 2.2 | 6a |
| Know how to assess and teach informational writing, including biographical, expository, and persuasive genres, using common text structures and integrating literature. | F,D | 1 | 2.2 | 1, 2b, 5c, 4e |
| Understand how to use writing across the curriculum, including journaling, as a reflection tool and means for learning content. | D,F | 1 | 2.2 | 1, 2b, 5c |

**Attendance Policy:**

The NGCSU handbook states, “If a student’s absences exceed 14% of the scheduled class meetings, it shall become the prerogative of the instructor to drop the student from the class rolls with a ‘WF’...” Documentation accounting for a student’s absence may be requested.  Please note that habitual tardiness and/or absences to class *will* affect your grade and may result in your removal from the roll. If a student chooses to withdraw from the course it is that student’s responsibility to complete the withdrawal process. Student who cease attending class without formally withdrawing receive a grade of WF for the course. Students with two or more absences may receive a grade of WF. Grades of I (Incomplete) are awarded only in cases of serious illness and other significant non-academic circumstances. The instructor reserves the right to make the final decision with regard to granting a grade of “I”.

**Academic Integrity Policy:**

NGCSU's integrity code,  "*On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do,*" reflects NGCSU's commitment to academic integrity.  Suspected violations of the Academic Integrity Policy should be referred by students to the instructor and may be referred by the instructor to the Academic Integrity Council for disciplinary action.  Please refer to **Academic Integrity Policy** in the ***2009-2010 Undergraduate Bulletin*** for a complete description of NGCSU's policies and procedures regarding academic integrity.

Plagiarism is defined as using others’ ideas and words without clearly acknowledging the source of that information. Plagiarism is offering someone else’s work as your own, whether one sentence or whole paragraphs, and whether from an internet source, book, periodical, or the writing of other students. Violation of NGCSU’s policies could result in a failing grade for this course.

**Turnitin.com**: Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. In addition to Turnitin, I may use other approaches such as Google searches in addressing suspected plagiarism.

**Students with Disabilities:**

North Georgia College & State University (NGCSU) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of NGCSU reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to academic programs and co-curricular activities or is otherwise subjected to discrimination in such programs and activities.

The policies for access by individuals with disabilities at NGCSU are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

If you believe that you have a disability requiring an accommodation, reasonable prior notice must be given to the instructor and the Office of Student Disability Resources in Barnes Hall, Room 221. For further information contact Thomas McCoy (706-867-2782) [tmmccoy@northgeorgia.edu](mailto:tmmccoy@northgeorgia.edu).

**Multicultural/ Global Component:**

 Multicultural/global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Multicultural/global approaches to education recognize that teachers must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to support the development of effective citizens in a pluralistic and interdependent world.

 Cross-cultural understanding, respectful behavior and communication, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural differences and perspectives, knowledge, and appreciation of other peoples' points of view--are essential in the development of a global perspective. Teachers in particular bear significant responsibility as a source of powerful influence in the lives of children and youth to challenge bias in thinking, behavior, curriculum and assessment. NGCSU preservice and inservice teachers communicate positively and respectfully with individuals without regard to disability status, socioeconomic, cultural or language background.

**Technology Components:**

 Students will utilize LiveText, PowerPoint, Moodle, and other types of technology for assessment and instructional purposes, both in classes on campus and work in the field. Prospective teacher education candidates are required to purchase a subscription to Livetext electronic course management system. This system permits paperless instructional communication and archiving of key assignments and components of the comprehensive professional portfolio that you will build during your undergraduate or graduate studies. Livetext is available through the campus bookstore or on-line at c1.livetext.com. If you need assistance in utilization of Livetext contact Ms. Kathy Moody (kmoody@northgeorgia.edu) in the School of Education. Contact your instructor if you need assistance in the development or use of instructional technology. If you need assistance in electronic searches and development of research skills and/or projects contact the School of Education liaison in the Library and Technology Center; Dr. Julie Housknecht ([jhousknecht@northgeorgia.edu](mailto:jhousknecht@northgeorgia.edu)).

**Course Evaluations:**

Class evaluations at NGCSU are now conducted on-line through Banner.  Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed.   The evaluations will be accessible beginning one week prior to Final Exam week.  Specific instructions will be made available when the surveys are activated. Please be aware that the constructive feedback offered by students through this system is systematically reviewed and utilized to make course and program improvements. Your participation is valued.

