

Content Area Literacy Instruction

ED PS 5126

Spring Semester 2016

Instructors: Dr. Janice A. Dole
Email: jan.dole@utah.edu

Sheree Springer, doctoral student
sheree.springer@utah.edu

Class Held: Mondays, 4:35-7:05, MBH 102

Office Hours: by appointment, before or after class. I'm very accessible via email, and I am happy to meet with you before or after class. You should also feel free to make an appointment if another time is better for you. It's probably easiest for you to email me regarding an appointment.

Course Description:

This is an undergraduate level course in methods for teaching content area reading and writing. Many students today lack the necessary skills to gain information from the texts they read as well as the ability to communicate what they have learned through writing. The purpose of this course is to help pre-service teachers develop an understanding of the most effective research-based comprehension and writing strategies and how they are applied in classroom settings.

Course Objectives:

Students in this course should learn the following:

- Understand the difference between content area literacy and disciplinary literacy.
- Learn how to teach academic vocabulary related to a domain.
- Understand the importance of background knowledge, motivation and engagement.
- Learn how to use explicit teaching methods
- Learn a variety of different reading comprehension strategies
- Learn how to connect students with appropriate texts
- Understand how to address the needs of students of color, English-language learners and students with special needs.
- Learn how to incorporate technology into classroom readings.
- Learn how to assess students' reading achievement for different purposes.

Common Core State Standards:

This course meets many of the Common Core State Standards. We will be talking extensively throughout the semester about *HOW* and *WHY* CCSS are met with the principles taught in this course. The following is a list of the College Readiness Standards Covered in this course: (Note: specific grade level standards are more specific).

1. College and Career Readiness Anchor Standards for Reading:

a. Key Ideas and Details

- i. [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ii. [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- iii. [CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

b. Craft and Structure

- i. [CCSS.ELA-Literacy.CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.
- ii. [CCSS.ELA-Literacy.CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- c. Integration of Knowledge and Ideas
 - i. [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - ii. [CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - d. Range of Reading and Level of Text Complexity
 - i. [CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.
2. **College and Career Readiness Anchor Standards for Writing:**
- a. Text Types and Purposes
 - i. [CCSS.ELA-Literacy.CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
 - ii. [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - b. Production and Distribution of Writing
 - i. [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - ii. [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - c. Research to Build and Present Knowledge
 - i. [CCSS.ELA-Literacy.CCRA.W.7](#) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - ii. [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - iii. [CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - d. Range of Writing
 - i. [CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
3. **College and Career Readiness Anchor Standards for Speaking and Listening:**
- a. Comprehension and Collaboration
 - i. [CCSS.ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - ii. [CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - b. Presentation of Knowledge and Ideas
 - i. [CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - ii. [CCSS.ELA-Literacy.CCRA.SL.6](#) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
4. **College and Career Readiness Anchor Standards for Language:**
- a. Conventions of Standard English

- i. [CCSS.ELA-Literacy.CCRA.L.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - ii. [CCSS.ELA-Literacy.CCRA.L.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Knowledge of Language
 - i. [CCSS.ELA-Literacy.CCRA.L.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- c. Vocabulary Acquisition and Use
 - i. [CCSS.ELA-Literacy.CCRA.L.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 - ii. [CCSS.ELA-Literacy.CCRA.L.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - iii. [CCSS.ELA-Literacy.CCRA.L.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

These College and Career Readiness Standards are broken down further by individual grade level. The course will show students how to make instructional decisions that meet CCSS at individual grade levels through lesson planning and executing.

IRA Professional Teaching Standards:

This course meets the following Professional Teaching Standards (IRA, 2010):

- Standard 1: Foundational Knowledge
 - ✓ 1.1. *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*
- Standard 2: Curriculum and Instruction
 - ✓ 2.1 Candidates use foundational knowledge to *design or implement integrated, comprehensive, and balanced curriculum.*
 - ✓ Candidates use appropriate and varied instructional approaches, including those that develop *strategic knowledge, and reading-writing connections.*
 - ✓ Candidates use a *wide range of texts* (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
- Standard 3: Assessment and Evaluation
 - ✓ 3.1 Candidates *understand types of assessments and their purposes, strengths, and limitations.*
 - ✓ 3.2 Candidates *select, develop, administer, and interpret assessments for specific purposes.*
 - ✓ 3.3 Candidates *use assessment information to plan and evaluate instruction.*
- Standard 4: Diversity
 - ✓ 4.1 Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- Standard 5: Literate Environment
 - ✓ 5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

- ✓ 5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
- ✓ 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Articles and Chapters to Read

Adams, M. J. (2010-2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator*, 53, 3-11.

