

Elementary Content Literacy Methods
MSED 421
School of Education and Social Policy
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Northwestern University

Course Description:

This course examines research and expert opinion that supports the claim that content literacy is a necessary component of elementary curriculum. The instructional strategies that are presented for students in grade 1-5 are compatible with the Common Core Standards.

Course Goals:

Students will be able to:

- Select appropriate expository materials for their students for grade level activities and investigations.
- To help their students identify different types of text writing to improve their comprehension of expository text.
- To identify and help their students use text features to improve their comprehension of expository text.
- Identify and use appropriate instructional strategies to teach their students when they are reading or writing content material.
- Compose lesson plans using the Understanding by Design template.

Illinois Professional Teaching Standards -2013

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing

student growth and achievement. [SEP]

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

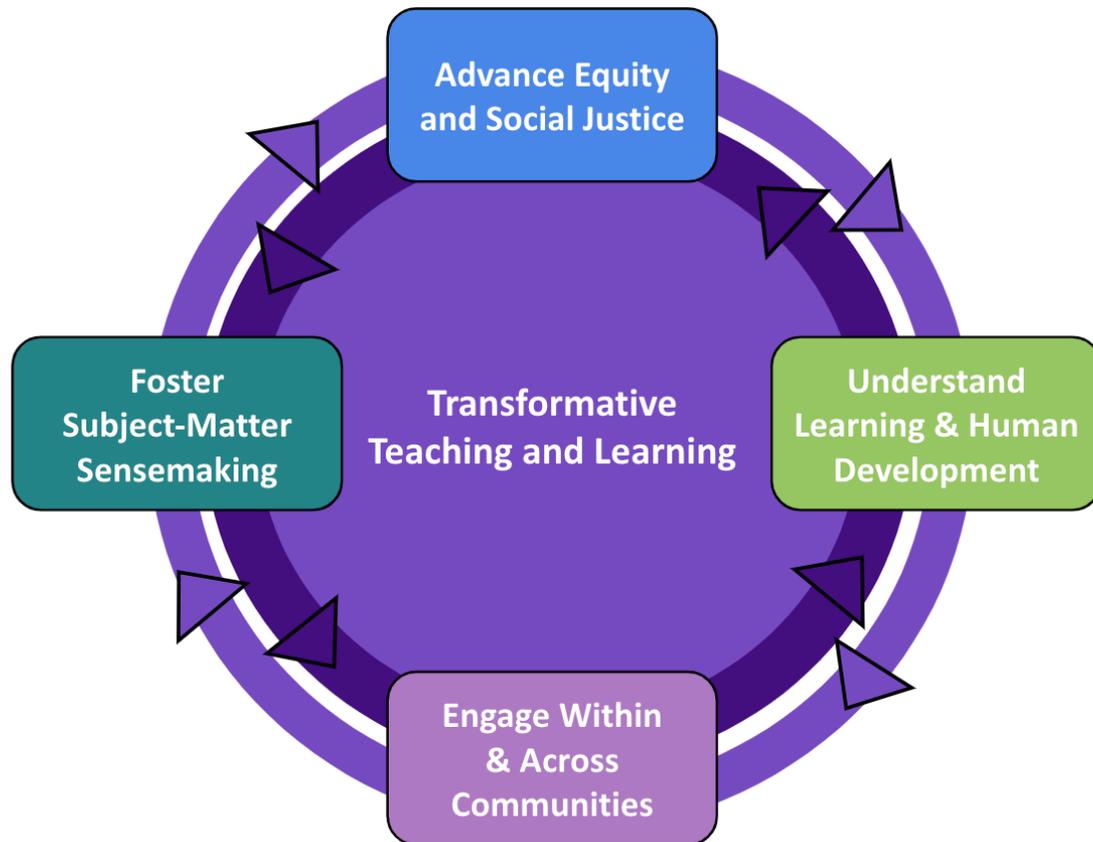
Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Core Language Arts Standards

1. All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
2. All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.
3. All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Northwestern Teacher Education: Guiding Commitments for Developing Educators to Engage in Transformative Teaching and Learning



Northwestern Teacher Education Guiding Commitments as:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining and anti-racist learning environments
- Tools for strengthening our cultural life living through Course, “Discipline”, Program, Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

