Conceptual Framework

*Education for Transformation* is the conceptual framework that unifies programs at the Graduate School of Education. The fundamental tenets of this framework are excellence, equity, collaboration and inquiry. In Teaching Reading in the Content Areas you will:

- refine your knowledge, judgment and skills in your professional field by learning how to develop students' abilities in writing and reading
- promote equity of educational opportunity for all learners by learning how to provide appropriate materials and instruction for students regardless of their reading and writing abilities
- develop strategies for collaboration with others to support excellent education, and
- use inquiry and research to construct learning environments responsive to the challenges you face.

**Purposes**

This course presents the theoretical foundation and current best practices for content area reading, writing, and study skills. The focus is on motivation, cognition, memory, and verbal processing theories as they apply to methodology in grades K-12. Students learn to develop lessons and units that integrate reading and writing while covering concepts in the content areas.

**Outcomes**

Upon completion of this course, a successful student should be able to:

1. understand the philosophical and cognitive bases of literacy assessment and instruction;
2. select and design appropriate materials and settings for content area literacy assessment and instruction, including vocabulary, comprehension, study skills, writing, and research skills;
3. use authentic methods to assess a student's literacy development and use of effective reading and writing strategies in content area materials and implement effective instruction;
4. be familiar with varied formats for providing remedial and multicultural instruction in schools;
5. identify varied approaches in curriculum development and integration for the reading/writing curriculum in the content areas;
6. see voluntary use of reading and writing and comprehension of written text as the ultimate goals of all literacy instruction.

**IRA Competencies**

Upon completion of this course, a successful student will have evidenced comprehensive understanding of the following competencies:

1.1 Recognize that reading should be taught as a process;
1.2,3.2 Respect cultural, linguistic, and ethnic diversity in the teaching process;
1.3 Understand the importance of literacy for personal and social growth;
1.5.1 Understand reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation;
1.6 Understand the major theories of language development, cognition, and learning;
2.1 Understand that written language is a symbol system;
2.4.1 Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;
2.5 Understand the interrelation of reading and writing, and listening and speaking;
2.6 Understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;
2.8 Understand the role of metacognition in reading and writing, and listening and speaking;
2.9 Understand how contextual factors in the school can influence student learning and reading;
2.14 Understand that goals, instruction, and assessment should be aligned;
3.1 Understand how differences among learners influence their literacy development;
3.4 Recognize the importance of creating programs to address the strengths and needs of individual learners;
5.6 Promote the integration of language arts in all content areas;
5.7 Use instructional and information technologies to support literacy learning;
6.3 Teach students to use context to identify and define unfamiliar words;
6.6 Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition;
7.1 Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;
7.2 Model questioning strategies;
7.3 Teach students to connect prior knowledge with new information;
7.4 Teach students strategies for monitoring their own comprehension;
7.5 Ensure that all students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links;
7.6 Ensure that students gain understanding of the meaning and importance of the conventions of standard written English;
8.1 Provide opportunities to locate and use a variety of print, non-print, and electronic reference sources;
8.2 Teach students to vary reading rate according to the purpose(s) and difficulty of the material;
8.3 Teach students effective time management strategies;
8.4 Teach students to organize and remember information;
8.5 Teach test-taking strategies;
9.1 Teach students planning strategies most appropriate for particular kinds of writing;
9.2 Teach students to draft, revise, and edit their writing;
12.1 Initiate and participate in ongoing curriculum development and evaluation;
12.2 Adapt instruction to meet the needs of different learners to accomplish different purposes;
12.4 Select and evaluate instructional materials for literacy, including those that are technology-based;
15.1 plan lessons for paraprofessionals; and
16.1 Pursue knowledge of literacy by reading professional journals and publications.

Course Requirements

1. **One-pagers:** Each week (more or less) you will respond in writing to an audience of your peers (teachers of reading or content area teachers) to ideas and issues raised in the assigned reading for the week. Responses may be **no more than 500 words** in length. **Please post one copy to the Team Discussion page and email one to me.** Papers are due to Team Discussion by Wednesday and to me by Friday. **PLEASE EMAIL ALL PAPERS AND QUESTIONS TO ME BY MY jay_simmons@uml.edu EMAIL NOT THE EMAIL FUNCTION ON THE COURSE SITE.**
Each week a reporter will post a summary of the team discussion on the Class Discussion page by Thursday. The reporter is exempt from the one-pager that week.

One-pagers will be graded on a 10-point scale (See rubric at end of syllabus).

