

Northwestern University
School of Education and Social Policy
MS ED 422/ Teach Ed 322: Content Area Reading and Writing
Spring 2022 (2/21/22 version)

3/29/2022-6/8/2022- Mondays 6:00-8:50 pm
Classes will Typically run from 6:00-8:00-8:30 pm, Kresge Hall 3-410

Dr. Carol Muskin

cmuskin@gmail.com (note that this is the preferred email)

Office Hours: before or after class and by appointment anytime

Course Description

This course is designed to help content specialist 6-12 teachers and K-12 music teachers develop an understanding of specific strategies that readers must use to achieve deep comprehension of content material. We will explore cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships among reading processes and language learning. Theory and practice relationships will be explored as students experience and learn about: text structure, use of background knowledge, comprehension connections, inferences, strategies for active engagement, socio-cultural influences on reading, reading/writing relationships, text sets, and assessment of content reading. As a methods course, we will also discuss the elements of good teaching, the theory and history of teaching, curriculum design, instructional methods, and the developmental needs of adolescents, specifically how these interact with literacy.

We will approach this class from a variety of perspectives. As with all teaching, we must always understand the needs of the students in our classes. Therefore, some time will be spent discussing the needs of the learner, motivation, and obstacles to learning. Your previous and current experience working with students will be invaluable in this area. We will also understand reading from our own personal perspective as both a teacher and as a reader. We will spend some time analyzing our own reading ability and strategies. We will also try to understand how our personal assumptions about reading and learning can affect our decisions as instructors. The bulk of our work will be spent developing a “toolbox” for teaching literacy. Each week you will read about a variety of instructional strategies and have the opportunity to field-test these “tools.” At the end of the course, you should have a toolbox full of literacy strategies and the knowledge of how and why we can use them to help students become better readers.

Acknowledgement of the Indigenous History of NU’s Land:

The Northwestern campus sits on Native land, once occupied by the Council of Three Fires Nations, which includes the Chippewa, Ottawa, and Potawatomi. The land was also a site of trade, gathering, and healing for countless other Native nations throughout time immemorial. (You may want to look up a land acknowledgement pertinent to your geographic location for the Spring Quarter if you are not in the Evanston area. This [Native Land web site](#) will enable you to see the tribes that inhabited your location.)

Course Goals

1. To become aware of recent research and best practices regarding literacy and the teaching of reading.
2. To link theories about reading and literacy to classroom curriculum and instruction.
3. To explore the contextualized nature of proficient reading in multiple contexts.
4. To embrace a broad-based understanding of reading and literacy that includes literacy in and out of the classroom.
5. To engage in reflective practice in relation to key instructional strategies and reading skills which occur before reading, during reading, and after reading.
6. To recognize reading in a broader context of learning, thinking, and understanding.

Northwestern Teacher Education Conceptual Framework

As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have

A Vision of Learning that focuses on:

- 1.1 understanding student thinking about the subject matter;
- 1.2 reflection and research as a means of learning;
- 1.3 Learning as social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;

- 1.4 authentic experience, where class sessions and assignments are designed to engage students' interests and to have implication for the student beyond the classroom; and
- 1.5 the use of technology to extend learning opportunities and thinking.

A Vision of Learners that focuses on:

- 2.1 lifelong learning and development shaped by social contexts; and
- 2.2 student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:

- 3.1 Connecting theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory; and
- 3.2 professional conduct that is responsible and ethical.

NU SESP Guiding Commitments-

Our work this Quarter will also be motivated by principles and goals laid out in the NU SESP Guiding Commitments for Developing Educators to Engage in Transformative Teaching and Learning (GC).

GC #1 Advance Equity and Social Justice

GC #2 Foster Subject Matter Sensemaking

GC #3 Understanding Learning and Human Development

GC #4 Engage Within and Across Communities

Dispositions (as implied by the NUCF):

1. Willingness to systematically reflect on one's own practice. (NUCF 1.2, 3.1)
2. Commitment to understanding students' thinking about the subject matter. (NUCF 1.1)
3. Belief in the value of seeing students as individuals. (NUCF 2.2)
4. Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)
5. Willingness to take the risks associated with engaging students' interests through real world experiences. (NUCF 1.4)
6. Energy for incorporating innovations in teaching, including the use of new technologies. (NUCF 1.5)
7. Commitment to conducting one's self professionally and responsibly. (NUCF 3.2)

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.