ADVANCE EQUITY AND SOCIAL JUSTICE Great educators have both a strong understanding of their own cultural identities and value the cultural contexts and identities of their students as tools to support development and learning. They draw on these understandings to create relevant, connected and equitable learning experiences with their students. Educators must learn to design and provide the varied materials, questions, goals, and supports that each student needs. At the same time we must acknowledge that teaching and learning is situated in various systems ranging from families to communities, and we must work to understand and challenge systems that perpetuate inequality. Our teacher education programs strive to assist

educators in doing this foundational and complex work by developing the following ideas and practices:

- Develop and demonstrate awareness of one's own internalized biases and positional privileges and recognize that identity awareness and development are ongoing
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter
- Identify how various forms of systemic inequity (structural, cultural, political, historical) and local policy show up in classrooms and schools, and work towards reversing these various forms of inequity
- Understand, model, and learn to enact culturally relevant and sustaining pedagogies that engage students in exploration of social issues through the lens of varied perspectives and identities
- Cultivate interactions that demonstrably value all students and colleagues and their ideas including knowing how to facilitate difficult conversations and how to respond to various expressions of bigotry
- Understand and draw on the assets of students, colleagues, and their surrounding communities by eliciting their experiences from both in and out of school

FOSTER SUBJECT MATTER SENSEMAKING We strive to develop educators with robust understandings of subject matter that can be applied in interdisciplinary ways to the world and their student's lives. These educators understand the importance of always being conscious that the way one thinks about learning informs the way one teaches. And because this is true, they are interested in studying the learning of subject matter based on their students' ideas and the literature. Knowing how students understand disciplinary ideas is an essential part of effective teaching and differentiating supports. It is also essential to recognize that subject matter ideas are always culturally situated. Educators in our programs will develop pedagogical content knowledge and practice that is primarily informed by the following ideas:

- View subject matter as sets of ideas that form both content and pedagogical process for making sense of the world; engage in sensemaking as learners
- Identify as learners and sensemakers who engage in strengthening their own subject matter knowledge and pedagogical practice
- Notice, understand and respond to student thinking in order to encourage meaning making within and across disciplines
- Recognize that the way learning environments are designed will elicit and privilege particular ways of knowing

- Engage in subject matter teaching as an iterative, interdisciplinary, and reflective process of design that involves the creative and skillful use of materials and resources, including technological tools
- Implement inquiry and other pedagogical approaches that reflect understanding knowledge as socially and culturally constructed
- Utilize formative and summative assessment practices that contribute to students' growth
- Examine and address standards within disciplinary areas as a way to both shape and determine content and expectations

UNDERSTAND LEARNING AND HUMAN DEVELOPMENT We recognize that the way that educators understand learning and human development is one of the most significant influences on their decisions about instructional strategies, curriculum design, and classroom interactions. The awareness that teachers hold of the complexities of the process of human development influences their ability to engage in positive and productive relationships, address the learning needs of each student whom they serve; it also shapes the way they conceive of evidence about progress and learning. At the same time, educators need to commit to a reflective stance towards their own growth and development based on relevant forms of data. Towards that end, we will work with our community of educators to:

- Understand how theories of learning and development were established and how their enactment is complicated within powered and contradictory systems of schooling
- Understand and enact theories of learning that consider content-area knowledge as being formed by developmental, social, cultural, ethical, and political processes
- Engage in the study of human development as a process of maturation within a network of areas: physical, psychological, emotional and cultural
- Consider human development through an asset-based, iterative, perspective
- Apply systematic and reflective approaches to understanding learning as a function of social, cultural and ecological interactions within contexts
- Become facile at interpreting and evaluating data that influence learning about and improving schools by leveraging relationships between local, state and federal policies and understanding levers for changes

ENGAGE WITHIN AND ACROSS COMMUNITIES We recognize teaching and learning as socially mediated experiences that are nested in multiple communities of learning that hold various funds of knowledge. These include classroom and school communities, the communities of our students and families, as well as broader professional communities. Establishing meaningful and reciprocal relationships and being in community with others is contingent upon developing awareness of self and how to negotiate with others across multiple spaces of

participation. We are committed to developing the knowledge and the pedagogical skills to support educators for the multiple communities in which they engage, which include:

- See schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives
- Develop a repertoire of self-awareness and self-management skills that support effective relationships and decision making in communities of practice
- Design, establish, and maintain an environment and norms that center students' needs and ideas and fosters a sense of belonging
- Facilitate meaningful discourse and interactions where all members of a community can meaningfully participate and where ideas are encouraged and welcomed
- Establish asset-based, trusting authentic relationships with students and families in service of learning
- Communicate and function with colleagues ethically, responsively and productively
- Participate in professional learning communities as a mechanism for teacher scholarship toward continual individual growth and leadership
- Identify and leverage the formal and informal learning that occurs outside schools
- Engage in learning about the landscape, histories, challenges, assets, and resources of a community in which a school resides to inform relational and instructional interactions with students and families

Academic Integrity

Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide." All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: <http://www.northwestern.edu/uacc/>. If you need a copy of the brochure visit the SESP Student Affairs Office.