**Electronic Monitoring:**

Electronic monitoring may be used during this class to check assignments for authenticity. Written work for this course is submitted on LiveText. LiveText will automatically submit the students’ written work to Turnitin.com to check for plagiarism. “Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site: http://northgeorgia.edu/uploadedFiles/Administrative/VP\_Academic\_Affairs/Manuals\_and\_Handbooks/Faculty\_Handbook/Section\_6/690\_Turnitincom\_Plageriasm\_Program/Turnitincom%20Plagiarism%20Program.pdf).

**Professional and Ethical Behavior:**

Most courses in the School of Education require application of research based practice in public schools or community centers through observation, instruction and or action research. Preservice and in-service teachers are expected toadhere to the Georgia Code of Ethics as well as the NGCSU student conduct codes. Teachers are rolemodels and caretakers of children and youth and therefore bear high levels of responsibility with regardto ethical and professional behavior. Demonstration of inappropriate social or communicationbehaviors, or failure to exhibit critical behaviors of attendance, punctuality, judgment or confidentialitymay result in immediate removal from a school site and award of a grade of WF and possiblediscontinuation in the program. Please read the Georgia Professional Standards Commission Code of Ethics (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

 NGCSU students entering schools and community organizations serving children and families are required to have background checks. You may obtain an application in Dunlap 214. Teacher Education candidates must have professional liability insurance before entering schools or community organizations serving children. Information regarding inexpensive professional insurance is available through either the Georgia Association of Educators (GAE) or the Student Professional Association of Georgia Educators (SPAGE). Verification of the documentation of insurance and background checks are submitted each term through the School of Education office in Dunlap 214.

**Instructional Methods:**

In order to expand students’ knowledge base and metacognitive skills, the following instructional methods will be used in this course:Instructor presentations, demonstrations, and modeling, guided class discussions, cooperative and collaborative learning, discussions and collaboration within teacher study groups, cooperative learning, small group problem solving and analysis, peer tutoring, peer and instructor feedback, demonstrations, written reflections, student-led presentations, guest presentations, class projects, online discussion boards, web-based activities, and independent and small group web-based research. Online classes may be incorporated into the course.

**Grading Scale:**

Graded assignments that will constitute the final grade include a written final exam and in-class reflections, technology and writing assignments, cooperative group projects and presentations, and a content-focused text set that is aligned to the Georgia Performance Standards. Attendance and participation are also included as part of the final grade. Students are expected to attend class with a basic knowledge of required reading materials for each day in order to make meaningful contributions to class discussions.

**Community of Practice:**

**1. Attendance and Participation = 5 points**

**2. Teacher Study Group Meetings (Collaboration & Presentations) = 5 points**

**Web-Based Activities:**

**3. Reading in the Content Areas Wiki = 15 points**

**In- and Out-of-Class Activities:**

**4. Mentor Text Lesson incorporating a comprehension strategy = 5 points**

**5. Professional Organizations Poster and Presentation = 12 points**

**6. 2 Quizzes= 2x10= 20 points**

**Field-Based Activities:**

**7. Content-Focused Text Set (preferably SS) with 6 Lesson Plans = 30 points**

**Final Exam = 8 points**

**Total = 100 points**

Grades will be based on a traditional scale of 90% or higher = A, 80-89% = B, 70-79%= C, and below 70% is failing.

WF - Withdraw failing - No quality points.   
  
I – Incomplete - A grade of incomplete (“I”) will be given only in cases of serious illness, family emergencies, or other significant non-academic circumstances. The instructor reserves the right to make the final decision with regard to granting a grade of “I”.

