

# Faculty Instructional Guide

## EDU62120B–Content Knowledge & Instructional Practice II: Literacy Pedagogy - Secondary

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### University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

### Teacher Education Program Objectives (PO)

- **PO1:** Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for your state’s assessment.
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

### The School of Education (SOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** SOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

### Unit Guiding Principles

SOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L= Leadership:** Innovation with Accountability

**E= Engagement:** Active Learning

**A=Application:** Theory to Practice

**D=Dedication:** Inclusive Excellence

### Theoretical Framework

SOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

SOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to SOE. Each of the four areas informs the guiding principles of LEAD for SOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): SOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in SOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which SOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate SOE's attainments in this sphere.

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*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, SOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how SOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for SOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning

- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from [https://id.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

## Course Description

Academic content in English Language Arts is critical to learner development and content acquisition across various subjects. This course will provide the foundation necessary for effectively integrating literacy instruction in subject specific content as well as across the curriculum as a whole. Common types of reading struggles for students including dyslexia, intellectual disabilities, social and emotional needs, and English Language learners will be discussed. Candidates will learn how to effectively implement research-based reading strategies and supports in lesson planning, classroom instruction, and educational technology. Through classroom and in-lesson planning, Candidates will learn to support a diverse population of learners within an inclusive learning environment. Additionally, this course will emphasize various educational technology supports that are available to enhance, reinforce, and supplement instruction.

## Professional Standards Alignment

School of Education (SOE)			
CLO	Program Outcome	InTASC	ISTE
<b>CLO1:</b> Determine the appropriate use of technology and Internet sources to facilitate literacy instruction.	PO1	Standards 7 & 8	Standard 2
<b>CLO2:</b> Analyze the strategic application of the English Language Proficiency ( <a href="#">ELP</a> ) and English Language Arts (ELA) standards across the content areas.	PO1	Standards 4 & 5	Standard 2
<b>CLO3:</b> Integrate secondary literacy strategies across the content areas.	PO1	Standards 4 & 5	Standard 2
<b>CLO4:</b> Integrate the principles of differentiation to support diverse learners conceptual understanding of literacy.	PO1	Standards 7 & 8	Standard 2

## Student Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation,

helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

## Required Course Materials

Pavey, B., Meehan, M., & Davis, S. (2013). *The dyslexia-friendly teacher's toolkit: Strategies for teaching students 3-18* (1st ed.). SAGE Publications Ltd.

eText ISBN: 9781446283080

Print ISBN: 9781446207086

Vacca, R.T., Vacca, J. L., Mraz, M. (2017). *Content area reading: Literacy and learning across the curriculum*. (12th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 9780134068862

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

ISBN: 9781433832161

## Instructor Policies

### Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

### Feedback

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

### Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the

material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

## University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

### Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### Attendance

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

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Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

### **Technology Requirements and Support**

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

**Course Overview**

**Week 1: Literacy ..... 15**

**Week 2: Culturally Responsive Teaching ..... 17**

**Week 3: Instructional Strategies ..... 21**

**Week 4: Instructional Strategies Continued..... 23**

**Week 5: Planning Instruction..... 25**

**Week 6: Assessments ..... 28**

**Week 7: Writing Across the Curriculum & Assessments Continued ..... 31**

**Week 8: Multiple Text & Text Structure ..... 34**

## RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

## Signature Assignment: Unit of Study

**Imagine** you have been tasked with planning a multi-disciplinary unit of study, with a focus on literacy development, for your content area.

**Write** a 250-to 500-word overview of the long-range planning with an explanation for how it supports curriculum standards.

**Create** a two-to three-week multi-disciplinary unit of study, with a focus on literacy development, for your content area. Your unit of study will consist of the following:

- Vocabulary focused lesson plan due Week 3
- Comprehension focused lesson plan due Week 4
- Critical Thinking focused lesson plan due Week 5
- Flipped or Blended Learning lesson plan due Week 6
- Summative assessment for the unit due Week 7

**Review** the feedback you have received from your course instructor each week and revise each piece of your Unit of Study as needed.

