Elementary Content Literacy Methods
MSED 421
School of Education and Social Policy
Instructor: Dr. Terrie Briggs, Ed.D.   Northwestern University
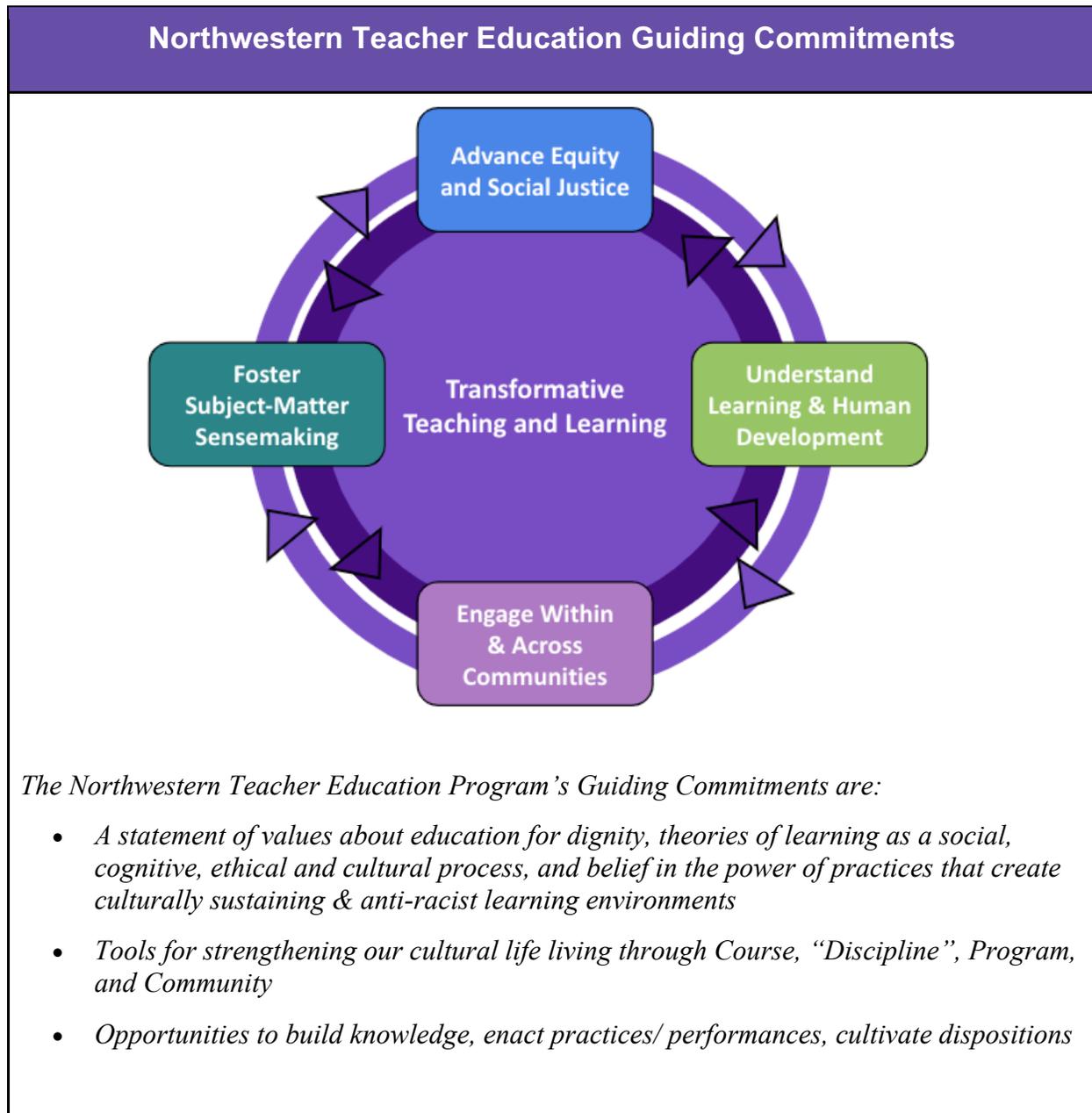Email: Terriebri@aol.com

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.