**Professional Portfolio**

Preservice and in-service teachers in the NGCSU School of Education prepare professional portfolios that demonstrate their professional growth over time framed by responsiveness to state and national standards associated with their discipline. Preservice and in-service teachers are advised to review the standards in their portfolio and reflect upon how the activities and artifacts associated with each course will demonstrate understanding and competence of the relevant professional standards. The instructor of this course will guide you in the development of your portfolio. Final portfolio reviews occur during your last term in your program. **Your Content-Focused Text Set & Handout and Professional Organizations Poster/Presentation from LART 3006 will need to be included as artifacts in the professional portfolio.**

**Descriptions of Assignments:**

**Community of Practice:**

**1. Class Attendance and Participation: (5 possible points)**

**5 pts:** As a fully participating member of our professional community of practice, you will:  
be on time to every class with all of your materials

* contact me ***before*** class if you are unable to attend
* have no unexcused absences and make up all excused absences
* be a good listener and a full participant (i.e., contribute actively to both small group and whole class work) in all classroom activities; and
* focus your discussions and questions on learning to teach.

In short, you will behave like a teacher and a colleague. You may not make up in-class activities if you are not present in class, unless you have an excused absence which may require a doctor’s excuse.

**3-4 pts:** You fall short on 1-2 of the above criteria 1-2 times during the semester.

**0-2 pts:** You fall short on more than 2 of the above criteria more than 2 times during the semester.

**2. Weekly Teacher Study Group Meetings and Presentations: (~10 teacher study group meetings @ ½ point per class meeting = 5 possible points)**

In this course, you will be expected to come to class prepared to discuss both individual reading assignments and group reading assignments. While engaged in your field experiences, you are strongly encouraged to write down interesting strategies or teaching activities that you observe, as well as new thoughts and ideas in your reflection notes section in your field notebook. You will also become members of a collaborative professional learning community in the form of a teacher study group that will meet during class periods. You will meet weekly with your teacher study group to discuss reading assignments and to find engaging ways to present what you are learning to the rest of your class. Part of your class participation grade will include your ability to share with the rest of your professional learning community your thoughts and new ideas. You will take turns acting as your teacher study group’s discussion leader (or group facilitator). As discussion leader, you will facilitate your group’s discussion of the chapter(s) or article(s) that were assigned to or selected by your group. Each group member is expected to have thoroughly read reading assignments before coming to class. Each group will also be responsible for presenting what you learned and discussed to the rest of the group. This weekly reading presentation will serve as good practice for becoming an instructional leader and facilitator in your own schools and professional learning communities. This course will also include small group and whole class discussions about , professional learning sessions attended in the schools, and other field-based and real life experiences. In turn, the instructor will facilitate discussions and activities that support student learning.

You will meet weekly in class with your school-based collaborative teacher study group to discuss course-related topics and issues. In-class, you will meet with your group to discuss your readings and plan a way to present the information to the rest of your class. Each member of your group will need to read the articles and/or chapters before coming to class. You must also choose a group member role for each teacher study group meeting. You should rotate the roles on a weekly basis. Each group member will be required to experience each role at least once during the semester. Please see the following list of roles and responsibilities:

|  |  |
| --- | --- |
| **Role:** | **Role Description:** |
| **Discussion Leader:** | Will facilitate the meeting and will be responsible for developing three or more questions about the readings. Also responsible for encouraging group members to share their opinions on the main points of the readings and to apply them to current teaching situations. |
| **Presenter:** | Will be in charge of actually orally presenting the material to the rest of the class. Although all group members can participate in the presentation, the person in this role will be in charge of delivering most of the presentation. |
| **Minute Taker:** | Will fill out the “Teacher Study Group Recording Form” and will write down main points from discussions (including questions, issues, concerns, etc.). |
| **Time Keeper:** | Will keep time both during the 30 minute meeting and during the 10 minute presentation. Primary goal will be to keep group members on task and to help them complete their meeting or presentation within the allotted time period. |
| **Resource Manager:** | Will be in charge or organizing the presentation (finding resources, creating a PowerPoint, developing a skit, etc.). This person will also be in charge of making sure that everyone knows what they are to read for the next class. |

\*\*\*To receive full points for weekly teacher study group meetings and presentations, you will need to be present for all meetings and presentations in order to receive points. Your final grade in this category will be based on your level of participation and preparation, as well as the overall quality of your group presentations.

**3. Wiki : (15 possible points)**

Students are required to create their own WikiSpace related to integrating literacy (reading, writing, speaking, listenting) and the content areas (Science, Social Studies, Math, Writing, and Health). The link should be shared with the instructor once the space has been created. The student should continue to add videos, podcasts, blog sites, pictures, lesson and activity ideas, strategies, web links, and other helpful resources that could support any of the content areas. A final grade will be based on resources compiled in your Wiki.