**Ensure** each piece makes sense as part of a cohesive whole for the topic of the unit.

**Submit** the completed Unit of Study by Sunday of Week 8.

## Signature Assignment Rubric

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Overview</b> 10 points	Clear evidence of long-range planning with an explanation for how it supports curriculum standards.	Long-range planning with a clear explanation for how it supports curriculum standards.	Long-range planning with a vague explanation for how it supports curriculum standards.	No evidence of long-range planning with no explanation for how it supports curriculum standards.
<b>Four Lesson Plans</b> 75 points	Lessons and extension options are creative, appropriate and linked thoroughly to expectations and grade level. Structure, explanations and resource lists make this unit 'ready to go!'. Brilliant balance of skill and knowledge development.	Lessons and extension options are appropriate and linked thoroughly to expectations and grade level. Structure, explanations and resource lists meets functional status in the classroom. Solid skill and knowledge development.	Several lessons are appropriate and linked to expectations and grade level. Structure, explanations and resource lists approach functional status in the classroom. Unbalanced development of skill and knowledge.	Few lessons are appropriate and linked to expectations and grade level. Structure, explanations and resource lists are not usable in the classroom. Few opportunities for skill and knowledge development.
<b>Literacy Integration</b> 50 points	Thoughtful and creative strategies to enhance literacy skills.	Clear strategies to enhance literacy skills.	Developing strategies to enhance literacy skills.	Few or inappropriate strategies to enhance literacy skills.
<b>Assessment</b> 40 points	Consistent and thorough links in assessment between student task(s) and curricular expectations.	Strong links in assessment between student task(s) and curricular expectations.	Some links in assessment between student task(s) and curricular expectations.	Limited or unclear links in assessment between student task(s) and curricular expectations.
<b>References</b> 15 points	The student has thoroughly researched the strategies for the Unit Plan, documents sources in each section and provides a comprehensive reference section with no errors.	The student has thoroughly researched the strategies for the Unit Plan, documents sources in each section and provides a comprehensive reference section with minimal errors.	The student has researched the strategies for the Unit Plan, may cite sources in teach section, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited, provides no or very limited reference section.
<b>Format</b> 10 points	The Unit Plan conforms to APA standards with no errors.	The Unit Plan conforms to APA standards with very few or no errors.	The Unit Plan generally conforms to APA standards with some errors.	The Unit Plan contains several errors and does not conform to APA guidelines.
<b>PO1: Integrate a research- and evidence-based</b>	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

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theory of teaching and learning.				
<b>Specialty Standards</b>				
<b>InTASC 4:</b> Content Knowledge	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>InTASC 5:</b> Application of Content	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>InTASC 7:</b> Planning for Instruction	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>InTASC 8:</b> Instructional Strategies	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

### Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	50
Unit of Study	50

### Course Assessments

Assessment	Due	Assignment Category	Point Value
<b>Week 1</b>			
Discussion: Responsibility in Reading Instruction		Discussion	50
Discussion: Technologies		Discussion	50
<b>Week 2</b>			
Discussion: Culturally Responsive Teaching		Discussion	50
Discussion: SIOP Model		Discussion	50
Assignment: Unit of Study–Reflection		Unit of Study	50
<b>Week 3</b>			
Discussion: Mock Assignment		Discussion	50
Assignment: Unit of Study–Vocabulary Lesson Plan		Unit of Study	50
<b>Week 4</b>			

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Discussion: Instructional Approach	Discussion	50
Assignment: Unit of Study–Comprehension Lesson Plan	Unit of Study	50
<b>Week 5</b>		
Discussion: Instruction	Discussion	50
Assignment: Unit of Study–Critical Thinking Lesson Plan	Unit of Study	50
<b>Week 6</b>		
Discussion: Assessment	Discussion	50
Assignment: Unit of Study–Flipped or Blended Lesson Plan	Unit of Study	50
<b>Week 7</b>		
Discussion: Writing Strategies	Discussion	50
Assignment: Unit of Study–Summative Assessment	Unit of Study	50
<b>Week 8</b>		
Discussion: Graphic Organizers & Notetaking	Discussion	50
Assignment: Unit of Study	Unit of Study	200
<b>Total Points</b>		<b>1000</b>

**\*Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

## Week 1: Literacy

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### Learning Objectives

<p>1.1 Analyze the impact of new information and communication technologies on how we read, write, and communicate today.</p>	<p>CLO1</p>
<p>1.2 Determine your role in supporting reading instruction.</p>	<p>CLO2</p>

### Activities and Resources

Readings	1.1, 1.2
<p><b>Content Area Reading</b></p> <ul style="list-style-type: none"> <li>• Ch. 1: Literacy Matters</li> <li>• Ch. 2: Learning with New Literacies</li> </ul> <p><b>The Dyslexia-Friendly Teacher’s Tool Kit</b></p> <ul style="list-style-type: none"> <li>• Ch. 1. Understanding learners with Dyslexia</li> <li>• Ch. 3 Dyslexia and English as an Additional Language</li> </ul>	

### Assignments

Discussion: Responsibility in Reading Instruction	1.2
<p><b>Respond</b> to the following prompts in the Responsibility in Reading Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• Introduce yourself to the class: What content area you will teach? Why did you choose that area of education?</li> <li>• What do you think your responsibility is in relation to reading instruction, given your content area?</li> <li>• How do you plan to support non and struggling learners (at risk, intellectual disabilities, dyslexia, English Learners)</li> <li>• What are you hoping to learn in this course?</li> <li>• What memories do you have of reading in your middle and high school years?</li> <li>• How do you think reading in middle and high school might be different now from when you were in school?</li> </ul>	

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Faculty Note.**

**Use** the information from this discussion forum to create groups of three or four classmates who are in different content areas for the Week 2 assignment related to the Unit of Study assignment.