Accommodations for Students with Disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent web-site which is viewable at: <http://www.stuaff.northwestern.edu/ssd/>

Required Text:

-Hammond, Zarreta, L. (2014). Culturally Responsive Teaching and the Brain. Corwin, Thousand Oaks. CA.

-Harvey, S. & Goudavis, A. (2016). Content Literacy (primary & intermediate). Heinemann, Portsmouth, NH.

-Articles have been placed on Canvas for each class meeting.

Additional Books:

I have read several books over the past year with the hope of becoming a better person, educator, and citizen:

Borsheim-Black, C. & Sarigianides, S. (2019). Letting Go of Literary Whiteness. Teachers College Press, New York and London.

Cowhey, M., (2006). black ants and buddhists. Stenhouse Publishers, Portland Maine.

Kendi, I.X., (Ed.) (2021). Four Hundred Souls .One World, New York.

Minor, C. (2019). We Got This. Heinemann, Portsmouth, New Hampshire.

Wilkerson, I. (2020). Caste. Random House, New York.

Student Attendance Policy

Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of “Incomplete” and you will have to re-take the class at another time.

Class Participation 15 points

For this class to be successful all students need to participate. Participating entails questioning, answering, offering opinions and ideas etc.

You will spend the last 15 minutes in each class writing a quick reflection (not more than one page!) of the material that was covered in class or in the materials. Your reflection could contain questions about the material that had been covered in class that evening or the reading that you did for class. You could also write connections between your life experiences and the material that

was covered. Also, if you are confused about a topic or material you could write about your issue in your reflection. These are just a few of the many ideas that you could write about. Your participation points will reflect the quality of these responses.

I will only accept reflections the day/evening of our class. If a reflection is late one point will be deducted from your class participation scores.

Questions for Culturally Responsive Teaching and the Brain – 5 points

Each week a student will develop a question about a particular chapter that we will discuss in class. This question needs to be sent to us no later than the evening before class. The student who poses the question will be the discussion leader for that class.

Virtual Museum Trip - 20 points

During Covid quarantine my email was bombarded with virtual places I could visit. I was always grateful that I could visit a faraway place in the comfort of my home. A silver lining of Covid's chaos??

One day I started thinking about how as teachers we are urged to use the family culture of our students to guide our instruction. We are also encouraged to provide our students with experiences that will broaden their view of the world. I wondered if virtual museum visits be a tool to accomplish this goal?

I want you to design a virtual museum for your students (you select the grade). Once you have decided on a museum you need to design three tasks that your students need to do on their visit. We will talk in class about some ideas for tasks. Your lesson does not be a formal lesson plan like you will be expected to due later in the class. However, I need to know in written form the following information:

1. Why you choose a particular museum.
2. The three tasks you want the children to undertake.
3. The goal for these tasks...want to you want them to take away from doing this.

On July 14 you will share your museum with the class and tell us about your tasks.

I have a file of information pertaining to virtual museums and how to use a museum as an educator that I will send you.

Multi Genre Report - 20 points

For this assignment you will select a hero) that you will write a multi genre report about. For your hero you can select anyone who you admire!

There are articles on Canvas for our first class that discuss multi -genre reports. Also, we will engage in a conversation in class about this unique assignment.

Each project must have at least 5 different genres in your final product.

The following books are resources for this project:

Romano, T., (2000). Blending Genre, Altering Style. Heinemann , Portsmouth, NH. (grades 6-12)

Romano, T., (2013). Fearless Writing. Heinemann , Portsmouth, NH.

Report presentation and copy of project due – June 30

Unit -20 points

For this project you will design a 3–4-day unit on the topic of your choice. The lessons in your unit must follow the lesson plan template from, Understanding by Design . Each lesson in your unit will focus on using a literacy strategy. The Harvey & Goudavis textbooks and classwork provide you with many ideas and samples to help you design the activity for each day.

The last night of class each student will provide us with an overview of their unit and teach a lesson from it.