To receive full credit on a paper, you should: Engage with the reading by, for instance, connecting the text to your own experience, analyzing or evaluating the arguments in the text, and/or extending the ideas in the text. You should also reflect the text accurately, cite relevant parts of the reading, follow the conventions for proper academic prose, and present the work neatly typed and on time. **I will attach a 10-point slip to the copy you submit to me.**

**DUE:** see syllabus

**IRA Standards addressed:** see weekly topics for standards addressed

2. **Content area lesson:** Each week (more or less) two or three people will post lesson plans in the Class Discussion area for a lesson in content area reading and/or writing, based on models in Ruddell (2008), Tierney and Readence (2005), Wood (2006), or other worthy sources found in the professional literature. The purpose is to promote understanding, vocabulary, reading and writing strategies, and/or study skills in challenging informational text. You must connect your lesson to a state standard. Please post to the Discussion area a lesson plan and materials for the grade level and subject of your choice. See Rubric and Format at end of syllabus.

**IRA Standards addressed:** 5.6, 5.7, 6.3, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2

**DUE:** sign up early! Email me, call me, or tell me in chat the week and subject/method of your lesson. For instance, June 7, an American States RAFT writing lesson (with Mr. Mustard in the Library?).

3. **Review of a material:** Please choose a professional book, professional article, or a teaching material to review for an audience of your peers (teachers of reading and writing in the content areas). **Limit your review to 2000 words.** Describe the material or technique being reviewed in sufficient detail that a person unfamiliar with it may form opinions of both the material and your recommendations. Be sure to give publication data so that we may locate the material. Describe the author’s intended method of use. Recommend or reject the material for use with an age group of your choice based on clearly stated philosophical, theoretical and practical considerations, giving your probable method of implementation. You may choose a grade level and subject. Please post your review in the class discussion area. See rubric at end of syllabus.

**DUE:** July 3

**IRA Standards addressed:** 16.1, 12.4, 12.1

4. **Content area unit:** Each person will create a content area reading and writing unit of study intended to cover four weeks or more. Choose a content area or set of integrated areas and a grade level. Following the template at the end of the syllabus and the rubric, construct whole class, small group, and individual activities intended to help students find answers to appropriate guiding questions. Appropriate guiding questions require the use of critical thinking skills. Appropriate activities are based on sound knowledge of reading processes and include scaffolding intended to facilitate the integration of reading processes while making meaning. Develop a list of resources for both students and teachers that will allow students of all reading abilities to succeed. Resources should include reading material at appropriate independent and instructional reading levels for all students in the class. Make sure that the lessons and activities are tied to specific state frameworks and that evaluation procedures are specific, appropriate, and clearly explained in advance. Include at least two complete lesson plans in the unit (one may be the lesson you presented to the class.). **Be sure to include plans for paraprofessionals and the use of technology. Also make sure that you have integrated the arts and humanities into content area study. These include literature, the graphic arts, and music.** Throughout the unit include references to appropriate theory and research to support your choice of materials and activities. At the end of the unit supply a reference list. During the last weeks, you will present your unit to teammates. See rubric and template at end of syllabus.
5. **Participation**

Class members are expected to participate in Team and Class Discussion each week. Participation will count as 10% of your grade.

**Team Discussion**

Teams will set a common deadline each week to post and comment on one-pagers written in response to the week’s assigned readings. Comments that add information, analysis, or reactions beyond merely global praise to the discussion will receive credit. Comments must be posted by Wednesday each week. One person each week (on a rotating basis) will summarize the team’s ideas about the readings and post them on the Class Discussion Board. Summaries should be no longer than 500 words and should be posted by Thursday of each week.

**Class Discussion**

Each week you will be expected to read the summaries of each team’s one-pager chats and to post a comment on one or the lecture notes. Comments that add information, analysis, or reactions beyond merely global praise to the discussion will receive credit. Comments must be posted by 9 p.m. Eastern Time Friday each week.

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### Course Content and Schedule (Subject to Change)