**Post** an announcement by Monday of Week 2 informing students of their groups.

**Discussion: Technologies**

1.1

**Consider** how new information and communication technologies (ICT) are continuously evolving and therefore changing the way our students learn.

**Respond** to the following prompts in the Technologies discussion forum by Friday:

- What are some of the ICTs being used in today’s schools? What do they do?
- What benefits and non-benefits do they have for students and teachers?
- How would you rate your level of proficiency with the use of ICT’s that exist now? Explain.
- What might you do to increase your level of proficiency?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

## Week 2: Culturally Responsive Teaching

### Learning Objectives

2.1 Determine effective methods to integrate strategies for establishing a culturally responsive classroom.	CLO4
2.2 Analyze how sheltered instruction can support lesson planning for English learners, dyslexic learners and learners with intellectual disabilities? .	CLO4
2.3 Analyze the effect of co-planning on integrating different content areas in your unit plan.	CLO2

### Activities and Resources

<b>Readings</b>	2.1, 2.2, 2.3
<p><b>Content Area Reading</b></p> <p>Ch. 3: Culturally Responsive Teaching in Diverse Classrooms</p>	
<p><b>Resources</b></p> <p><b>Explore</b> the following websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">Colorín Colorado</a></li> <li>• Center for Applied Linguistics: <a href="#">Sheltered Instruction Observation Protocol</a> (SIOP)</li> <li>• <a href="#">Think Literacy Library</a> from the Ontario Ministry of Education</li> </ul> <p><b>Read</b> the following:</p> <p>Cunningham, G. (2009). Chapter 7. <a href="#">Lesson Plans and Unit Plans: The Basis for Instruction</a>. In <i>The new teacher's companion: Practical wisdom for succeeding in the classroom</i>. Alexandria, VA: ASCD.</p> <p>Poulos, J., Culberston, N., Piazza, P., &amp; D'entremont, C. (2014). <a href="#">Making space: The Value of Teacher Collaboration</a>. <i>School on the Move Best Practice Research</i>: Rennie Center &amp; Ed Vestors.</p>	

**YouTube**

- [“How to collaborate with content-area teachers”](#) [2:12]
- [“Education- Collaboration”](#) [2:46]
- [“Ashley Perkins on Reading, Writing, Speaking and Listening across content areas”](#) [2:56]
- [“How To Create Infographics \(The Ultra-Simple & Easy Way\)”](#) [13:07]

<b>Preparation: Unit of Study</b>	2.1, 2.2, 2.3
<p><b>Imagine</b> you have been tasked with planning a multi-disciplinary unit of study, with a focus on literacy development, for your content area. You will collaborate with classmates to plan this unit of study, but it will be an individual assignment.</p> <p><b>Note.</b> You will be placed into groups of three or four classmates who are in different content areas. Your course instructor will post an announcement by Monday about the groups.</p> <p><b>Create</b> a two-to three-week multi-disciplinary unit of study, with a focus on literacy development, for your content area. Your unit of study will consist of the following:</p> <ul style="list-style-type: none"><li>• Vocabulary focused lesson plan due Week 3</li><li>• Comprehension focused lesson plan due Week 4</li><li>• Critical Thinking focused lesson plan due Week 5</li><li>• Flipped or Blended Learning lesson plan due Week 6</li><li>• Summative assessment for the unit due Week 7</li></ul> <p><b>Write</b> a 250-to 500-word overview of the long-range planning with an explanation for how it supports curriculum standards.</p> <p><b>Note.</b> Each individual lesson plan should build upon a multi-disciplinary skill or concept for your content area, culminating in a comprehensive unit of study. For example:</p> <p style="padding-left: 40px;"><i>If you are a science teacher, you may create cross-disciplinary unit of study about rain and clouds that incorporates student movement to support physical education. In the vocabulary lesson, you might have letters scattered around the gym and students need to gather letters to spell words supporting the science topic. For the comprehension lesson, you might have students represent clouds, and balls around the gym represent water molecules. The goal is for the clouds to gather enough water molecules to make it rain.</i></p> <p><b>Schedule</b> a time to meet early this week with your group. This can be a Zoom call or a conference call from your smartphones.</p> <p><b>Note.</b> The complete Unit of Study will be submitted in Week 8. You will receive feedback from the course instructor on each portion of the Unit of Study throughout the course. The expectation is that the course instructor feedback will be incorporated into the final product due in Week 8.</p>	

## Assignments

<b>Discussion: Culturally Responsive Teaching</b>	2.1
<p><b>Respond</b> to the following prompts in the Culturally Responsive Teaching discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Describe three strategies you would choose to use to ensure your classroom is culturally responsive.</li><li>• How you would use them in your classroom to ensure all learners are included?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
<b>Discussion: SIOP Model</b>	2.2
<p><b>Respond</b> to the following prompts in the SIOP Model discussion forum by Friday: How would you integrate at least five components of sheltered instruction in your future lessons?</p> <p><b>Use</b> detailed and specific language when explaining your response.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
<b>Assignment: Unit of Study–Reflection</b>	2.3
<p><b>Meet</b> with your assigned group to brainstorm ideas for a cross-disciplinary topic and how you might integrate literacy into the lesson plans.</p> <p><b>Write</b> a 250-to 500-word reflection about what you discussed:</p>	

- How might you integrate literacy across the different content areas?
- What you are planning on doing?
- How will you ensure you provide students with literacy strategies that can be applied across the content areas?