Lesson unit due- July

Class Schedule

Class Meetings	Topics	Readings
June 21	<ul style="list-style-type: none"> • Introduction of course participants • Review course syllabus & course expectations • Definition of Content Literacy • Demands of Content Literacy • Considerations for effective content literacy • Recommended books: <ul style="list-style-type: none"> - <u>Reality Check: Teaching Reading Comprehension with Non Fiction Text</u> - T. Stead - <u>Blending, Genre, Altering Style</u> - T. Romano - <u>Fearless Writing</u> - T. Romano 	<p>Readings:</p> <ul style="list-style-type: none"> • <u>Comprehension Instruction in Content Area Classrooms</u>-P. Neufeld • <u>Filling the Great Void</u> – Duke • <u>Connecting Content to Students’ Lives to Boost Student Engagement</u> – Pandolpho • <u>Qualitative Aspects of Informational Literacy</u> – LiteracyWorldwide .org • <u>Multi-genre Research – The Powerful Choice C.</u> Allen & L. Swista <p>Textbook -Primary -Lessons 1&2 -Intermediate -Lessons 1&2</p>
June 23	<ul style="list-style-type: none"> • Trade books -use and evaluation • Additional types of text: -Internet, newspapers, magazines, etc. 	<p>Readings:</p> <ul style="list-style-type: none"> • <u>Reading the Web</u> - D. Salyer

Class Meetings	Topics	Readings
	<p style="text-align: center;">Community Recourses</p> <ul style="list-style-type: none"> • Discussion of museum project <p style="text-align: center;">Virtual Field Trip Resources:</p> <ul style="list-style-type: none"> • <u>Learn Anywhere: Where Education Meets Exploration</u>- National Geographic <p style="text-align: center;">Booklists:</p> <ul style="list-style-type: none"> • Time for Kids : Exploring Mars • We Read Too (app) • Social Justice Books • Anti -Bias Education <p style="text-align: center;">Virtual Information File:</p> <p style="text-align: center;">Recommended book:</p> <p style="text-align: center;"><u>Teaching Multicultural Literature in Grades k-8</u> -Edited by Violet Harris</p>	<ul style="list-style-type: none"> • <u>Teaching kids how to learn from videos</u> - Edutopia • <u>Expand your Classroom Boundaries Through Virtual Field Trips</u> – K. Kimbell-Lopez • <u>It takes two: Teaching with Twin Texts of fact and fiction</u> - D. Camp • <u>Reading Picture Books and Learning Science</u> -P. Mantzicopoulos & H. Patrick • <u>Developing Social Studies Concepts</u> - J. Farris & J. Fuhler • <u>Guide For Selecting Anti-Bias Children’s’ Books</u> -L . Derman - Sparks • <u>Five Steps Toward Culturally Relevant Text Selection and Integration</u> - S. Sharma &T. Christ • <u>Bring the Book to Life: Responding to historical Fiction</u> -Kesler, et al.

Class Meetings	Topics	Readings
		<ul style="list-style-type: none"> • <u>What teachers need to know about the “new “nonfiction - S. Gill</u> • <u>Selecting Text For Interdisciplinary Study - Colwell</u> • <u>The Contexts Of Comprehension : The Information Read Aloud... - Smolkin</u> <p>Textbook: <i>-Primary -Lessons 3&4</i> <i>-Intermediate -Lessons 4 ,5, &11</i></p>
June 28	<ul style="list-style-type: none"> • Textbooks Use in the Classroom <ul style="list-style-type: none"> - Definition - Purpose - Evaluation • Importance of Prior Knowledge <ul style="list-style-type: none"> - Importance in comprehension - How to enhance students’ prior knowledge 	<p>Readings:</p> <ul style="list-style-type: none"> • <u>Background Knowledge that Makes Learning Stick -R. Lent</u> • <u>Making Connections: Teacher’s use of prior knowledge - D. Myhill & M. Brackley</u> • <u>Activating prior knowledge with English Language Learners - L.Ferlazzo & L Sypnieski</u> • <u>Learning New Information from Text: The Role of</u>

Class Meetings	Topics	Readings
		<p><u>Reading ability and Text</u> – Lipson</p> <ul style="list-style-type: none"> • <u>Meeting the Reading Challenges of a Science Textbook</u> - N. Bryce • <u>Research Directions : Social Studies Texts are Hard To Understand...</u> - I. Beck & M. McKeown • <u>10 Content Literacy Strategies for Art, Mathematics, Music & PE</u> -K. Ming <p>Textbook: -Primary -Lessons 5,6, &11 -Intermediate -Lessons 7,8,13,17</p>
June 30	<ul style="list-style-type: none"> • Text Features in expository texts • Text Structures in expository texts • Strategies for teaching expository text • Recommended books: 	<p>Readings:</p> <p><u>Modeling an expository text structure strategy in think alouds ...</u> - C. Gordon</p> <ul style="list-style-type: none"> • <u>Teaching children to use text structures</u> - Jones et. al.