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association. Ch. 6

Coiro, J. (2009). Promising practices for supporting adolescents' online literacy development. In K. D. Wood, & W. E. Blanton (Eds.), *Literacy instruction for adolescents: Research-based practices* (pp.442-475). New York, NY: Guilford.

Common Core State Standards (2010). *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards*. Retrieved at: http://www.corestandards.org/assets/Appendix_A.pdf

Cunningham, A. E., & Stanovich, K. E. (Spring/Summer, 1998). What reading does for the mind. *American Educator*, 1-8.

Fisher, D., & Frey, N. (2009). *Background knowledge: The missing piece of the comprehension puzzle*. Portsmouth, NH: Heinemann. Chapters 1, 3.

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy*. Boston: Pearson. Ch. 9

Fisher, D., Frey, N., & Ross, D. (2009). Comprehension is more than a strategy. In K. D. Wood, & W. E. Blanton (Eds.), *Literacy instruction for adolescents: Research-based practices* (pp. 329-343). New York, NY: Guilford.

Frey, N. & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex text*. Thousand Oaks, CA: Corwin. Ch. 3

Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education. Retrieved at: https://www.carnegie.org/media/filer_public/9d/e2/9de20604-a055-42da-bc00-77da949b29d7/ccny_report_2010_writing.pdf

Gunning, T. G. (2012). *Building literacy in secondary content area classrooms*. Boston: Pearson. Chapter 3: Vocabulary.

Goldenberg, C. (2013). Unlocking the research on English language learners: What we know—and don't know yet about effective instruction. *American Educator*, 4-11, 38. Retrieved from: <http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg.pdf>

Graham, S. & Perin, D. (2007) *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. A report to the Carnegie Corporation of New York. Retrieved at: https://www.carnegie.org/media/filer_public/3c/f5/3cf58727-34f4-4140-a014-723a00ac56f7/ccny_report_2007_writing.pdf

International Literacy Association (2012). *Adolescent literacy. A position statement of the International Reading Association*. Newark, DE: International Literacy Association.

Jago, C. (2011). Motivating reluctant readers (Ch. 9). In C. Jago, *With rigor for all: Meeting Common Core Standards for reading literature*. Grades 6-12. Portsmouth, NH: Heinemann.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Yael, K., and Spier, E. (2009). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. Washington DC: What Works Clearinghouse. Retrieved at <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

Kane, S. (2007). *Literacy & learning in the content areas*. Scottsdale, AZ: Holcomb Hathaway. Ch. 3.

Nokes, J. D., & Dole, J. A. (2004). Helping adolescent readers through explicit instruction. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 162-182). New York: Guilford.

Schraw, G., Flowerday, T., & Lehman, S. (2001). Increasing situational interest in the classroom. *Educational Psychology Review*, 13(3), 211-224.

Shanahan, T., Fisher, D. & Frey, N. (2012). The challenge of challenging text. *Educational Leadership*, 69(6), 58-62.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review*, 78(1), 40-59.

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32(1), 7-18.

Snow, C. E. (2010). Academic language and the challenges of reading for learning about science. *Science*, 238, 450.

Springer, S., Wilson, T. J., & Dole, J. A. (2014). Ready or not: Recognizing and preparing college ready students. *Journal of Adolescent and Adult Literacy*, 58(4), 299-307.

Taboda, A., Guthrie, J. T., & McRae, A. (2008). Building engaging classrooms. In R. Fink & S. J. Samuels (Eds). *Inspiring reading success: Interest and motivation in an age of high-stakes testing* (pp. 141-166).

Willingham, D. T. (Spring, 2012). Why does family wealth affect learning? *American Educator*, 33-38.

Zwiers, J. (2012). *Building academic language: Meeting common core standards across disciplines, grades 5-12*. San Francisco: Jossey-Bass. Chapters 2 and 4

***NOTE ON THE READINGS**

- It may be true that you can go through many college classes without doing the readings. But you cannot succeed in this class without reading all the material. The reason for this is because you learn a great deal from the readings, and it is one of the most important ways to

learn in this class. You will have quizzes each time we meet on the readings. This is assessment on my part to make sure you have read the material. But, in addition, research has demonstrated that frequent quizzes are one of the best ways to improve learning. Further, our class discussions will be based on the readings. If you have not read the material, you cannot participate in the discussions. This, also, will affect your learning of the content.