**Submit** your reflection as a Word document by Sunday.

## Week 3: Instructional Strategies

### Learning Objectives

3.1 Analyze the three-level comprehension guide to engage students in reading.	CLO2, CLO3
3.2 Integrate strategies for vocabulary learning in lesson planning.	CLO1, CLO3, CLO4

### Activities and Resources

<b>Readings</b>	3.1, 3.2
<p><b>Content Area Reading</b></p> <ul style="list-style-type: none"> <li>Ch. 6: Activating Prior Knowledge</li> <li>Ch. 7: Guiding Reading Comprehension</li> <li>Ch. 8: Developing Vocabulary &amp; Concepts</li> </ul> <p><b>The Dyslexia-Friendly Teacher’s Tool Kit</b></p> <ul style="list-style-type: none"> <li>Ch. 2. Supporting Learning</li> <li>See chapters that apply to your specific content area</li> </ul>	
<p><b>Resources</b></p> <p>Complete the <a href="#">Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies</a> from the IRIS Center</p> <p><a href="#">Bloom’s Taxonomy</a> by Patricia Armstrong, former Assistant Director, Center for Teaching at Vanderbilt University.</p> <p><a href="#">Bloomin’ Apps</a> from Kathy Schrock’s Guide to Everything</p>	

### Assignments

<b>Discussion: Mock Assignment</b>	3.1
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**Recall** the information you read in this week’s readings about:

- Textual evidence in reading comprehension from Perspective & Resources of the *Iris Module*
- Levels of comprehension from Ch.7 of *Content Area Reading*

**Respond** to the following prompts in the Mock Assignment discussion forum by Wednesday:

- Create a mock assignment A and B in your content area, in the same form that is shown on the IRIS module, with three questions in each.
- Explain the differences between the A and B assignment. Why will your students learn more from the B assignment than the A assignment?
- Incorporate Bloom’s Taxonomy into your mock assignment.

**Note.** Consider utilizing the topic you are using for your unit plan so that you can incorporate your B assignment into one of your lesson plans.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. Provide feedback on the difference between their A and B mock assignments.

**Include** what you have learned from completing this exercise and reading others’ examples.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Unit of Study–Vocabulary Lesson Plan**

3.2

**Create** a vocabulary focused lesson plan that applies one research-based vocabulary strategy useful to your content area.

**Include** a presentation or infographic on the strategy that you would use in the lesson.

**Utilize** the SOE Lesson Plan Template to create your lesson plan.

**Review** the SOE Lesson Plan Instructions document for detailed instructions on how to complete the template.

**Consider** getting your lesson plan peer reviewed by one or more of your group members from Week 2.

**Submit** your Lesson Plan by Sunday, ensure a link to your presentation or infographic is embedded in the Materials section of the lesson plan.

## ***Week 4: Instructional Strategies Continued***

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### **Learning Objectives**

4.1 Analyze instructional strategies that encourage collaborative and cooperative learning.	CLO2, CLO3
4.2 Integrate reading comprehension strategies in lesson planning.	CLO1, CLO3, CLO4

### **Activities and Resources**

<b>Readings</b>	4.1, 4.2
<p><b><i>Content Area Reading</i></b></p> <p><b>Review</b> the following:</p> <ul style="list-style-type: none"> <li>• Ch. 6: Activating Prior Knowledge</li> <li>• Ch. 7: Guiding Reading Comprehension</li> <li>• Ch. 8: Developing Vocabulary &amp; Concepts</li>   <li>• Ch. 2. Supporting Learning</li> <li>• See chapters that apply to your specific content area</li> </ul>	
<p><b><i>YouTube</i></b></p> <p><b>View</b> the following videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">“The Jigsaw Method”</a> [6:22]</li> <li>• <a href="#">“3 Alternatives to Reading Logs”</a> [2:01]</li> <li>• <a href="#">“The Reciprocal Learning Strategy”</a> [3:42]</li> <li>• <a href="#">“60 Second-Strategy: Cooperative Learning Roles”</a> [1:00]</li> <li>• <a href="#">“Cooperative Learning Model: Strategies &amp; Examples”</a> [4:33]</li> </ul>	

### **Assignments**

<b>Discussion: Instructional Approach</b>	4.1
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“All learners will benefit from explicit, scaffolded instruction in the use of literacy strategies” (Vacca, Vacca, & Mraz, 2017, p. 114).