Class Meetings	Topics	Readings
	<p>- <u>Resources for Teaching Content Literacy</u> – by Janet Allen</p> <p>-Tools for Teaching Content Literacy and More - by Janet Allen</p> <p>-<u>Reciprocal Teaching at Work</u> – L. Oczkus</p>	<ul style="list-style-type: none"> • <u>Teaching Expository Text Structure Awareness</u> - S. Dymock • <u>Reciprocal Teaching</u> -Palinsar and Brown • <u>Teaching Modeling Using Complex Information Text.</u> – D. Fisher & N. Frey • <u>Dramatizing Non-Fiction with Emergent Readers</u>- L. Putnam • <u>Young Children’s Strategies in Learning the Book Language of Information Books</u> -C.Pappas • <u>Using “Know, Wonder, Learn to Broaden Students’ Learning</u> – L. Porosoff • <u>Looking Closely at Science Books: Gail Gibbons and Multi Modal Literacy</u> - L.Smolkin & D. Donovan • <u>Availability of Informational</u>

Class Meetings	Topics	Readings
		<p data-bbox="1247 310 1458 338"><u>Texts in 2-4 grades</u></p> <p data-bbox="1247 346 1414 373">– J. Jeong et. al</p> <p data-bbox="1198 447 1317 474">Textbook:</p> <p data-bbox="1214 483 1422 510">-<i>Primary</i> -Lessons</p> <p data-bbox="1230 518 1295 546">7 & 8</p> <p data-bbox="1198 554 1450 581">-<i>Intermediate</i> -Lessons</p> <p data-bbox="1222 590 1344 617">6 ,10 & 13</p>

Class Meetings	Topics	Readings
<p>July 5</p>	<ul style="list-style-type: none"> • Academic Vocabulary... what do I do about it? <ul style="list-style-type: none"> - Definition - Selection - Teaching • Recommended books: <p>Teaching the Critical Vocabulary of the Common Core - M. Sprenger</p> • Recommend Site: <p>https://www.colorincolorado.org/ell-basics/serving-and-supporting-immigrant-students-information-schools</p> 	<p>Readings:</p> <ul style="list-style-type: none"> • <u>Academic Language in Teaching and Learning</u> – Mary Schleppegrell • <u>Academic Vocabulary and the CSS</u> – Aspen Institute • <u>Tools for Teaching Academic Vocabulary</u> – J. Allen • <u>Content Area Vocabulary Learning</u> - Fisher & Frey • <u>From Potential to Reality</u> - S. Wright • <u>Building English Language Learners Academic Vocabulary</u> -C. Sibold • <u>Understanding by Design Framework</u> - G. Wiggins & J. McTighe •

Class Meetings	Topics	Readings
		<ul style="list-style-type: none"> • Preview of <u>Understanding by Design</u> in Google books
July 7	<ul style="list-style-type: none"> • Critical Thinking <ul style="list-style-type: none"> - Close Reading <ul style="list-style-type: none"> - Definition - Instructional Strategies - https://www.youtube.com/watch?v=HDfv3B_JZQo - The importance of questions: teachers and students 	<p>Readings:</p> <ul style="list-style-type: none"> • <u>A Close Look at Close Reading</u> – B. Burke • <u>Close Reading in Elementary School</u> – D. Fischer & N. Frey • <u>Students Close Reading with the Science Text</u> – D. Lapp • <u>The Purpose of Multiple Reads in Close Reading</u> – E. Lynch • <u>When Readers Ask Questions</u> - M. Ness • <u>Making Questions Flow</u> – • D. Rothstein • <u>A-Z Bookmarks-Learning A-Z</u>

Class Meetings	Topics	Readings
<p>July 12</p>	<ul style="list-style-type: none"> • Critical Thinking <ul style="list-style-type: none"> - Text dependent questions and how they drive close reading: <ul style="list-style-type: none"> - What does the text say? - How does the text work? - What does the text mean? - What does the text inspire you to do? • Recommended Books: <ul style="list-style-type: none"> - <u>Text Dependent Questions</u> - by D. Fisher & N. Frey - <u>Close Reading of Informational Texts</u> - by Sunday Cummings - <u>Closer Reading Grades 3-6</u> - by Nancy Boyle 	<p>Readings:</p> <ul style="list-style-type: none"> • <u>A Guide for Creating Text Dependent Questions</u> – Achieve the Core: McGraw Hill Resource • <u>Asking Reading-Dependent Questions</u> - J. Jaap Tuinmam • <u>When Readers ask Questions: Inquiry Based Reading Instruction</u> – M. Ness