Assignments

1. **Reading Study:** This study is built upon the one reported in Shanahan and Shanahan (2008). The research question you want to answer is: *How do novice and expert readers in your domain read their texts?* From the Shanahan and Shanahan piece, you will learn that experts in different domains read their texts very differently. In order to understand the differences in the way experts and novices read texts in your specific domain of expertise, you will conduct a think-aloud study of these individuals. This study is outlined more fully in the Appendix of this syllabus. Due: April 11th.
2. **Strategies Lesson:** In order to understand fully how disciplinary literacy is combined with content area literacy, you need to know what are the comprehension strategies that will most benefit your students as they read texts and perform the tasks you ask of them. You will pair up with another student and conduct a lesson for the whole group. I will model how to do this during the second class. Thereafter, each week we meet a pair of students will conduct a lesson for the group. The whole class will provide feedback to the presenters and complete a rubric attached to the back of this syllabus. The lesson format is also attached. Points will be given to the pair of students together. Due throughout the semester.
3. **Quizzes:** Each week we meet a quiz will be given on the assigned readings. Readings are listed and numbered in the Class Schedule. Quizzes cannot be made up if you fail to come to class, and they cannot be redone for a higher grade.
4. **Content Text Analysis:** In Tovani's *Do I Really Have to Teach Reading?* (2004), the author has a specific strategy to help pre-service teachers learn more about how text difficulty and how to help students overcome it. In class we will model the activity and you will complete one on your own. The reference for this activity is included in the appendix of this document.

Grading

Grades are earned and will be given at the conclusion of the course, based on the following university guidelines. Please refer to the U of U Student Handbook for students' professional and academic responsibilities.

A = Superior performance, excellent achievement—outstanding performance in assignments
 B = Good performance, substantial achievement—all assignments in and well done
 C = Standard performance and achievement—this is doing what is expected and no more
 D = Poor performance and achievement—missing assignments, late assignments
 E = Failure

General Criteria for Grading Assignments

Appropriateness: Does my work meet all criteria given on the syllabus and in class?

Evidence of Knowledge: Is it clear from my work that I know and understand the concepts?

Completeness: Have I included all relevant information and ideas?

Clarity: Is my paper organized so that the ideas and information are clear? Do the wording and phrasing of my sentences match the thoughts I am trying to convey?

Professional Presentation: Do I communicate my ideas in a manner reflective of a professional educator?

Grading. Your grade will be determined by the following:

1. Reading Study	25 points
2. Ten Quizzes @ 5 points each	50 points
3. Strategies Lesson	10 points
4. Content Text Analysis	10 points
5. Class participation	5 points
TOTAL:	100 points

Grading scale:

A = 95-100%	C+ = 77-79%
A- = 90-94%	C = 73-76%
B+ = 87-89%	C- = 70-72%
B = 83-86%	D+ = 67-69%
B- = 80-82%	D = 63-66%

Students' Rights and Responsibilities

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states, *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Academic Honesty

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course.

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Class Schedule

****Note:** I reserve the right to make changes to this schedule. Changes indicate my response to your needs—flexible teaching.