**Respond** to the following prompts in the Instructional Approach discussion forum by Wednesday:

- Give an example of a B-D-A Framework literacy activity that you would use in your unit plan lessons for your content area. Why did you choose that activity and how will the activity support your struggling and non-struggling learners? (at risk, intellectual disabilities, dyslexia, English Learners)
- What are some resources you might use in your content area other than a text? Why would those resources be useful for your chosen unit of study?
- How might you incorporate a cooperative learning activity in your unit of study? What will the activity be? Why do you think it will work well in your unit? How will you support your non and struggling learners? (at risk, intellectual disabilities, dyslexia, English Learners)

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Unit of Study–Comprehension Lesson Plan**

4.2

**Create** a comprehension focused lesson plan that applies one research-based comprehension strategy useful to your content area.

**Include** a presentation or infographic on the strategy that you would use in the lesson.

**Utilize** the SOE Lesson Plan Template to create your lesson plan.

**Review** the SOE Lesson Plan Instructions document for detailed instructions on how to complete the template.

**Consider** getting your lesson plan peer reviewed by one or more of your group members from Week 2.

**Submit** your Lesson Plan by Sunday, ensure a link to your presentation or infographic is embedded in the Materials section of the lesson plan.

## Week 5: Planning Instruction

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### Learning Objectives

5.1 Determine the importance of vocabulary and comprehension instruction across the content areas.	CLO2, CLO3
5.2 Integrate strategies to support students’ use of prediction and comprehension strategies of Internet resources.	CLO1, CLO3, CLO4

### Activities and Resources

<b>Readings</b>	5.1, 5.2
<p><b>Content Area Reading</b></p> <ul style="list-style-type: none"> <li>Ch. 5: Planning Instruction for Content Literacy</li> <li>Ch. 9: Writing Across the Curriculum</li> </ul> <p><b>The Dyslexia-Friendly Teacher’s Tool Kit</b></p> <ul style="list-style-type: none"> <li>Ch. 2. Supporting Learning</li> <li>See chapters that apply to your specific content area</li> </ul>	
<p><b>Resources</b></p> <p><b>Complete</b> the <a href="#">Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas</a> from the IRIS Center</p> <p><b>View</b> the WebQuest presentation.</p> <p><b>Review</b> the following WebQuest exemplars:</p> <ul style="list-style-type: none"> <li><a href="#">Write, Read, Act!</a></li> <li><a href="#">Mrs. Leitner’s Top Notch Travel Agency</a></li> <li><a href="#">Animals of the Mojave Desert</a></li> </ul>	

### Assignments

<b>Discussion: Instruction</b>	5.1
<p><b>Respond</b> to the following prompts in the Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Has your opinion changed from Week 1 in regard to your responsibility to provide reading instruction, given your content area? Why or why not?</li><li>• After completing the Iris Module, what are some things you learned that you did not know before? How will this inform your teaching going forward? How can you support your struggling and non-struggling learners? (at risk, intellectual disabilities, dyslexia, English Learners)</li><li>•</li><li>• Share a graphic organizer that you think would work well for your content area. Why did you choose it? Why would it work well for your content area?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Unit of Study–Critical Thinking Lesson Plan</b>	5.2
<p>A well-designed WebQuest will develop a learners critical thinking by focusing on <i>using</i> information rather than <i>looking</i> for information.</p> <p><b>Create</b> a critical thinking focused lesson plan that applies one research-based literacy development strategy useful to your content area.</p> <p><b>Include</b> a WebQuest that you would use in the lesson. Use <a href="#">Strikingly</a>, <a href="#">Zunal</a>, <a href="#">QuestGarden</a>, or a tool of your choice to develop your WebQuest.</p> <p><b>Consider</b> the following elements in the design of your WebQuest:</p> <ul style="list-style-type: none"><li>• Visual appeal</li><li>• Navigation and flow</li><li>• Leveling of tasks to move students to higher cognitive skills</li><li>• Standards alignment</li><li>• Clarity of process</li><li>• Accommodations &amp; modifications for your qualified learners</li><li>• Relevance and quality of resources</li><li>• Evaluation criteria</li></ul> <p><b>Utilize</b> the SOE Lesson Plan Template to create your lesson plan.</p>	

**Review** the SOE Lesson Plan Instructions document for detailed instructions on how to complete the template.

**Consider** getting your lesson plan peer reviewed by one or more of your group members from Week 2.

**Submit** your Lesson Plan by Sunday, ensure a link to your WebQuest is embedded in the Materials section of the lesson plan.