<table>
<thead>
<tr>
<th>Week and Due Date for work to me</th>
<th>Assignment and Topic</th>
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<tbody>
<tr>
<td>1  May 29</td>
<td>Start Here</td>
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<td>Welcome, introductions, course overview, assignments</td>
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<tr>
<td></td>
<td>Philosophical and Cognitive Bases of Literacy</td>
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<td></td>
<td>How to use the Reviewing/Comment/Track Changes functions in Word</td>
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<td></td>
<td>(IRA Standards 1.1, 1.3, 1.6 )</td>
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<td>2  June 5</td>
<td><strong>One-pager #1 due:</strong> Ruddell Chaps.1 &amp; 2; Tierney 1</td>
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<td></td>
<td>Lesson Planning</td>
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<td></td>
<td>(IRA Standards 1.1, 1.5, 1.6, 2.1, 2.4, 2.6 )</td>
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<tr>
<td></td>
<td>Lesson demonstration</td>
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<tr>
<td>3  June 12</td>
<td><strong>One-pager #2 due:</strong> Ruddell Chap. 3; Tierney 2 (pp. 65-95)</td>
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<td></td>
<td>Instructional Materials</td>
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<tr>
<td></td>
<td>(IRA Standard 2.9, 5.7, 8.1, 12.1, 12.4 )</td>
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<tr>
<td></td>
<td>Article review demonstration</td>
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<td></td>
<td>Lesson</td>
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<td>4  June 19</td>
<td><strong>One-pager #3 due:</strong> Ruddell Chap. 4; Tierney 7, 9</td>
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<td></td>
<td>Comprehension</td>
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<td>Unit planning</td>
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<td></td>
<td>Unit Examples</td>
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<tr>
<td></td>
<td>(IRA Standard 2.8, 7.1, 7.2, 7.3, 7.4, 7.5 )</td>
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<tr>
<td></td>
<td>Lesson</td>
</tr>
<tr>
<td>Week</td>
<td>Summary</td>
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| 5    | June 26 | One-pager #4 due: Ruddell Chap. 5: Tierney 8 Vocabulary  
|      |         | (IRA Standard 6.3, 6.6) Lesson |
| 6    | July 3  | Article/Material Review Due (IRA Standard 16.1)  
|      |         | Read: Ruddell Chaps. 6, 10; Tierney 6  
|      |         | Meeting diverse needs and multicultural classrooms  
|      |         | Sheltered Instruction  
|      |         | (IRA Standards 1.2, 2.2, 3.1, 3.2, 3.4, 3.5, 12.2) Lesson |
| 7    | July 10 | One-pager #5 due: Ruddell Chap. 7: Tierney 12  
|      |         | Reading lessons  
|      |         | (IRA Standard 2.1, 5.6, 8.2, 8.3, 8.4) Lesson |
| 8    | July 17 | One-pager #6 due: Ruddell Chaps. 8; Tierney 9  
|      |         | Organizing for Instruction  
|      |         | (IRA Standard 2.1, 5.6, 7.6, 8.5, 9.1, 9.2) Lesson |
| 9    | July 24 | One-pager #7 due: Ruddell 9, 11-12; Tierney 14  
|      |         | Assessment  
|      |         | (IRA Standard 1.3, 2.2, 2.9, 2.14) Lesson |
| 10   | July 31 | Units Due  
|      |         | Unit Presentations  
|      |         | Course Evaluation |

**Evaluation**

I will base grades on the following criteria:

Percentages of grade—

- Content area lesson 20%
- Article review 20%
- Participation 10%
- One-pagers 20%
- Content area unit 30%

Final letter grades will be assigned based on the following scores:

- A+ 100-98
- A 97-94
- A- 93-90
- B+ 89-87
- B 86-83
- B- 82-80
- C+ 79-76
- C 75-70
- F 69-0

**Course policies**

1) Professionalism—
This is a professional training course. You are now professional readers and writers (these are activities from which you will derive your livelihoods). You will submit professionally prepared manuscripts edited in accordance with the Publication Manual of the American Psychological Association, 5th edition. (tutorial available FREE at http://owl.english.purdue.edu/owl/resource/560/01/). Concise edition available from amazon.com.

Work must be completed on time. Extensions are available when requested at least 24-hours in advance. LATE WORK WILL BE READ AND RETURNED WITHOUT COMMENT.

**IF ACCEPTABLE, LATE WORK WILL RECEIVE A GRADE OF 70.**
**WORK MORE THAN ONE CLASS OVERDUE WILL NOT BE ACCEPTED.**

Professionals are both punctual and reliable.

Colleagues know how to disagree respectfully.

2) Re-writes—

All **work originally submitted on time** may be re-written for full credit at any time during the semester. PLEASE HIGHLIGHT CHANGES TO PAPERS IN EITHER ALL CAPS OR A DIFFERENT COLOR TYPE. INCLUDE THE ORIGINAL GRADING SLIP WITH THE REWRITE. INCLUDE THE WORD "REWRITE" IN THE NAME OF THE FILE.

**Required textbooks**


**Suggested readings**


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### 1-Pager Grading Criteria

<table>
<thead>
<tr>
<th>QUALITY</th>
<th>FULL CREDIT</th>
<th>HALF CREDIT</th>
<th>NO CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA FORMAT</td>
<td>clean, clear&lt;br&gt;businesslike&lt;br&gt;APA format</td>
<td>not APA&lt;br&gt;readable</td>
<td>unattractive&lt;br&gt;unreadable</td>
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<tr>
<td></td>
<td>0 errors/page</td>
<td>1-2 errors/page</td>
<td>3+ errors/page</td>
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</tbody>
</table>

| SPELLING | 0 errors in<br>grammar/page<br>and varies form | 1-2 errors<br>and/or<br>repeats form | 3 + errors<br>and/or boring |

| SENTENCES | main idea<br>limited scope<br>examples | 2 of 3 parts | 0-1 of 3 parts |
| PARAGRAPHS | accurate terms<br>varied words | 2-3 errors/page | 4+ errors/page |