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

The Northwestern Teacher Education Program's Guiding Commitments are:

- *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 & anti-racist learning environments*

- *Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community*

- *Opportunities to build knowledge, enact practices/ performances, cultivate dispositions*

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, stances, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

*Below each **bolded disposition** we have included descriptors that elaborate how each disposition might be enacted. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting nature of these categories.*

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Commitment to Advancing Equity and Justice
- *Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.*
- *Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.*
- *Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.*
- *Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.*
- *Cultivate interactions that demonstrably value all students and stakeholders and their ideas.*

Sense of Professional Responsibility and Commitment to Ongoing Growth
- *Demonstrate self-awareness and self-management.*
- *Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.*
- *Demonstrate an openness to feedback and integrate feedback into action.*
- *Seek out resources, feedback, and support based on interests and/or needs.*
- *Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.*
- *Apply feedback and demonstrate a willingness to make changes.*
- *Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).*
- *Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).*

- *Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).*

Reverence for Learners and Learning
- *Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.*
- *Maintain high expectations for all students; value and prioritize opportunities to advance learning.*
- *Recognize the complexity of teaching and learning.*
- *Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.*
- *Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.*

Focus on Collaboration
- *Seek to build meaningful relationships by understanding, working with, and learning from others.*
- *Value the contributions of families and community members and actively work to meaningfully connect with them.*
- *Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.*
- *Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.*

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.ed/ssd/

Student Attendance

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 retake the class at another time."

Covid 19 Testing Policy

To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week.

Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension."

COVID 19 Classroom Expectations

"Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](). With respect to classroom procedures, this includes:

Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.

- *In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADAccommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.*
- *No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.*
- *Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.*

If a student fails to comply with the [COVID-19 Code of Conduct]() or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

Recording of Class

"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."

Required Text:

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

Stahl, K.D. & Garcia, G.E. (2022). Expanding Reading Comprehension in Grades 3-6 , The Guilford Press, New York, NY.

Stahl, K.D. & Garcia, G.E. (2022). Developing Reading Comprehension in PreK-2 , The Guilford Press, New York, NY.

Suggested Texts:

Pransky, K. (2008). Beneath the Surface, Heinemann, Portsmouth,NH

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

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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 , in your life, or in the weekly text assignments. 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 not accept reflections after **12:00 p.m. the day after a 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 trip for your students (you select the grade). Once you have decided on a museum, you need to design three tasks that your students will engage in on their visit. We will talk in class about some ideas for tasks. Your lesson plan does not need to be a formal lesson plan like you will be expected to do for your unit. However, I need to know in written form the following information:

1. Why you choose a particular museum.
2. What is the big idea(s) that you want your students to take
     away from their visit to the museum.
3. An explanation of the three tasks you want the children to
     undertake.
4. The goal for these tasks…what you want them to learn

from engaging in these 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.

Presentation of virtual museum trip and tasks - July 18

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 – July 25

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 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 27

Class Schedule

Class Meetings	Topics	Readings
June 22	**Introduction of course participants** **Review course syllabus & course expectations** **Definition of Content Literacy** **Demands of Content Literacy** **Considerations for effective content literacy** **Recommended books:** **Reality Check: Teaching Reading Comprehension with Non Fiction Text** - T. Stead **Blending, Genre, Altering Style -** T. Romano **Fearless Writing -** T. Romano	**Readings**: - Comprehension Instruction in Content Area Classrooms-P. Neufeld - Filling the Great Void – Duke - Connecting Content to Students' Lives to Boost Student Engagement – Pandolpho - Qualitative Aspects of Informational Literacy – Literacy Worldwide.org - Multi-genre Research – The Powerful Choice C. Allen & L. Swista **Textbook** -*Expanding Reading Comprehension,* chapters 1&2 -*Developing Reading Comprehension,* chapters1&2

June 27	**Trade books**
	   -use and evaluation **Additional types of text:**
	   -Internet, newspapers, magazines, etc. **Community Recourses**
		Readings:
		