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.

Illinois Social and Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Academic Support and Learning Advancement (ASLA)

If you are looking for help with a course or academic challenge, or if you would simply like to sharpen your study strategies and stay on track, check out [Academic Support & Learning Advancement](#). They offer drop-in tutoring, study groups, academic coaching, and individual consultations for all undergraduates. For more information: northwestern.edu/asla or asla@northwestern.edu
Assistance with writing can be accessed via [The Writing Place](#).

Accommodations for Students with Disabilities

Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

Student Attendance Policy

Student attendance at every class meeting is expected. You should also be on time. 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. Any absences will result in a small deduction in your class participation grade. All on-line classes will be recorded so that you can access them if you were not able to participate in the session.

Class Recordings

This class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course and will be deleted at the end of the Winter Quarter. Your instructor will communicate how you can access the recordings.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Grading

Assignments must be posted in Canvas and turned in by their assigned deadline or receive a half letter grade penalty for each day it is late. Please contact me if you need extra time due to illness or personal matters. You should expect feedback on your assignments as well as number of points earned. In some cases, I will use a rubric for grading that you will receive ahead of time. All assignments can be resubmitted to be regraded up to the last day of the quarter.

Required Text:

Content Area Reading: Literacy and Learning Across the Curriculum, 13th Edition, 2021

by [Richard T. Vacca](#) (Author), [Jo Anne L. Vacca](#) (Author), [Maryann E. Mraz](#) (Author)

[Direct from Pearson](#)- \$49.99 for print, about \$40 digital for 4 months

[Amazon/Tome Dealer Sale](#)- e-link for \$30.50

Additional weekly reading will be provided in the Syllabus and on Canvas Course Schedule and Topics.

Session 1: March 29, 2022 (Tuesday) (GC 1,2,3,4)

- Getting to know each other
- Introduction to the course
- First reading experiences journal and activity (NUCF 2.1, Disp.1)
- Defining reading and literacy (NUCF 3.1)
- The Role of Textbooks (NUCF 1.2)
- How to read our textbook
- Literacy and New Literacy
- Everyone is responsible for literacy (NUCF 1.1, Disp. 7)

For next class:

1. Read Chapters 1 (Literacy Matters), 2 (Learning with New Literacies) and 11 (Learning with Multiple Texts) of *Content Area Reading*
2. ASSIGNMENT –1) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) in response to one of the discussion topics posted by a peer facilitator. 2) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) on the ideas and concepts YOU found most useful or interesting. 3) Then reply/comment on at least one of your other peer's posts. 18 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)
3. Literacy and Anti-Racist Biography due next week. 30 pts.
4. Brainstorm 2-3 Mini-Unit ideas: grade level, content/topic, skills

Session 2: April 4, 2022 (GC 2,3) (Mondays)

- **Literacy and Anti-Racist Biography Due!**
- **Come with 2-3 Mini-Unit ideas: grade level, content/topic, skills**
- The Politics of Literacy: Foundations, Philosophies, and Frameworks of Curriculum and the Teaching of Reading
- Finding a key text and trade book for your discipline area
- Assessing Students and Texts
- 21st Century Skills
- Common Core Curriculum
- *Visit to the NU Library Curriculum Collection*

For next class:

1. Read Chapter 3 (Culturally Responsive Teaching in Diverse Classrooms) and Chapter 4 (Assessing Students and Texts) of *Content Area Reading*
2. Read:
[-https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf](https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf)
“Mirrors, Windows, and Sliding Glass Doors” Rudine Sims Bishop, The Ohio State University, 1990.
<https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/>
“12 Ways to Support ESL Students in the Mainstream Classroom” Jennifer Gonzales, Cult of Pedagogy, 2014.
https://www.academia.edu/35873277/Code-Meshing_and_Writing_Instruction_in_Multilingual_Classrooms
“Code-Meshing and Writing Instruction in Multilingual Classrooms” Alice Y Lee and Lara J. Handsfield, The Reading teacher, 2018.
3. ASSIGNMENT – 1) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) in response to one of the discussion topics posted by a peer facilitator. 2) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) on the ideas and concepts YOU found most useful or interesting. 3) Then reply/comment on at least one of your other peer's posts. 18 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)
4. Formal Text Readability Analysis due next week! 30 pts.