## Week 6: Assessments

### Learning Objectives

6.1 Analyze the use of informal authentic assessment to support instructional goals.	CLO2
6.2 Integrate a blended learning model in lesson planning.	CLO1, CLO3, CLO4

### Activities and Resources

<b>Readings</b>	6.1, 6.2
<p><b>Content Area Reading</b></p> <ul style="list-style-type: none"> <li>Ch. 10: Studying Text</li> <li>Ch. 11: Learning with Multiple Texts</li> </ul> <p><b>Review</b> Ch. 4: Assessing Students and Texts</p> <p><b>The Dyslexia-Friendly Teacher’s Tool Kit</b></p> <ul style="list-style-type: none"> <li>Ch. 2. Supporting Learning</li> <li>See chapters that apply to your specific content area</li> </ul>	
<p><b>Resources</b></p> <p><a href="#">Blended Learning Models</a> from Blended Learning Universe</p> <p><a href="#">7 Unique Flipped Classroom Models - Which is Right for You?</a> From Panopto</p> <p>Riddell, R. (2012). <a href="#">16 flipped learning uses in K-12 and college classrooms</a>. EducationDive.com.</p>	
<p><b>YouTube</b></p> <ul style="list-style-type: none"> <li><a href="#">“The Flipped Classroom Model”</a> [3:00]</li> <li><a href="#">“Flipping the classroom -- my journey to the other side: Jenn Williams at TEDxRockyViewSchoolsED”</a> [14:22]</li> </ul>	

<b>Activity: Video Creation Tools</b>	6.2
<p><b>Explore</b> the following sites for a demo, tour, or sample how to videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">PowToons</a></li> <li>• <a href="#">Screencast-O-Matic</a></li> <li>• <a href="#">FlipGrid</a></li> <li>• <a href="#">Animoto</a></li> <li>• <a href="#">Educreations Whiteboard</a> only available on the iPad</li> </ul> <p><b>Search</b> YouTube for teacher or student created how to videos.</p> <p><b>Note.</b> You will be creating a flipped or blended learning lesson plan this week. These are a few resources you could use to create your video lecture for the lesson.</p>	

### Assignments

<b>Discussion: Assessment</b>	6.1
<p>As teachers, we need to be assessing our students in many ways to determine if they are learning and meeting objectives. It is through assessment that we can decide how to adjust our teaching to ensure all students are accessing the curriculum.</p> <p><b>Respond</b> to the following prompts in the Assessment discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What are some differences you see between formal assessments and informal, authentic assessments?</li> <li>• What three informal assessment strategies do you think you will use in your classroom? Why did you choose each of them?</li> <li>• What are some ways you will use informal assessment to set and adjust instructional goals in your content area?</li> <li>• What efforts will be made to provide appropriate accommodations and modifications for your qualifying learners? What will collaboration and implementation look like?</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Unit of Study–Flipped or Blended Lesson Plan</b>	6.2
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**Create** a flipped or blended learning lesson plan for your Unit of Study. The video you create should be no shorter than five-minutes, but no longer than seven-minutes.

**Include** one research-based literacy development strategy useful to your content area.

**Utilize** the SOE Lesson Plan Template to create your lesson plan.

**Review** the SOE Lesson Plan Instructions document for detailed instructions on how to complete the template.

**Consider** getting your lesson plan peer reviewed by one or more of your group members from Week 2.

**Submit** your Lesson Plan by Sunday, ensure a link to your video is embedded in the Materials section of the lesson plan.

## Week 7: Writing Across the Curriculum & Assessments Continued

### Learning Objectives

7.1 Analyze various strategies for writing to learn the content areas.	CLO3
7.2 Integrate a summative assessment for a Unit Plan.	CLO1, CLO4

### Activities and Resources

<b>Readings</b>	7.1, 7.2
<p><b>Content Area Reading</b></p> <p><b>Review</b> the following:</p> <ul style="list-style-type: none"> <li>Ch. 4: Assessing Students and Texts</li> <li>Ch. 9: Writing Across the Curriculum</li> </ul> <p><b>The Dyslexia-Friendly Teacher’s Tool Kit</b></p> <ul style="list-style-type: none"> <li>Ch. 2. Supporting Learning</li> <li>Ch. 5 Reading, writing and Spelling</li> <li>See chapters that apply to your specific content area</li> </ul>	
<p><b>Resources</b></p> <p><a href="#">Summative Assessment in Schools   Definition, Examples &amp; Ideas</a> from study.com.</p> <p><a href="#">Summative Assessment</a> from The Glossary of Education Reform.</p> <p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., &amp; Smither Wulsin, C. (2016). <a href="#">Teaching secondary students to write effectively</a> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a>.</p> <p><a href="#">How to Write Perfect Paragraphs</a> from Literacy Ideas for Teachers and Students.</p>	

Cutler, D. (2019). [Modeling Writing and Revising for Students](#). Edutopia.

Seelow, D. (2020). [Using Comics to Teach the 4 C's](#). Edutopia.

### **YouTube**

**View** the following videos:

- [“Show not tell writing • high school English • writing advice for teens”](#) [4:55]
- [“Write like a pro – 3 easy tips used by professional writers”](#) [8:37]
- [“3 simple tricks to make your writing sound better”](#) [7:11]

## **Assignments**

### **Discussion: Writing Strategies**

7.1

**Respond** to the following prompts in the Writing Strategies discussion forum by Wednesday:

- What three strategies from Ch. 9 of Content Area Reading would work well in your content area? Why?
- How would you use each strategy in your content area? How would you implement writing strategies (from Ch. 5 of The Dyslexia-Friendly Teacher’s Took Kit) to support your learner with Dyslexia?
- What one strategy, from the three you selected, would work well for a different content area? Why?