Week/Date	Topics for Discussion	Readings to be Done Before Class
<i>Week 1:</i> January 11	Course introduction <ul style="list-style-type: none"> ✓ Why Content Area Literacy? ✓ Common Core State Standards for Language Arts ✓ Role of Content Literacy ✓ Introduction to the Syllabus ✓ Overview of Reading in the Content Areas 	
<i>Week 2:</i> January 18	Martin Luther King Day	
<i>Week 3:</i> January 25	Background Knowledge and Motivation <ul style="list-style-type: none"> ✓ Culturally Responsive Instruction ✓ Differentiated Instruction ✓ Motivation ✓ Connecting Texts to Students' Lives and Experiences ✓ Activating What Students Already Know ✓ Using Technology and the Internet to Build Background Knowledge ✓ Jan's Model Lesson 	Read: <ol style="list-style-type: none"> 1) IRA Adolescent Lit. Position Statement, 2012 2) Fisher & Frey, 2009, ch. 1 3) Fisher & Frey, 2009, ch. 3 4) Fisher & Frey, 2009, pp. 96-115 5) Schraw, Flowerday, & Lehman, 2001 <p>[Standard 1.1, 4.1, 5.2]</p> <p>*Quiz on Readings</p>
<i>Week 4:</i> February 1	Background Knowledge and Motivation <ul style="list-style-type: none"> ✓ Activating and Building Background Knowledge for Culturally Responsive Teaching with our Diverse Students ✓ Differentiating Instruction for Diverse Students ✓ Motivation and Providing Choice ✓ Sheree's Model Lesson 	Read: <ol style="list-style-type: none"> 6) Jago, Ch. 9 7) Kamil et al. 2009, motivation section 8) Taboda, Guthrie, McRae, 2008 <p>[Standard 1.1, 2.1]</p> <p>* Quiz on Readings</p>
<i>Week 5:</i> February 8	Comprehension Instruction <ul style="list-style-type: none"> ✓ Analyzing Your Own Comprehension Strategies ✓ Comprehension and Comprehension Strategies ✓ Explicit Teaching of Comprehension ✓ Modeling, Think-alouds, Guided Practice, Independent Practice ✓ Strategy Lesson 1 	Read: <ol style="list-style-type: none"> 9) Nokes & Dole, 2004 10) Kamil et al., 2009, comprehension strategies, discussion 11) Buehl, 2011

		[Standard 1.1, 2.1, 5.2, 5.3, 5.4] * Quiz on Readings
<i>Week 6:</i> February 15	Presidents' Day	
<i>Week 7:</i> February 22	Comprehension Instruction <ul style="list-style-type: none"> ✓ Comprehension for Struggling Readers ✓ Comprehension for Diverse Students and English Language Learners ✓ Scaffolding Instruction ✓ Strategy Lesson 2 	Read: 12) Goldenberg, 2013 13) Fisher, Frey & Ross, 2009 * Quiz on Readings [Standard 4.1, 5.2, 5.3.5.4]
<i>Week 8:</i> February 29	Disciplinary Literacy <ul style="list-style-type: none"> ✓ Comprehension Strategies and Close Reading of Disciplinary Texts ✓ Thinking and Reading in the Disciplines ✓ Strategy Lesson 3 	Read: 14) Shanahan & Shanahan, 2008 15) Shanahan & Shanahan, 2012 * Quiz on Readings [Standard 2.1]
<i>Week 9:</i> March 7	Vocabulary <ul style="list-style-type: none"> ✓ Academy Vocabulary ✓ Selecting Words to Teach ✓ Vocabulary Instruction as Concept Development ✓ Strategy Lesson 4 	Read: 16) Cunningham & Stanovich, 1998 17) Gunning, 2012 18) Kamil et al., 2009, vocabulary * Quiz on Readings
<i>Week 10:</i> March 14	Spring Break	
<i>Week 11:</i> March 21	Academic Language <ul style="list-style-type: none"> ✓ What is academic language? ✓ Who needs help with academic language? ✓ What are academic language strategies? ✓ Strategy Lesson 5 	Read: 19) Snow, 2010 20) Zwiers, 2012, ch. 2 21) Zwiers, 2012, ch 4 (Choose Language Arts, History, Science, or Math section)
<i>Week 12:</i> March 28	Text Complexity <ul style="list-style-type: none"> ✓ Scaffolding Students' Reading of Complex Texts ✓ Reading Literature vs. Reading Informational Texts ✓ Strategy Lesson 6 	Read: 22) Shanahan, Fisher, & Frey, 2012 23) Frey & Fisher, 2013, ch. 3 * Quiz on Readings [Standard 2.1]
<i>Week 13:</i> April 4	Selecting Text <ul style="list-style-type: none"> ✓ Multimodal Literacies ✓ Wide Reading of a Range of Texts ✓ Reading Online ✓ Text Sets ✓ Strategy Lesson 7 	Read: 24) Coiro, 2009 25) Kane, 2007