**Wiki Pages:**

1. Welcome Page: What is Content Reading? Paragraph
2. Math - 10 resources
3. Science - 10 resources
4. Social Studies - 10 resources
5. Health - 10 resources
6. Writing - 10 resources
7. Mentor Text Lesson Plan

**4. Mentor Text Mini-Lesson (5 points – WikiSpace )**

* **Choose a book from list below**
* **Use the Mini-Lesson Template**
* **Choose a comprehension Strategy to address**
* **Mini-lesson should be no longer than 10-12 minutes.**

**Mentor Text Mini-Lesson Book List:**

* *I Wanna Iguana by Karen Kaufman Orloff*
* *The Salamander Room by Anne Mazer*
* *My Brother Dan’s Delicious by  Layne/galey*
* *Can I Keep Him? by Steven Kellogg*
* *Earrings by Judith Viorst*
* *Don’t Let the Pigeon Drive the Bus  by Mo Willems*
* *The Great Kapok Tree by Lynne Cherry*
* *Dear Mrs. LaRue  by Mark Teague*
* *Click, Clack, Moo by Doreen Cronin*
* *Hey, Little Ant by Philip Hoose*
* *Should There Be Zoos? by Tony Stead and Judy Ballester*
* *I Want a Pet by Lauren Child*
* The Wretched Stone by Chris Van Allsburg
* The True Story of the Three Little Pigs by Jon Scieszka
* Dear Mr. Blueberry  by Simon James (and second grade basal)
* Can I have a Stegosaurus, Mom? by Lois G. Grambling
* Can I have a T-Rex, Dad? by Lois G Grambling
* I Am Absolutely Too Small for School by Lauren Child
* Flossie and the Fox by Patricia McKissack and Rachel Isadora
* Who Wants a Cheap Rhinoceros? By Shel Silverstein
* Duck for President by Doreen Cronin
* Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

**Mini-Lesson Template**

|  |  |
| --- | --- |
| **Connect** | ***So far we have learned about…***  This is the part of the mini-lesson during which you would typically refer the students to skills or knowledge they learned during the last lesson or during the year so far.  For the purposes of your assignment, describe what prior knowledge would be needed for or could be associated with the skill they are learning about. Or, simply describe other comprehension skills students may be learning about.  ***Today I will teach you…***  Then, tell what will be learned in this mini-lesson. |
| **Teach** | ***Let me show you how…***  Name and/or describe the skill you are going to demonstrate and the text you will use. You might demonstrate the skill outside of the context of the book first, and then apply it to the book. For example, if the skill you are demonstrating is inferring, you might do a brief exercise in which the students must infer something from a picture, and action, an expression, etc. Or if the skill is visualizing, you might ask them to visualize something and draw a picture of it.  As you demonstrate the skill, think out loud so you are modeling for the students what good readers do. You may use or create an anchor chart as you are talking for the students to refer back to as they work independently. |
| **Engage** | ***Now it’s your turn to try…***  Invite/Ask the students to “turn and talk” as they practice the skill you demonstrated. During this time, you would listen to the pairs and provide coaching and feedback. |
| **Link** | ***Today we learned how to…***  Briefly review the skill they practiced during the mini-lesson.  ***As you are reading today, and every day, it is important to…***  Describe why the skill is important in the reading process. |

Post this lesson plan on your **Wiki** page.

**5. Professional Organizations Poster and Presentation: (12 points – See Rubric Below - LiveText)**

**With a partner**, you will research a professional organization that focuses on a content area. (See some examples below.) You will find out who belongs to the organization, who develops the guidelines, and what the organization does. You will also find out what conferences they hold, when they hold them, how much it costs to join the organization and/or attend the conferences, and any other pertinent information. In turn, you will research at least three resources that this organization provides for teachers. Together, you and your partner will create a WOW! poster that markets the organization that you have chosen. You will also pretend to be members of the organization. You will prepare a presentation that will convince others to join your organization. (See Organizations’ Chart and Poster Rubric below.) You will submit your Glogster poster on **LiveText.**

\*Some of this assignment will need to be completed outside of class. Each partner team will need to sign up for a different organization. Sign-ups will occur in class.

