

# MSAD #54 Literacy Course Syllabus – Grades 7-12

**Instructor:** Erin Wood

**Contact Hours:** 20 contact hours

## Course Objectives

### *Theory of literacy and learning:*

- Understand the theoretical rationale for using the elements of the instructional framework (classroom teacher standard 1.4)
- Become skilled observers of students' reading and writing behaviors (classroom teacher standard 1.3)
- Learn how to solve problems with a team of teachers (classroom teacher standard 1.3)

### *Instructional framework:*

- Understand and implement the instructional framework for their classrooms (classroom teacher standards 2.2, 2.4)
- Develop instructional plans for individuals, small groups, and classes (classroom teacher standard 2.1)
- Reflect on and analyze the teaching of literacy (classroom teacher standards 2.1, 2.2)

### *Children's/Adolescent literature:*

- Evaluate and select appropriate literature for their students (classroom teacher standards 2.3, 4.2)

### *Literacy assessment:*

- Interpret and use information from observations as a basis for their teaching (classroom teacher standard 3.3)
- Collect data from multiple measures to assess strengths and needs of students on developmental continua (classroom teacher standards 3.1, 3.2)

## **Course objectives will be met through the examination of the following *essential questions*:**

- ⇒ 1. Why must literacy be embedded throughout all content area instruction?
- ⇒ 2. What reading and writing expectations will be part of my instruction?
- ⇒ 3. How can I implement literacy strategies within my curricular units?
- ⇒ 4. How can I evaluate the quality of my students' reading and writing?
- ⇒ 5. What material can I use to enhance student reading and writing beyond the core texts?
- ⇒ 6. How can literacy strategies improve student motivation and engagement?
- ⇒ 7. What does student engagement look like?

**Book (provided):**

Buehl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE:

International Reading Association.

**Materials:**

Laptops, 1.5” or 2” binder, highlighters, Post-it notes, content textbooks and other curriculum materials

**Module 1 – September 17, 2008**                      2:00-4:00

Topics: Defining Literacy, Vocabulary Study (E.Q. 1, 3, 6)

Handouts: Definition of Adolescent Literacy, “Literacy Issues Unique to . . .” Articles related to content areas, Strategy Grids (2), Academic Vocabulary Lists, Strategy Guide Sheets: Knowledge Rating Guide, Partner/Small Group Vocabulary, Triple Entry Vocabulary, Interactive Word Wall, Think-Pair-Share, Sum It Up, Quick Write

Irvin, Meltzer, Dukes graphic – “Leadership Model for Improving Student Literacy”

1. Syllabus review, introductions & Knowledge Rating Guide – rate your understanding of each strategy listed, Pair & Share
2. Review of literacy definition and “Literacy Issues” material. Reflect with Quick Write and discuss.
3. Reading of appropriate content literacy article and Sum It Up.
4. Before reading: Building background knowledge through vocabulary study  
Research about vocabulary learning, academic vocabulary lists & vocabulary strategy guide sheets
5. Review guide sheets and Buehl text.
6. Group decision – future meeting dates
7. Please read Schmoker chapter “The Startling State of Literacy Education” & write a reflection

**Module 2 – October 8, 2008**                      2:00-4:00

Topics: The Reading Process, Key Comprehension Strategies, Gradual Release Model (E.Q. 1, 3, 6, 7)

Handouts: Billmeyer & Barton excerpt & Anticipation/Reaction Guide, List of Key Comprehension Strategies, Coding/Comprehension Monitoring, Think Aloud guide sheet,

Think-Aloud Observation Sheet, Gradual Release (Wilhelm, Introduction), Introducing the Think Aloud (Wilhelm, Ch. 2)

1. Complete Anticipation/Reaction Guide before reading Billmeyer & Barton text, pp. 1-5
2. Read excerpt from Billmeyer & Barton text, pp. 1-5.
3. Revisit Anticipation/Reaction Guide.
4. Comprehension Strategies Review.
5. Coding review and discussion
6. Think Aloud overview – guide sheet, Wilhelm materials. Read and code for new information and connections.
7. Think Aloud video clip. Use observation sheet to record strategies observed. Think-Pair-Share: Which comprehension strategies were modeled?
8. Plan a think aloud model lesson with content materials.
  - a. Description of purpose & focus
  - b. Student coding action during modeling
  - c. Paired guided practice
  - d. Use of coding
9. For next session: Presentation of a lesson that incorporates a before, during, and after reading strategy, including student work samples.
10. Exit pass

**Module 3 – October** Date TBD – 2:00-4:00

Topics: Fluency Strategies, Protocol for Discussing Student Work, Questioning Strategies (E.Q. 1, 2, 3, 6, 7)

Handouts: List of Fluency Strategies, Fluency Rubric, Protocol for Discussing Student Work, QAR, Bloom’s Thinking Prompts, RAFT

1. Podcast – T. Rasinski – Fluency 101 @ [www.tcmpub.com](http://www.tcmpub.com)
2. List of Fluency Strategies review
3. Podcast – T. Rasinski – Practice, Practice, Practice @ [www.tcmpub.com](http://www.tcmpub.com)
4. Think-Pair-Share: How can fluency become a regular part of your class?
5. Review of QAR and Bloom’s
6. Sample reading

- a. Create a QAR or a Bloom's questioning activity
  - b. Think-Pair-Share: How to scaffold for students and get students asking the questions of each other
7. RAFT guide sheets, brainstorm ideas for use with curriculum materials.
  8. Presentation of lessons and protocol for discussing student work
  10. For next session: Presentation of a lesson that incorporates a before, during, and after reading strategy, including student work samples.
  9. Exit pass