		Content Text Analysis Due Today
<i>Week 14:</i> April 11	Reading-Writing Connections <ul style="list-style-type: none"> ✓ Writing to Learn ✓ Writing in Response to Reading ✓ Reading-Writing Connections <ul style="list-style-type: none"> ✓ Strategy Lesson 8 	Read: 26) Graham & Perin, 2007 27) Graham & Hebert, 2010 * Quiz on Reading [Standard 1.1]
<i>Week 15:</i> April 18	Reading and the Utah Core Standards <ul style="list-style-type: none"> ✓ Three dimensions of the Utah Core ✓ Reading and Writing about Multiple Texts ✓ Citing Textual Evidence to Support Claims 	Read: 28) Common Core State Standards, Appendix A 29) Springer, Wilson, & Dole, 2014 30) Adams, 2010-11 *Quiz on Reading [Standards 1.1, 2.1]
<i>Week 16:</i> April 25	Assessment <ul style="list-style-type: none"> ✓ Objective tests vs. essays ✓ Developing essay tests for assessment ✓ Developing rubrics for writing assessments 	Read: 31) Fisher & Frey, 2012 32) Willingham, 2012 [Standards 3.1, 3.2, 3.3] * Reading Study Due Today * Quiz on Readings

Reading Study

The purpose of the Reading Study is for you to gain insight and learn about the various ways in which different groups of people read your discipline. Experts will read your discipline or domain very differently from novices. AP students will read differently from struggling readers. The focus of this project is for you to become aware of these differences. Such awareness will lead to your development of an effective instructional program.

Be prepared to answer the following questions:

- a. How do professors in your domain read texts?
- b. How do high school teachers in your domain read texts?
- c. How do AP students in your domain read texts?
- d. How do struggling readers in your domain read texts?

Steps in Conducting the Study:

- 1) Select a text that you think might be unfamiliar to your professors/teachers/students. You can select a fictional piece, but you may have more luck selecting an informational text. I will talk in class about how to select a piece. There are thousands of interesting articles on the Internet, so getting something should not be too difficult. I am glad to provide you with feedback on what you select. Start looking for a good piece of text soon after class begins. Have me take a look at it. Your text should be between 500-1000 words at most.
- 2) Mark up the text according to the number of stops you want your reader to make within the text. You must decide where to stop your readers. Put a line like this (/) where you want your readers to stop. I will provide you with examples. Most often, you should stop at the end of one or more paragraphs. This gives the reader a larger chunk of text to work with.
- 3) Here is a script you can use with your participants:
 - a. *"I am doing a study to find out what readers think about as they read and understand a text. Please read aloud the text I have placed before you. I realize that you have never read this before, but that's okay. I am not interested in how fast or slow you read this piece. I am interested in what you think about as you read it. So, I'd like you to stop at the places I have marked in the text like this (/) and then tell me what you are thinking. Let me show you.*
 - i. *Let's suppose I read the following sentence:
"The hammer came down on his head/." After I read this sentence I might be thinking: "Well, it is clear that this person is going to be severely injured or dead. I feel bad for the person. But I wonder whose head we are talking about? Was this an accident? Was it intentional? Was this a murder mystery?"
"So, I would like you to read this and tell what you are thinking about as you read it. I am going to write down what you are thinking so I can come back to it later.
Remember there are no right or wrong answers or thoughts. Just tell me what you are thinking."*
- 4) As each person thinks aloud, write down as much as you can. Do this for each of your readers.
- 5) Go home and transcribe on a computer what each of your readers say. Do this the same night as you give your readers their texts. Otherwise you will forget what they said. Even if you don't take perfect notes, writing them up the same day will ensure that you will get most of what they say down.
- 6) Once you have all your readers' think-alouds, construct a chart like this (see below). Record the text segment. Record what each of your readers say (one page per reader). Record your

own comments and thoughts. Pay particular attention to the strategies your reader uses to make sense of the text. To obtain an A or a B, you must relate what your readers say to material we have read about or talked about. You don't have to do this for each and every comment. But most of your comments should have something related to the material we have discussed or read about in class.

What the Text Segment Says	What the Reader Says	My Comments and Thoughts
a.		
b.		
c.		
d.		

- 7) Once you are done, construct another chart that compares and contrasts what different readers say and what they do as they read the same segments.

Text Segment	Compare and Contrast What Readers Say
a.	
b.	
c.	
d.	
e.	