Jay Simmons
<table>
<thead>
<tr>
<th>INFORMATION</th>
<th>accurate adequate</th>
<th>vague references or not enough</th>
<th>wrong data and not enough</th>
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</thead>
<tbody>
<tr>
<td>FOCUS</td>
<td>main idea(s) first</td>
<td>2 of 3 req’s</td>
<td>0-1 req’s</td>
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<td></td>
<td>main idea(s’) parts order to follow</td>
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<tr>
<td>ORDER</td>
<td>logical same as lead or chronological only</td>
<td>not same as lead and not logical</td>
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<td></td>
<td>related ideas in same paragraphs</td>
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<tr>
<td>DEVELOPMENT</td>
<td>1) gives examples 2) has reasons for opinions 3) covers important parts</td>
<td>2 or 3 steps</td>
<td>0-1 step done</td>
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<tr>
<td>DIFFICULTY</td>
<td>Answers imprt. question analysis, not mere re-tell</td>
<td>summary only or obvious or too long</td>
<td>summary only or obvious and too long</td>
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</table>
## Materials Review

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
<th>Comment</th>
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<tr>
<td>Fits Audience</td>
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<tr>
<td>Described in detail</td>
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<td>Publication Data</td>
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<tr>
<td>Intended method of use</td>
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<tr>
<td>Recommend/Reject</td>
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<tr>
<td>Age group indicated</td>
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<tr>
<td>Philosophical/Theoretical Framework</td>
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<tr>
<td>Discussed</td>
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<tr>
<td>Practical Considerations</td>
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<td>Addressed</td>
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<td>Probable Use</td>
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<tr>
<td>Mechanics</td>
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<td>0-1 errors/pg = 1,</td>
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<tr>
<td>2 errors/pg = ½</td>
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<tr>
<td>3 errors/pg = 0,</td>
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<tr>
<td>4+/pg = D- on paper</td>
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Total $\times$ 10
Content Area Reading/Writing Lesson Plan Format

Goal(s) of lesson (must be taken from the frameworks)  Grade

Level: ____  (If applicable)

Objectives:
   Knowledge
   Skill
   Affective

Materials:

Procedures:
   Introduction:
   Teaching Steps:
   Closure:

Assessment:

Modifications:

Reflections:
Content Area Reading/Writing Lesson Rubric

Name _______________________________

1. Lesson topic has substance (not superficial) (15 pts.)
2. Objectives are appropriate and linked to the goal of the lesson (15 pts.)
3. Procedures are sequential and clearly described. (15 pts.)
4. The major goal and important points of the lesson are clearly expressed in the procedures. (15 pts.)
5. The procedures promote the development of higher level thinking skills rather than rote recall. (15 pts.)
6. Objectives, activities, and assessment are aligned. (15 pts.)
7. Activities are creative and fresh. (10 pts.)
Unit Template
Rationale and Guiding question(s) requiring critical thinking of students
Desired Student Outcomes including content area knowledge and skills, as well as development of reading processes and critical thinking
Possible Whole-Class Activities
Possible Small-Group Activities
Possible Individual Activities

Resources including appropriate materials from the humanities and fine arts
Organization (Including two lesson plans)
Evaluation

(b) the scoring guide for the assessment

Evaluation Criteria for Unit
Unit Structure (40%)
_____ Rationale explains why this theme was selected and how it meets the criteria for a good theme.
_____ Unit objectives are taken from the frameworks and are appropriately labeled.
  • Objectives include the development of critical thinking
  • Objectives include connections to the humanities and fine arts
  • Objectives include development of content area reading processes
  • Objectives include content area knowledge
_____ Guiding questions are appropriate and stated clearly
  • Guiding questions require the development of critical thinking
  • Guiding questions are interdisciplinary in nature
_____ Possible activities are appropriate and consistent with each other
  • Activities require the use and integration of reading processes
  • Activities are based on and cite best research and theory in the teaching or content area reading
_____ Unit evaluation questions and procedures are appropriate
_____ Sufficient, varied, and relevant student and teacher resources are included.
  • Resources include the use of technology
  • Resources include connections to the fine arts and humanities
Lesson plans (50%)
_____ Two complete lesson plans follow a logical format
_____ Activity descriptions
  _____ Descriptions are clearly written so that it is clear to the reader exactly what is to be done.
  _____ Activities are of sufficient quality for spending student time
  • Activities are based on best research and theory
  • Activities develop critical thinking and the integration of reading processes
_____ Activities are engaging and interesting
_____ At least one modification is explained for the activity
_____ Each activity explains at least one idea for assessment of that activity

Presentation of Unit (10%)
_____ Inclusion of all required components
_____ Attention to appearance and overall format (neatness, consistency of type and margins, etc.)