Session 3: April 11, 2022 (GC 1,3)

- **Formal Text Readability Analysis due!**
- Discuss Readability Analyses (NUCF 1.3)
- Struggling Readers (NUCF 1.2, 2.2)
- Response to Intervention
- Culturally Responsive Teaching in Diverse Classrooms
- Culturally and Linguistically Diverse Learners (NUCF 1.2, 2.2)
- *Evanston Township HS- ETHS Panel Presentation/Discussion: Culturally Responsive Teaching*

For next class:

1. Read Chapters 5 (Planning Instruction for Content Literacy) and 6 (Activating Prior Knowledge and Interest) of *Content Area Reading*
<https://www.brainpickings.org/2014/04/21/jerome-bruner-on-knowing-left-hand-creativity/>
“Pioneering Psychologist Jerome Bruner on the 6 Pillars of Creativity and How to Master the Art of the “Effective Surprise” Maria Popova, Brain Pickings, 2014.
2. ASSIGNMENT – 1) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) in response to one of the discussion topics posted by a peer facilitator. 2) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) on the ideas and concepts YOU found most useful or interesting. 3) Then reply/comment on at least one of your other peer’s posts. 18 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)
3. Before Reading Planning and Teaching Exercise 25pts.
4. **Bring your Draft outline of the Think Aloud Project**

Session 4: April 18, 2022 (GC 2,3)

- **Before Reading Planning and Teaching Exercise due!**
- **Bring your Draft outline of the Reading Think Aloud Project**
- Before, During, and After Reading (NUCF 3.1)
- Pre-Reading strategies (NUCF 3.1)
- Graphic organizers (NUCF 3.1)
- Activating Prior Knowledge (NUCF 3.1)
- *Visit to the Evanston Public Library- EPL for Presentation by Betsy Bird*

For next class:

1. Read Chapters 7 (Guiding Reading Comprehension) and 8 (Developing Vocabulary and Concepts) of *Content Area Reading*
2. ASSIGNMENT – 1) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) in response to one of the discussion topics posted by a peer facilitator. 2) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) on the ideas and concepts YOU found most useful or interesting. 3) Then reply/comment on at least one of your other peer’s posts. 18 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)
3. Vocabulary Development and Teaching Exercise 25pts.
4. Select the Literacy Research Article that you will analyze for session 8 and potentially incorporate in your mini-unit.

Session 5: April 25, 2022 (GC 2,3)

- **Vocabulary Development and Teaching Exercise due!**
- **Draft Outline of your Mini-Unit Overview Due!**
- Reading Comprehension
- Vocabulary Development
- During reading strategies (NUCF 3.1)
- Text marking (NUCF 3.1)
- *Panel Presentation/Discussion: Meeting the Needs of English Language Learners*

For next class:

1. Read Chapters 9 (Writing Across the Curriculum) and 10 (Studying Text) of *Content Area Reading*

2. ASSIGNMENT – 1) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) in response to one of the discussion topics posted by a peer facilitator. 2) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) on the ideas and concepts YOU found most useful or interesting. 3) Then reply/comment on at least one of your other peer’s posts. 18 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)
3. Draft Lesson Plan Incorporating Writing 20 pts.
4. Think Aloud Project Due!

Session 6: May 2, 2022 (GC 2,3)

- **Reading Think Aloud Project Due!**
- **Draft Lesson Plan Incorporating Writing Due!**
- **Selection of your Literacy Article due!**
- Text Structure
- After reading activities (NUCF 3.1)
- Assessing reading comprehension (NUCF 3.1)
- The reading/writing connection (NUCF 3.1)
- Pre-Writing
- Journals, Essays, and Portfolios

For next class:

1. Read <https://www.readingrockets.org/article/speaking-and-listening-content-area-learning> “Speaking and Listening in Content Area Learning” Douglas Fisher, Fisher, D, and Frey, N. The Reading Teacher, 2014. Found in Reading Rockets.
2. Read Chapter 7 “Selecting Historically Responsive Texts” in *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* by Muhammad, Gholdy. Scholastic, 2020.
3. ASSIGNMENT – 1) Post a short summary of the literacy article you located and why you found this article helpful. 2) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) on the ideas and concepts YOU found most useful in the Fisher, Fisher, and Frey article or the Gholdy chapter. 3) Then reply/comment on at least one of your other peer’s posts. 18 pts. (NUCF 1.2, Disp. 1, Disp. 2, IPTS 7, 9, 10, 11)
4. Be ready to share your Informal Text/Trade Book assignment with the class! 40 pts.

Session 7: May 9, 2022 (GC 1,2,3,4)

- **Informal Text/Trade Book assignment due!**
- Speaking and Listening
- Leading Discussions
- Group Projects
- Trade Books in Your Classroom

For next class:

1. Read: <https://www.tolerance.org/professional-development/five-standards-of-effective-pedagogy> “Five Standards of Effective Pedagogy” Center for Research on Education, Diversity and Excellence, University of California. CAL- Center for Applied Linguistics, 1998. Found in Teaching Tolerance.
2. Be ready to share your literacy article with the class! 40 pts.
3. Draft Lesson Plans 20 pts.

Session 8: May 16, 2022 (GC 2,3,4)

- **Literacy Article Assignment due!**
- **Draft Lesson Plans due!**
- Support structures in schools for students, teachers, and parents
- Literacy Coach, Reading Specialist
- Sharing of Literacy Article
- *Panel Presentation/Discussion: Literacy Support via ETHS Literacy Lab, Reading Specialists, Coaches*

For next class:

1. Read:
<https://www.edutopia.org/article/benefits-reading-pleasure>
“The Benefits of Reading for Pleasure” by Jeffrey Wilhelm, Edutopia, 10/30/2017
2. Be ready to share your Draft Mini-Unit Plans (100 pts) with the class next week!
3. Prepare your Literacy Philosophy and Reflection (40 pts) due by June 8

Session 9: May 23, 2022 (GC 1,2,3,4)

- **Draft Mini-Unit Plans due!**
- Questions about Teaching
- Promoting literacy across the curriculum (NUCF 3.2)
- Lifelong Literacy
- Submit and Share your Reading Plan (NUCF 1.2)
- Final thoughts
- Course evaluations

Wednesday, June 1, 2022- Mini-Unit Plans due!

Wednesday, June 8- 2022- Reflection due!

MS ED 422: Content Area Reading Graded Assignments

Class Participation- 9 (5 pts each week) (GC 1,2,3,4)

Each week 5 points are earned for being in class, prepared to participate, and participating orally in small and whole group discussion. If you are ill and excused, you may arrange with Professor Muskin for an at home version of the activities we did in class.

Discussion Posts- 6 (18 pts. each + a 5 pt. bonus for each chapter you are assigned to start off a discussion topic) (GC 1,2,3,4)

Each week: 1) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) in response to one of the discussion topics posted by a peer facilitator. 2) Post a short comment or reflection on the Canvas Discussion Board Journal (1 paragraph minimum) on the ideas and concepts YOU found most useful or interesting. 3) Then reply/comment on at least one of your other peer's posts.

Bonus Turn as a Facilitator: Each student will sign up for two readings to serve as a facilitator to reflect on and pose a discussion question on a key aspect of a chapter/article being read for that week. A couple of chapters/readings will have two facilitators. During your assigned week you will need to post your question by Thursday at noon so that your peers will be able to respond to your question between Thursday noon and Monday evening before the next class session.

Literacy and Anti-Racist Biography (30 pts.) Deadline: Session 2 (GC 1,2,3,4)

Your first assignment in this course is to write brief reflection (1-3 pages) on your personal literacy background, as well as your experience with race and your journey to becoming an anti-racist teacher.

-My Literacy Biography: Reader, Writer, Speaker, and Listener. Discuss your experience in these areas as a learner, including your strengths and weaknesses.

-What did you know about literacy or literacy instruction before the class?

-Briefly describe your experiences with race and class in your community and your schooling. How have you helped yourself to prepare to become an anti-racist teacher? What are your goals for further professional and personal development in this area?