Class Meetings	Topics	Readings
<ul style="list-style-type: none"> July 14 	<ul style="list-style-type: none"> Critical Thinking <ul style="list-style-type: none"> Project Based Learning Place Based Learning <i>Presentation of Virtual Museum Trip Activity</i> Recommended Books: <ul style="list-style-type: none"> <u>Bring School to Life</u> – Sarah Anderson <u>Project -Based Learning</u> - William N. Bender <u>Place-and Community-Based Education in Schools</u> -G. Smith & D. Sobel <u>Setting the Standard For Project Based Learning: A Proven Approach to Classroom Instruction</u> -J. Mergendoller & S. Boss <u>Resources for Place -Based Education</u> <ul style="list-style-type: none"> Teton Science School : www.tetonscience.org PBLWORKS : www.pblworks.org Edutopia 	<p>Readings:</p> <ul style="list-style-type: none"> <u>Place Based Education: Connecting Classrooms and Community</u> - D. Sobel <u>Project based learning isn't just for Stem anymore</u> – N. Duke et al. <u>Realizing the Promise of Project Based Learning</u> -K. Revelle <u>Project Based Instruction</u> :A Great Match for Informational Text- N. Duke <u>Putting PjBL to the test: The Impact of Project Based Learning</u> -N. Duke <u>Project Based learning Increases Science Achievement in Elementary School</u> . J. Krajcik et. al. (Edutopia) <u>A Study Finds Promise in Project Based Learning for Young Low Income Children</u> – J. Barshay
<p>July 19</p>	<ul style="list-style-type: none"> Writing in the Content Area 	<p>Readings:</p>

Class Meetings	Topics	Readings
	<ul style="list-style-type: none"> - Processes of writing - Purposes of content writing • Recommended Books: <ul style="list-style-type: none"> - <u>Nonfiction Mentor Text</u> - by L. Dorfman & R. Cappelli 	<ul style="list-style-type: none"> • <u>Why Students Should Write in all Areas – Y. Terada</u> • <u>Common Core State Standards A New Role in Writing - T. Shanahan</u> • <u>A Guide To Teaching Non Fiction Writing - T. Stead & L. Hoyt</u> • <u>A Vygotsky Based Curriculum for Teaching Persuasive Writing... - N. Burkhalter</u>
July 21	<ul style="list-style-type: none"> • Writing in the Content Area <ul style="list-style-type: none"> - Writing to learn - Quick Writes: Easy Writing to Learn Strategies • Going in Depth with Writing to learn <ul style="list-style-type: none"> - <u>Content Notebooks</u> - A. Buckner; R. Fletcher - <u>Craft Lesson’s Non-Fiction</u> -R. Fletcher <p><i>Presentation of Multi Genre Projects</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • <u>Using Writing to Learn Across the Curriculum – ASCD</u> • <u>Application of writing-to-learn in science to primary school students</u> • <u>Science in Writing Workshop: Enhancing Students’ Science and Literacy Learning -P. Morabito</u> • <u>Writing to Learn Mathematics in the Primary School- L. Kroll and M. Halaby</u>

Class Meetings	Topics	Readings
		<ul style="list-style-type: none"> • <u>A Range of Writing Across the Content Area</u> – D. Fisher & Nancy Frey
<p>July 26</p>	<ul style="list-style-type: none"> • Research in the Elementary Grades • Writing Research Reports <p style="text-align: center;"><i>Presentation of Units</i></p>	<ul style="list-style-type: none"> • <u>Informational Books Models for Students' Report Writing</u> – E. Freeman • <u>Surprising the Author - Discovering Details through Research and Reading</u> – K. Broaddus and G. Ivey • <u>Developing Comprehension and Research Skills with the Newspaper.</u> -S. Garrett • <u>50 mini -lessons for Teaching Students Research Skills-</u> K.Morris • <u>Primary research going directly to the source -</u> S. Harvey

Class Meetings	Topics	Readings
July 28	<ul style="list-style-type: none">• Left over Stuff• Students' presentations of lesson from unit	