**Include** citations and references to support your responses.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

### **Assignment: Unit of Study–Summative Assessment**

7.2

**Develop** a summative assessment for your Unit of Study. Consider the student tasks and expectations for success of each lesson as well as the long-range planning and curricular expectations of the Unit of Study.

**Write** a 300-to 500-word reflection that explains the summative assessment:

- How does it provide opportunities for students to consider the totality of the unit’s content and explore deeper concepts that drive the unit’s ideas?
- How will it be administered, i.e. length of assessment, depth of response, time and date, grading standards?
- How will you identify the appropriate accommodations and modification for your qualified learners?
- What research did you use to support the design, administration and accommodations and modifications?

**Submit** your assessment and reflection in a single Word document by Sunday.

## Week 8: Multiple Text & Text Structure

### Learning Objectives

8.1 Analyze graphic organizers and note-taking strategies for use across the content areas.	CLO3
8.2 Evaluate standards, skills, and desired outcomes for learning across multiple subject areas.	CLO1, CLO2, CLO3, CLO4

### Activities and Resources

<b>Readings</b>	8.1, 8.2
<p><b>Content Area Reading</b></p> <p><b>Review</b> the following:</p> <ul style="list-style-type: none"> <li>• Ch. 10: Studying Text</li> <li>• Ch. 11: Learning with Multiple Text</li> </ul> <p><b>Read</b> Ch. 12: Supporting Effective Teaching with Professional Development</p> <p><b>The Dyslexia-Friendly Teacher’s Tool Kit</b></p> <ul style="list-style-type: none"> <li>• Ch. 2. Supporting Learning</li> <li>• Ch. 5 Reading, writing and Spelling</li> <li>• See chapters that apply to your specific content area</li> </ul>	

### Assignments

<b>Discussion: Graphic Organizers &amp; Notetaking</b>	8.1
<p>As educators, we want our students to become independent learners. One of the ways we can do this is to explicitly teach them how to study texts. Two of the ways we can do this is through graphic organizers and through notetaking. The text gives many examples of graphic organizers as well as note-taking strategies.</p> <p><b>Respond</b> to the following prompts in the Graphic Organizers &amp; Notetaking discussion forum by Wednesday:</p>	

- Which graphic organizer do you think you might use with your students? Why? What does it do? How might you use it?
- Which notetaking strategy so you think you might use with your students? Why? What does it do? How might you use it?
- Which organizer and strategies will support your struggling learners? (at risk, intellectual disabilities, dyslexia, English Learners)

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Unit of Study**

8.2

**Imagine** you have been tasked with planning a multi-disciplinary unit of study, with a focus on literacy development, for your content area.

**Write** a 250-to 500-word overview of the long-range planning with an explanation for how it supports curriculum standards.

**Create** a two-to three-week multi-disciplinary unit of study, with a focus on literacy development, for your content area. Your unit of study will consist of the following:

- Vocabulary focused lesson plan from Week 3
- Comprehension focused lesson plan from Week 4
- Critical Thinking focused lesson plan from Week 5
- Flipped or Blended Learning lesson plan from Week 6
- Summative assessment for the unit from Week 7
- Appropriate accommodations and modifications

**Review** the feedback you have received from your course instructor each week and revise each piece of your Unit of Study as needed.

**Ensure** each piece makes sense as part of a cohesive whole for the topic of the unit.

**Submit** the completed Unit of Study by Sunday.

**Rubrics**

**Discussion Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 30 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience.	Topic is addressed thoughtfully, supported by citations to personal experience.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience.	Topic is addressed superficially and without evidence.
<b>Feedback to Peer’s Response to the Forum Topic</b> 20 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented and builds on prior posts.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented and builds on prior posts.	Feedback was thoughtful but did not include specific suggestions for improvement or build on prior posts.	Feedback was superficial and did not cover all levels of the RISE model.