**Examples:** Professional organizations for teachers (Frey & Fisher, 2007, p.39):

|  |  |
| --- | --- |
| **Organizations** | **Presenters:** |
| **American Alliance for Health, Physical Education, Recreation and Dance** |  |
| **Association for Supervision and Curriculum Development** |  |
| **\*International Reading Association** |  |
| **National Art Education Association** |  |
| **\*National Association for Bilingual Education** |  |
| **National Association for Music Education** |  |
| **\*National Council for the Social Studies** |  |
| **\*National Council of Teachers of English** |  |
| **\*National Council of Teachers of Mathematics** |  |
| **\*National Science Teachers Association** |  |

**Rubric for Professional Organization Poster and Presentation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent (2) | Fair (1) | Unsatisfactory (0) |
| **Members, Guidelines, and Purpose** | Answers thoroughly who belongs, who develops guidelines, and what they do. | Answers two of the questions | Answers one or none of the questions |
| **Conferences** | Answers thoroughly where (conferences), when (conferences), and how much to join and attend conferences | Answers two of the questions | Answers one or none of the questions |
| **Resources for Teachers** | Explains thoroughly at least three resources for teachers available through this organization | Explains very briefly at least three resources available through this organization | Does not explain any resources |
| **Glogster Poster** | Poster is attractive and informative; extra effort is evident | Poster is sparse | Poster is not complete |
| **Presentation** | Presenters are all enthusiastic and knowledgeable | Participants are somewhat enthusiastic OR knowledgeable | Little effort is put into presentation |

**6. Quizzes – over reading assignments**

**7. Content Area Text Set: KEY ASSESSMENT: (30 points – See Rubric Below – Post on LiveText)**

**Rubric for Content Area Text Set Project**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent (3) | Good (2) | Fair (1) | Unsatisfactory (0) |
| Text Set (1, 10%) | Includes 6 texts on a content area topic. At least 3 of these texts are picture books, at least one is an article, at least 1 is a biography that relates to the topic, and 1 to 2 are Reading A-Z reader’s theater plays, books, or texts. | Includes 6 texts on a content area topic. Most of the texts are related to the topic and/or meet the text requirements. | Includes between 4 and 6 texts on a content area topic. Only a few of the texts are related to the topic and /or meet the text requirements | Includes less than 4 texts. The texts are not related to the chosen content area topic. |
| Annotated Bibliography & Critique (1, 10%) | Includes the complete bibliographic information for each book (in APA style), a brief summary, your opinion of the book, and the reason you choose the book. | Includes all but one of the elements listed. | Includes all but two of the elements listed. | Is missing 3 or more of the elements listed. |
| Vocabulary words (1, 10%) | A rich vocabulary word set has been chosen that is based on the texts and a clear explanation is given for the word set that explains why these words were chosen. | A vocabulary word set has been chosen that is based on the texts and a somewhat clear explanation is given for most of the words that explains why they were chosen. | A vocabulary word set has been chosen that is based on the texts, but an explanation for why each word set was chosen is not given. | A vocabulary word set is not included. |
| Vocabulary activities (1, 10%) | Includes 3 differentiated, engaging vocabulary activities that incorporate ideas from our class readings, discussions, and activities. | Includes 3 different vocabulary activities that somewhat incorporate ideas from our class readings, discussions, and activities. Differentiation and/or engagement is lacking. | Includes some vocabulary activities, but they do not incorporate ideas from our class readings, discussions, and activities. Differentiation and engagement is lacking. | Includes no vocabulary activities. |
| Text structure/ graphic organizers (1, 10%) | Includes a well-written, creative text structure project or graphic organizer for at least 3 texts. | Includes a text structure project or graphic organizer for 3 texts, but they are not well-written or creative. | Includes text structure projects or graphic organizers for less than 3 texts. They are not well-written or creative. | Includes no text structure projects or graphic organizers. |
| Comprehension skill activities (1, 10%) | Includes a well-written, creative, and engaging comprehension skill activity for each text. Direct Instruction and gradual release of responsibility are incorporated. Differentiation is evident. | Includes a comprehension skill activity for each text. Direct Instruction and gradual release of responsibility are incorporated. Planned activities lack engagement or differentiation. | Includes a comprehension skill activity for some of the texts, but not all. Direct Instruction and gradual release of responsibility are not incorporated. Planned activities lack engagement & differentiation. | Includes no comprehension skills activities. |
| Writing ideas (1, 10%) | 3 multi-genre (1 narrative, 1 expository, and 1 persuasive), creative writing activities are included that relate to your chosen topic. They are incorporated as AFTER READING activities. | Writing activities of each required writing genre are included that relate to your chosen topic. They lack creativity or are not included as AFTER READING activities. | Writing ideas of only one or two of the required genres of writing are included that relate to your chosen topic. They lack creativity and are not included as AFTER READING activities. | No writing ideas are included. |
| Handout (1, 10%) | A neat and organized handout, with all required information, is provided for each person in the class | Handouts are provided, are neat and organized, but may not contain all information | Handouts are provided, but may be difficult to understand | No handout is provided. |
| Display (1, 10%) | Presentation is engaging, interesting, and attractive and includes a variety of pictures, photos, objects, etc.; Extra effort is evident | Presentation includes a variety of pictures, photos, objects, etc. | Presentation is sparse | No presentation is given. |
| Presentation (1, 10%) | Presenter is prepared, enthusiastic and knowledgeable. | Presenter is prepared, but lacks enthusiasm. | Presenter is not prepared and lacks enthusiasm and knowledge. | Little effort is put into presentation |