		    Reading the Web - D. Salyer

Class Meetings	Topics	Readings

	• Discussion of museum project
	
	Virtual Field Trip Resources:
	
	• Learn Anywhere: Where Education Meets Exploration- National Geographic
	
	    Booklists:
	    • Time for Kids : Exploring Mars
	    • We Read Too (app)
	    • Social Justice Books
	    • Anti -Bias Education
	
	Virtual Information File:
	
	Recommended book:
	
	Teaching Multicultural Literature in Grades K-8 -Edited by Violet Harris
	
	Mentor Texts that Multitask, P. Koutrakos
		• Teaching kids how to learn from videos - Edutopia
		
		• Expand your Classroom Boundaries Through Virtual Field Trips – K. Kimbell-Lopez
		
		• It takes two: Teaching with Twin Texts of fact and fiction - D. Camp
		
		• Reading Picture Books and Learning Science -P. Mantzicopoulos & H. Patrick
		
		• Developing Social Studies Concepts - J. Farris & J. Fuhler
		
		• Guide For Selecting Anti-Bias Children's' Books -L . Derman - Sparks
		
		• Five Steps Toward Culturally Relevant Text Selection and Integration - S. Sharma &T. Christ
		
		• Bring the Book to Life: Responding to historical Fiction -Kesler, et al.

Class Meetings	Topics	Readings
		• What teachers need to know about the "new "nonfiction - S. Gill • Selecting Text For Interdisciplinary Study - Colwell • The Contexts Of Comprehension : The Information Read Aloud… Smolkin **Textbook:** -E*xpanding Reading Comprehension* Chapter 4 *Developing Reading Comprehension,* Chapter 3 Chapter 4

June 29	• **Textbooks Use in the Classroom**
	
	  - Definition
	
	  - Purpose
	
	  - Evaluation
	
	• **Importance of Prior Knowledge**
	
	  - Importance in comprehension
	
	  - How to enhance students' prior knowledge
		Readings:
		• Background Knowledge that Makes Learning Stick -R. Lent
		
		• Making Connections: Teacher's use of prior knowledge - D. Myhill & M. Brackley
		
		• Activating prior knowledge with English Language Learners - L.Ferlazzo & L Sypnieski

Class Meetings	Topics	Readings
		- Learning New Information from Text: The Role of Reading ability and Text – Lipson - Meeting the Reading Challenges of a Science Textbook - N. Bryce - Research Directions : Social Studies Texts are Hard To Understand… - I. Beck & M. McKeown . 10 Content Literacy Strategies for Art, Mathematics, Music & PE -K. Ming

Class Meetings	Topics	Readings
July 4	Teaching the Constitution https://illinois.pbslearningmedia.org/collection/teaching-the-constitution/ National Council for the Social Studies https://www.socialstudies.org/search-results?search=teaching+the+constitution&sort_by=search_api_relevance&sort_order=DESC Annenberg Classroom https://www.annenbergclassroom.org/teaching-the-constitution/	

July 6	• **Text Features in expository texts**
	
	• **Text Structures in expository texts**
	
	• **Strategies for teaching expository text**
	
	• **Recommended books:**
	
	  - **Resources for Teaching Content Literacy –** by Janet Allen
	
	  - **Tools for Teaching Content Literacy and More -** by Janet Allen
	
	  - **Reciprocal Teaching at Work** – L. Oczkus
		Readings:
		
		<u>Modeling an expository text structure strategy in think alouds</u> … - C. Gordon
		
		• <u>Teaching children to use text structures</u> - Jones et. al.
		