**Reflection Assignment Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 20 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 30 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Lesson Plan Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Opening</b> 5 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions

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	to differentiate instruction for diverse students.	differentiate instruction for diverse students.	differentiate instruction for diverse students.	related to prompt; diverse strategies are not adequate or need more explanation.
<b>Intro to New Material</b> 5 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Guided Practice</b> 5 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Independent Practice</b> 5 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Closing &amp; Homework</b> 5 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for Diverse students; Clearly	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or

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	states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	homework will be assigned or not; Clear progression from lesson described.	homework will be assigned or not; Unclear of the connection between lesson and homework.	need more explanation; Does not explain whether or not homework will be assigned.
		<b>Meets Requirements 100%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Context</b> 2 points		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
<b>Application of Theory</b> 3 points		Clearly describes with clear and specific language how theory is applied in the lesson.	Adequately describes how theory is applied in the lesson.	Cursory description of how theory is applied in the lesson.
<b>Objective</b> 3 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE or state standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE or state standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE or state standards; Objective is not related to lesson described.
<b>Assessment</b> 3 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
<b>ISTE or State Standards</b> 3 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
<b>Differentiation</b> 3 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.
<b>Diverse Learners (Mixed Abilities)</b> 3 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies

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				identified are not specific for each type of learner.
<b>Materials</b> 2 points		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some keys items described in lesson are listed.	Does not provide a list of materials for lesson.
<b>References</b> 3 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.

**Summative Assessment Rubric**

	<b>Exceeds Requirements</b> <b>100%</b>	<b>Meets Requirements</b> <b>88%</b>	<b>Approaches Requirements</b> <b>75%</b>	<b>Below Requirements</b> <b>68%</b>
<b>Curricular Expectations</b> 10 points	Clear evidence of links to curricular expectations at the lesson level and unit level.	Links to curricular expectations at the lesson level and unit level are clear.	Links to curricular expectations at the lesson level and unit level are vague.	There are no links to curricular expectations at the lesson level and unit level.
<b>Comprehensiveness</b> 30 points	Provides ample opportunity for students to consider the totality of the unit's content, making broad connections, demonstrating synthesized skills, and exploring deeper concepts that drive the unit's ideas and content.	Provides an opportunity for students to consider the totality of the unit's content, making broad connections, demonstrating synthesized skills, and exploring deeper concepts that drive the unit's ideas and content.	Provides limited opportunity for students to consider the totality of the unit's content, making broad connections, demonstrating synthesized skills, or exploring deeper concepts that drive the unit's ideas and content.	Does not provide an opportunity for students to consider the totality of the unit's content, making broad connections, demonstrating synthesized skills, and exploring deeper concepts that drive the unit's ideas and content.
<b>References</b> 10 points	The student has thoroughly researched the strategies used and provides a comprehensive reference section with no errors.	The student has researched the strategies used and provides a reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the reflection, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the reflection.

**Signature Assignment Rubric**

	<b>Exceeds Requirements</b> <b>100%</b>	<b>Meets Requirements</b> <b>88%</b>	<b>Approaches Requirements</b> <b>75%</b>	<b>Below Requirements</b> <b>68%</b>
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<b>Overview</b> 10 points	Clear evidence of long-range planning with links to curricular expectations.	Long-range planning with links to curricular expectations are clear.	Long-range planning with links to curricular expectations are vague.	No evidence of Long-range planning with links to curricular expectations.
<b>Four Lesson Plans</b> 75 points	Lessons and extension options are creative, appropriate and linked thoroughly to expectations and grade level. Structure, explanations and resource lists make this unit 'ready to go!'. Brilliant balance of skill and knowledge development.	Lessons and extension options are appropriate and linked thoroughly to expectations and grade level. Structure, explanations and resource lists meets functional status in the classroom. Solid skill and knowledge development.	Several lessons are appropriate and linked to expectations and grade level. Structure, explanations and resource lists approach functional status in the classroom. Unbalanced development of skill and knowledge.	Few lessons are appropriate and linked to expectations and grade level. Structure, explanations and resource lists are not usable in the classroom. Few opportunities for skill and knowledge development.
<b>Literacy Integration</b> 50 points	Thoughtful and creative strategies to enhance literacy skills.	Clear strategies to enhance literacy skills.	Developing strategies to enhance literacy skills.	Few or inappropriate strategies to enhance literacy skills.
<b>Assessment</b> 40 points	Consistent and thorough links in assessment between student task(s) and curricular expectations.	Strong links in assessment between student task(s) and curricular expectations.	Some links in assessment between student task(s) and curricular expectations.	Limited or unclear links in assessment between student task(s) and curricular expectations.
<b>References</b> 15 points	The student has thoroughly researched the strategies for the Unit Plan, documents sources in each section and provides a comprehensive reference section with no errors.	The student has thoroughly researched the strategies for the Unit Plan, documents sources in each section and provides a comprehensive reference section with minimal errors.	The student has researched the strategies for the Unit Plan, may cite sources in teach section, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited, provides no or very limited reference section.
<b>Format</b> 10 points	The Unit Plan conforms to APA standards with no errors.	The Unit Plan conforms to APA standards with very few or no errors.	The Unit Plan generally conforms to APA standards with some errors.	The Unit Plan contains several errors and does not conform to APA guidelines.
<b>PO1: Integrate a research- and evidence-based theory of teaching and learning.</b>	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>Specialty Standards</b>				

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<b>InTASC 4:</b> Content Knowledge	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>InTASC 5:</b> Application of Content	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>InTASC 7:</b> Planning for Instruction	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>InTASC 8:</b> Instructional Strategies	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.