1. **Final Exam: (10 points)**

**Reading in the Content Areas, 3006**

**Schedule of Topics:** (Subject to revision)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date:**  **Monday** | **Topic:** | **Due:** | | **Reading/Homework:** |
| **August 27** | * Syllabus * Assignment Overview * You as a reader * What is Content Reading? * Effective Comprehension Instruction |  | | * *The Content-Rich Reading & Writing Workshop, pp. 4-11* * *Strategies That Work, Chapter 12 pp. 205-218* * *Strategies That Work*, Chapter 3, pp. 30-43   **In Field**: Ask cooperating teacher how/when they use content reading. |
| **Sept 3,** **Labor Day Holiday** | | | | |
| **Sept. 10** | * Designing Active Literacy in the Content Areas * Before, During, After * Professional Organizations * Glogster | Quiz #1 | | * *Strategies:* Chapter 4,   pp. 44-59   * *Children’s Books in Children’s Hands*, Chapter 15, pp. 482-Beginning with Literature Across the Curriculum, Need for Children’s Literature in the Content Areas, ending, p.483 |
| **Sept. 17** | * Activate Content Knowledge * Fundamental Five (Comprehension) * Planning to Teach | **Glogster Poster Due in Livetext**  Glogster Presentation # 1, Glogster # 2,Glogster # 3 | | * *The Content-Rich Reading & Writing Workshop, pp. 14-28* * *Strategies That Work*, pp. 484-487   **In Field**: Ask cooperating teacher about reader’s or writer’s workshop.   * Library Check-out of Mentor Text Book for next class. (See Mentor Text Book List in Syllabus) * Bring Mentor Text Book to next class. |
| **Sept. 24** | * Mentor Text Assignment * Text Set overview * Wiki Overview | Glogster Presentation # 4, Glogster # 5, Glogster # 6  In Class- Mentor Text Assignment | | * Choose Content Area/Grade Level for Text Set * Choose Language Arts and other content standards. * Begin collecting texts for set. |
| **Oct. 1-5 Debriefing Week** | | | **Create Wiki- begin Wiki Work** | |
| **Oct. 8, Lumpkin Holiday 2nd Placement Begins: October 10th** | | | |  |
| **Oct. 15** | * Preparing to Read: Assessing and Activating Prior Knowledge * Graphic Organizers | Glogster Presentation # 7, Glogster # 8, Glogster # 9 | | * All reading (books, etc.) collected for set. * Bibliography   *Strategies That Work*, Chapter 7, pp. 91-108 |
| **Oct. 22** | * Informational Texts, Text Structure/ Features * Textbooks vs. Trade Books * Textbook Evaluation * Textbooks in the Classroom: Science and Social Studies |  | | * *The Content-Rich Reading & Writing Workshop, pp. 29-42* * *Children’s Books in Children’s Hands*, pp. 453-458-Language Charts & Story Webs * Make a text structure project or graphic organizer for 3 books in your set. * Comprehension Skill Activity for each book. * Vocabulary for 3 books * Vocabulary Activity for 3 books |
| **Oct. 29** | * Writing Across the Content Areas | **Wiki Due in Livetext** | | * Choose 3 books from your set to use for the writing project: biography writing (narrative), expository, persuasive. * *The Content-Rich Reading & Writing Workshop, pp. 114-128* |
| **Nov. 5** | * Designing Units * Teaching Content | Unit Design- work in class  Quiz # 2 | | * Begin work-Six Lesson Plans for Text Set Unit * Use vocabulary, comprehension skills etc. in planning. |
| **Nov. 12** | In Class Discussion of Course Goals  Unit Planning – Designing Content Units | Text Sets Due Next Class | | * Choose a favorite activity from your text set; make a copy for the class hand-out. * Include: Name, Book Title, Content, Grade, Activity (18 Copies) |
| **Nov. 19-23 Thanksgiving Holidays** | | | | |
| **Nov. 26** | Text Sets | Text Sets Due  Group Sharing of Text Sets with  Hand-outs | |  |
| **Dec. 3** | Organizing a Literacy-Rich Environment for Content and Literacy Learning  What next? | Final | |  |