Textbook/Key Formal Text Readability Analysis (30 pts) Deadline: Session 3 or 4 (GC 1,2,3)

Locate a textbook or a key formal reading resource in your content area. Preferable this formal text will contain text features to help the reader. Do a readability analysis of one chapter or segment from the textbook, book, web site, etc. This should include:

- the name, author, publisher, year, ISBN, and cost or access to the book/resource
- a "readability score" based on one of the readability formulas presented in Vacca and Vacca. You can also type or scan in a 100-word passage into Microsoft Word and use the Tools: Spelling and Grammar function to get readability data on the passage, specifically the Flesch-Kincaid score for grade level. You may need to open "Word Options" and make sure that Proofing: Show Readability Statistics is checked on.
- a readability checklist
- a SHORT rationale regarding the adoption (or not!) of this text into the curriculum.
- come to class prepared to share your text critique with a small group.

Before Reading Planning and Teaching Exercise (25 pts) Deadline: Session 4 (GC 1,2,3)

Sketch out a possible mini-unit topic that could guide your three lesson sequence. The unit may be large and you will select three of the lessons to fully plan.

Choose a portion of your formal text or informal/tradebook text that might be utilized at the beginning of your three lesson sequence of instruction.

--choose a pre-reading strategy from Chapters 5 or 6 of the textbook or additional articles.

--briefly explain why this strategy will help your students comprehend this portion of text.

--come to class prepared to use the selected strategy to introduce the text to your small group of peers/students.

Vocabulary Development and Teaching Exercise (25 pts) Deadline: Session 5 (GC 1,2,3)

Select a total of 5 vocabulary words from your selected textbook chapter and/or your trade book.

--list the words by the source and briefly explain why you chose them

--select two different vocabulary development strategies from Chapter 8 of our textbook or other readings

- choose two words to teach and use a different strategy for each word
- explain why you chose the particular strategy and what type of learner would most benefit from that strategy
- come to class prepared to teach your vocabulary words to a small group.

Draft Lesson Plan Incorporating Writing (25 pts) Deadline: Session 6 (GC 1,2,3)

Decide on a writing task (ideas in chapter 9 of the textbook) that would be part of your three lesson unit of instruction.

- select the writing task and decide where it fits within your three unit mini-lesson
- practice your lesson plan writing skills by creating a draft plan (refer back to chapter 5 in the textbook for lesson planning templates)
- come to class ready to peer edit your lesson plan with a partner or your small group
- if for any reason you are not able to be in class, make arrangements to peer edit virtually with a partner.

Reading Think Aloud Project (30 pts) Deadline: Session 6 (GC 2,3,4)

--Select a small portion (several paragraphs or a page) of a text (most efficient if it is either your formal text or your informal text) to be used in your Mini-Unit.

--Identify a student who is close to the target age for your Mini-Unit who you can interview and engage in reading the text.

- 1) Self- read your text and think aloud as you read and comprehend. (This is most easily done by thinking aloud, recording yourself, then summarizing the recording.)
- 2) Summarize and analyze
 - a. What parts were easier or more difficult to comprehend?
 - b. What reading strategies were used?
 - c. What role did prior knowledge play in comprehending the text?
- 3) Meet with your student
 - a. Inquire as to their prior knowledge of the topic/reading.
 - b. Have the student read the passage and then think aloud about how they worked to comprehend the passage. Ask comprehension questions.
- 4) Summarize and analyze the student's experience as in step 2. Compare yourself and the student.
- 5) Reflection
 - a. What did you learn by comparing the reading of an experienced reader within the discipline (yourself) with the reading of a novice (the student)?
 - b. What sort of pre and during reading strategies will you need to incorporate in your Mini-Unit in order for this target student to be successful? Imagine a whole class of students, what pre and during strategies might an array of students need?

Small Group Content Knowledge and Teaching Analysis Project Presentation and Conference with Carol

(30 points) After class on Sessions 7 or 8 (GC 1,2,3,4). Project Presentations may be held following a regular class session or at another mutually agreed upon time. If possible, we will have an additional practicing content area specialist present to give feedback and spark discussion.