		• <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

Class Meetings	*Topics*	Readings

		• <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 Texts in 2-4 grades</u> – J. Jeong et. al
		
		Textbook:
		  -*Expanding Reading Comprehension*
		   Chapter 6
		- *Developing Reading Comprehension*
		  Chapter 5

Class Meetings	Topics	Readings

July 11	• **Academic Vocabulary… what do I do about it?**
	
	  - Definition
	
	  - Selection
	
	  - Teaching
	
	• **Recommended books:**
	
	  -**Teaching the Critical Vocabulary of the Common Core - M. Sprenger**
	
	• **Recommend Site:**
	
	https://www.colorincolorado.org/ell-basics/serving-and-supporting-immigrant-students-information-schools
		Readings:
		
		• Academic Language in Teaching and Learning – Mary Schleppegrell
		
		• Academic Vocabulary and the CSS – Aspen Institute
		
		• Tools for Teaching Academic Vocabulary – J. Allen
		
		• Content Area Vocabulary Learning - Fisher & Frey
		
		• From Potential to Reality - S. Wright
		
		• Building English Language Learners Academic Vocabulary -C. Sibold
		
		• Understanding by Design Framework - G. Wiggins & J. McTighe

Class Meetings	Topics	Readings
		• Preview of <u>Understanding by Design</u> in Google books

July 13	• **Critical Thinking**
	
	- Close Reading
	
	    - Definition
	
	    - Instructional Strategies
	
	    - https://www.youtube.com/watch?v=HDfv3B_JZQo
	
	- The importance of questions: teachers and students
		Readings:
		• <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

July 18	**Critical Thinking**
	
	- **Text dependent questions and how they drive close reading:**
	
	    - 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:
	
	- **Text Dependent Questions -** by D. Fisher & N. Frey
	
	- **Close Reading of Informational Texts** - by Sunday Cummings
	
	- **Closer Reading Grades** 3-6 - by Nancy Boyle
	
	- **Closer Reading Grades** K-2 – Nancy Boyle
		Readings:
		
		- A Guide for Creating Text Dependent Questions – Achieve the Core: McGraw Hill Resource
		
		- Asking Reading-Dependent Questions - J. Jaap Tuinmam
		
		- When Readers ask Questions: Inquiry Based Reading Instruction – M. Ness
		
		Textbook:
		
		-*Expanding Reading Comprehension* Chapter 7
		
		-*Developing Reading Comprehension* Chapter 6

Class Meetings	Topics	Readings

July 20	• **Critical Thinking**
	
	   - Project Based Learning
	
	   - Place Based Learning
	
	Presentation of Virtual Museum Trip Activity
	
	• **Recommended Books:**
	   - <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>
	
	   - **Teton Science School :** <u>www.tetonscience.org</u>
	
	   - **PBLWORKS :** **<u>www.pblworks.org</u>**
	
	   - **Edutopia**
		Readings:
		
		• <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 :A Great Match for Informational Text</u>- 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

	• **Writing in the Content Area**	**Readings:**

Class Meetings	Topics	Readings
July 25	- Writing to learn - Quick Writes: Easy Writing to Learn Strategies • **Going in Depth with Writing to learn** - <u>Content Notebooks</u> - A. Buckner; R. Fletcher - <u>Craft Lesson's Non-Fiction</u> -R. Fletcher - <u>Is That a Fact</u> -Tony Stead ***Presentation of Multi Genre Projects***	• <u>Using Writing to Learn Across the Curriculum</u> – ASCD • <u>Application of writing-to-learn in science to primary school students</u> • <u>Science in Writing Workshop: Enhancing Students' Science and Literacy Learning</u> -P. Morabito • <u>Writing to Learn Mathematics in the Primary School</u>- L. Kroll and M. Halaby • <u>A Range of Writing Across the Content Area</u> – D. Fisher & Nancy Frey -*Expanding Reading Comprehension,* Chapter 8 pp.185-186 -*Developing Reading Comprehension,* Chapter 7

Class Meetings	Topics	Readings
July 27	• **Research in the Elementary Grades** • **Writing Research Reports** *Presentation of Units*	• Informational Books Models for Students' Report Writing – E. Freeman • Surprising the Author - Discovering Details through Research and Reading – K. Broaddus and G. Ivey • Developing Comprehension and Research Skills with the Newspaper. -S. Garrett • 50 mini -lessons for Teaching Students Research Skills- K.Morris