.

**References:**

Fairfax, B. & Garcia, A. (1998) *Read, write, publish*. Creative Teaching Press.

Gunning, T. G. (2008). *Developing higher-level literacy in all students: building reading, reasoning, and responding.* New York: Pearson Education

*Hiatt, C., Wolven, D. & Botka, G. (1994). More alternatives to worksheets* Creative Teaching Press

Ikpeze, Ch. H. & Boyd, F. B. (2007). *Web-based inquiry learning: facilitating thoughtful literacy with Webquests*. The Reading Teacher, 60, 644-654.

National Assessment Governing Board. (2008). *Reading Framework for the 2009 National Assessment of Educational Progress.* U.S. Department of Education. Retrieved on August 22, 2011 from <http://www.nagb.org/publications/frameworks/reading09.pdf>

Mantione, R. D. & Smead, S. (2003). *Weaving through words: Using the arts to teach reading comprehension strategies*. Newark, DE: International Reading Association.

Tompkins, G. (2007). *Literacy for the 21st Century. New York: Pearson.*

Tompkins, G.(2008*) Teaching writing: Balancing process and product, 5th ed.*New York: Pearson.

Tompkins, G. *50 Social Studies Strategies,* New York, Pearson.

Tracey, D. H. & Morrow, L. M. (2006). *Lenses on reading: An introduction to theories and models.* New York: Guilford Press.

**Helpful Websites:**

Annenberg Learner: <http://www.learner.org/index.html> (Videos)

International Reading Association: <http://www.reading.org/General/Default.aspx> (Great Journal Articles and Resources)

Learning Village: <https://portal.doe.k12.ga.us/Login.aspx> (GPS Frameworks)

Making Sense in Social Studies: <http://www.readingquest.org> (Graphic organizers and strategies)

NAEP Frameworks: <http://nces.ed.gov/nationsreportcard/frameworks.asp> (Information on comprehension strategies)

Read, Write, Think: <http://www.readwritethink.org/> (Great lesson plan ideas!)

Resources for Georgia Teachers: <https://georgiastandards.org/Resources/Pages/Tools/toolsandlinks.aspx>

Scholastic: <http://www2.scholastic.com/browse/home.jsp> (Teacher resources!)

Scholastic Parents: <http://www.scholastic.com/parents/> (Suggestions for parents!)

SciTrain: <http://www.catea.gatech.edu/scitrain/> (Strategies for helping students with disabilities)

SI Kids: <http://www.sikids.com/> (Online magazine articles for kids!)

The Stacks for Kids: <http://www.scholastic.com/kids/stacks/index.asp> (Online magazine articles for kids!)

Teacher Web: <http://teacherwebquest.com/> (Webquests!)

Time for Kids: <http://www.timeforkids.com/> (Online magazine articles for kids!)

Zunal WebQuest Maker: <http://www.zunal.com/> (Webquests!)