**Module 4 – November**

Date TBD – 2:00-4:00

Topics: Using NWEA data and Descartes, Lexiles, analytical graphic organizers (E.Q. 1, 2, 3, 5)

Handouts: NWEA Guide Sheet, Problematic Situation & scenario, Connecting NWEA Reading Subtests to Literacy Support Strategies, Proposition/Support Outline, Discussion Web, Inference Wheel, 5 Step Problem Solving Organizer (math), Triple Venn

1. Problematic situation – How will you plan instruction for this student? (Give scenario)  
Use graphic organizer to create a plan. Discuss.
2. Navigating the NWEA website & student reports
3. Using the Descartes continuum
4. Use of Lexiles & lexile.com
5. Analytical graphic organizer review
6. Using Class by RIT, select a targeted instructional need. Examine handout for Connecting NWEA Data to Strategies. How might you use literacy strategies to address student needs within your curricular unit?
7. Lesson presentation and protocol for discussing student work
8. For next session: Presentation of a lesson that incorporates a before, during, and after reading strategy, including student work samples.
9. Bring variety of texts used in class for next class (textbooks, electronic/print articles, novels, etc.)
10. Exit pass

**Module 5 – December**      Date TBD      2:00-4:00

Topics: Ways to use textbooks more effectively, use of text feature analysis, note taking, strategies to guide discussion (E.Q.s 1, 2, 3, 6, 7)

Handouts: Text Feature Analysis, Cornell Notes & Q-Notes, Save the Last Word, Group Summarizing, Jigsaw Discussions, excerpts from Daniels & Zemelman Chapter 6: How to Use a Textbook pp. 148-155 and Chapter 12: Recommendations from Reading Research pp. 248-258

1. Quick Write: When required to complete textbook reading, what strategies do you use to process the information?
2. Think-Pair-Share: Compare/contrast your process for textbook reading to the methods you observe students using.
3. Read Daniels & Zemelman excerpt pp. 148-155. Write down a quote that is significant to you for any reason.
4. Do Save the Last Word protocol in small groups with the quotes.
5. Review of Text Feature Analysis and Cornell/Q-Notes. Examine texts often used in class and consider how students could use text features to determine key ideas and enhance understanding. Share ideas.
6. Review Group Summarizing and Jigsaw Discussions. Group selects one to try with Daniels & Zemelman reading, pp. 248-258.
7. Lesson presentation and protocol for discussing student work
8. For next session: Presentation of a lesson that incorporates a before, during, and after reading strategy, including student work samples.
9. Exit pass

**Module 6 – January**      Date TBD      2:00-4:00

Topics: Writing Process, 6-Trait Writing Rubrics, Writing Across the Curriculum, writing resources on the Web at <http://www.suelebeau.com/writingprocess.htm>

(E.Q. 1, 2, 3, 4, 5, 6, 7)

Handouts: copies of grades *Write Source* at appropriate grade level, 6-Trait Rubrics, MEA writing samples & rubric, Article – *The Research Paper: Engaging Students in Academic Writing*

1. Book Tour of *Write Source* –Examine the book for an overview of the writing process and other sections that pertain to writing required in curriculum. Write down useful information and ideas for instruction.
2. Pro/Con discussion of various 6-Trait Rubrics (including those provided in *Write Source*). Comparison to school-wide writing rubrics.

3. Writing & assessment
4. Ideas for motivating students to write
  - a. Read article *The Research Paper* and do Save the Last Word protocol
  - b. Use of technology: blogs, Podcasts, online publications, email
  - c. Regular use of student collaboration in writing
5. Lesson presentation and protocol for discussing student work
6. For next session: Presentation of a lesson that demonstrates the writing process, including student work samples.
7. Exit pass

**Module 7 – March**    Date TBD    2:00-4:00

Topics: Independent exploration of additional strategies- 1 before, 1 during, 1 after and/or other new literacy learning

Handouts: Buehl book and other professional resources available, helpful web resources, Book Pass, unit graphic organizer

1. Book pass of available resources
2. Lesson presentation and protocol for discussing student work
3. Based on individual need, participants will research additional strategies or other literacy learning with book or electronic resources
4. Select strategies and plan upcoming unit
5. Outline the unit with graphic organizer. Presentation of unit outline with embedded strategies will be due in May.
6. For next session: Share a lesson that includes one of the new strategies or present new information learned
7. Exit pass

**Module 8 – April**    Date TBD    2:00-4:00

Topics: Presentation of exploration/research of new literacy learning, teaching for rigor and relevance

Handouts: Rigor/Relevance framework, copies of Teacher Handbook for review

1. Presentation of new strategies/learning
2. Review of framework – examples of tasks for each quadrant

Updated 9/9/08

3. Jigsaw - chapter review in pairs, debrief
4. What additional literacy questions or topics have not been answered for you that can be discussed next class?

**Module 9 – May**      Date TBD      2:00-4:00

Topics: Presentation of units with embedded strategies, participant-selected question/topic, course evaluation (E.Q. 2, 3)

1. Share unit plan & selected student artifacts, protocol for discussing student work
2. Participant-selected topic review and discussion.
3. Reflections: Using the semantic feature analysis strategy, list the strategies you have used and check off which elements of literacy each strategy targets. Select “favorites” and share rationale.
4. Course evaluation

**Module 10 – Ongoing coaching sessions October to May (2 hours)**

**Each participant will complete at least one coaching cycle with the instructor. The cycle includes pre-conference, classroom observation, post-conference, and a follow-up conference.**