- Small groups are set up by content area.
- Groups meet initially during class and additionally at separate times.
- Individuals get feedback from the group to help select and fine tune their mini-unit topic and goals.
- Groups share techniques of how one learns in this particular content area- in terms of learning to Think, Read, Write, and Speak. Groups are encouraged to locate and analyze a video clip of teaching in their content area. Groups are encouraged to report back on what they learned through their Think Aloud Projects.
- Individuals share resources that might be helpful to others. Feel free to build shared resource lists which can support your final Literacy Philosophy and Reflection Task.

Informal Text/Trade Book Summary, Rationale, and Introductory Teaching Exercise (30 pts) Deadline: Session 7 (GC 1,2,3)

Locate a trade book or text that could be used in your subject area. Read and study the book. Write a one-paragraph summary of the book or text and a one-paragraph rationale for how you could incorporate this into a lesson, unit, course, or subject area.

- come to class prepared to introduce your trade book to your small group as a part of your targeted unit.

Individual Unit Planning Conference with Carol (20 points) Anytime between Sessions 4 and 7 (GC 1,2,3,4)

- review teaching goals (preferences in terms of content area, grade levels, types of schools)
- talk through mini-unit (unit topic/theme/goals, teaching of literacy through the three lessons)
- discussion of lesson plans

Literacy Article Summary (30 pts) Deadline: Session 8 (GC 1,2,3,4)

Locate a literacy-related article about an aspect of your mini-unit that you find difficult to teach. This could be a research article, or a philosophy/ methodology article by an expert. Write a summary of the article. Post the article PDF or link and summary on Canvas. The summary should be one paragraph and include the APA bibliographic citation for the article.

- Analyze the strengths of this article and how it will influence/inform your teaching.
- Link what you have learned from this article to your planning decisions for your mini-unit.

Draft Lesson Plans (20 pts) Deadline: Session 8 (GC 1,2,3,4)

Bring in as much of your Mini-Unit Plan as you have in draft form.

- Select one of your draft plans (besides the one peer edited in Session 7) to peer edit with a partner or your small group.
- if for any reason you are not able to be in class, make arrangements to peer edit virtually with a partner.

Mini-Unit Plan (100 pts) Draft Due Session 9; Deadline: June 1, 2022 (GC 1,2,3,4)

Locate a chapter or section from a textbook in your content area and/or a possible informal reading assignment (article, essay, literary text, etc.). Do a readability analysis of it/them. Then, create three lesson plans containing activities you would use with the reading(s) that employ a pre-reading, during reading, and/or post-reading activity. Include a writing strategy, as well as an opportunity for students to develop their speaking/listening skills somewhere within the three lessons. For each lesson, explain your rationale for the lesson and activities based on our course material.

- Introduce the mini-unit with an overview containing a rationale, essential question, and several goals. Describe the hypothetical class the unit is prepared for (grade level, course, time of year, etc.). Briefly summarize the text(s) and the readability analyses.
- Include the three lesson plans. Hopefully you have already workshopped parts of the lessons in our class teaching/peer editing activities. The three lessons could be consecutive, or they could be part of a larger unit.
- Explain your planning/teaching decisions given what we have discussed in the course. Hopefully your literacy research/methodology article will support your decisions. Explain at least one connection to the Guiding Commitments in your Mini-Unit.
- Come to class ready to teach a portion of one lesson to your peers.

Literacy Philosophy and Reflection (40 pts.) Deadline: 6/8 (GC 1,2,3,4)

Your final assignment in this course is to write an extensive reflection (3-4 pages) on your understanding of literacy and your professional philosophy. Cite specific examples whenever possible. Make sure to edit and revise this paper before submitting it via Canvas. Hopefully this Literacy Philosophy statement can be incorporated into your General Teaching Philosophy statement that you will use throughout your career. Your reflection should at least address the following areas:

- What aspects of the class (particular readings, discussions, activities) impacted your developing literacy philosophy?
- What are your goals regarding literacy in your classroom and in your school, essentially, state your literacy philosophy?
- List and annotate several key resources that will enable you to teach literacy within your content area. Hopefully this is the beginning of a resource list that you can maintain as you begin teaching.
- How will you implement literacy strategies in your own classroom? What will be your go to strategies?

Total=598 points