Reading Study Rubric

Fair	Good	Excellent/Strong
a. At least 2 stops for readers to respond to.	a. At least 5 stops for readers to respond to.	a. At least 8 stops for readers to respond to. 4 points
b. Student has made obvious comments about readers' strategies. These comments are not particularly insightful and do not relate to material we have covered in class.	b. Student has made accurate and relevant comments about the readers' strategies. These comments make sense and are related to material we have covered in class.	b. Student has made insightful, evidenced-based comments about readers' strategies. These comments are based on material we have covered in class but go beyond what has been covered OR are particularly noteworthy. 8 points
c. Student has not made adequate comparisons and contrasts among readers.	c. Student has made accurate and good comparisons and contrasts among readers. These comments make sense and are related to material we have covered in class.	c. Student has made strong, insightful, evidence-based comparisons and contrasts among readers. These comments are based on material we have covered in class but go beyond what has been covered OR are particularly noteworthy. 8 points

4 points plus 2 @ 8 points each = 20 points total

Rubric for Scoring Content/Strategy Lessons

Name of Presenters: _____

Goal/Objective/Standard: _____

Check Minus	Check	Check Plus
--No research is presented to support content/strategy.	✓ Research is presented to support content/strategy.	✓ + Research presented relates to what we have learned or are learning in class.

Comments:

Minus	Check	Check Plus
--Presenter does not show how content/strategy can be used at different grade levels.	✓ Presenter shows how content/strategy can be used at different grade levels.	✓ + Presenter clearly demonstrates how content/strategy can be used at different grade levels.

Comments:

Check Minus	Check	Check Plus
-- Participants don't have to do very much.	✓ Participants are active learners but not all activities may be appropriate to the objective.	✓ + Participants are <i>active learners</i> through many senses (auditory, visual, kinesthetic).

Comments:

Check Minus	Check	Check Plus
-- Presenter provides no resources for me.	✓ Presenter provides useful resources for me.	✓ + Presenter provides <i>useful resources</i> that include references and other, related ideas, including material on the Internet.

Comments:

Check Minus	Check	Check Plus
-- Content/strategy is not engaging.	✓ Content/strategy is somewhat engaging with ideas I have heard before.	✓ + Content/strategy is <i>engaging</i> with at least one new idea I have not heard before.

Comments:

Check Minus	Check	Check Plus
-- Content/strategy does not follow or fit with the objective of the lesson.	✓ Content/strategy is consistent with the lesson objective.	✓ + Entire flow of the lesson matches the objective of the lesson.

Comments:

Strategy Lesson Plan Format

1. **Objective or Purpose of the Strategy and/or Activity:**
2. **Relationship of Strategy and/or Activity to Theory or Research in ED PS 5126**

3. **Materials**

4. **Procedure:**

Introduction/Modeling

Guided Practice

Additional Supportive Instruction

Independent Practice

Application

Content Text Analysis

Find a text from your discipline, such as a short article, chapter, poem, or set of theorems that you would like to use with students. Read the text with a critical eye, focusing on how students will grapple with comprehension of the content. Using the following set of questions from Tovani (2004), complete an analysis of this text, thinking particularly about instructional purpose.

Before beginning, please give a brief introduction to the class with which you would like to use this class. Include content area and demographic information.

1. What two places may cause students difficulty? Why?
2. What will you model that will help students negotiate the difficult parts?
3. What do they need to do with the information they are reading?
4. How will they hold their thinking while they read?

Please turn in a copy of the text, as well as your answers to each of the analysis questions.

Content Text Analysis Rubric

Fair	Good	Excellent/Strong
a. Student has not chosen an appropriate content-area text.	a. Student has chosen an appropriate content-area text to analyze.	a. Student has chosen an engaging, interesting, and highly relevant content-area text to analyze. 2 pts
b. Student has made obvious comments about the text difficulty. These comments are not particularly insightful and do not relate to material we have covered in class.	b. Student has made accurate and relevant comments about the text difficulty. These comments make sense and are related to material we have covered in class.	b. Student has made insightful, evidenced-based comments about the difficulty in the text. These comments are based on material we have covered in class but go beyond what has been covered OR are particularly noteworthy. 4 pts
c. Student has made obvious comments about instruction with the text. These comments are not particularly insightful and do not relate to material we have covered in class.	c. Student has made accurate and good comments about instruction with the text. These comments make sense and are related to material we have covered in class.	c. Student has made strong, insightful, and creative comments about instruction with the text. These comments are based on material we have covered in class but go beyond what has been covered OR are particularly noteworthy. 4 pts