RUTGERS
Graduate School of Education

Rutgers, The State University of New Jersey

Literacy Development in the Elementary and Middle School
15:299:516:91
Spring 2015
ONLINE

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Office Hours: arranged by appointment	Prerequisites or other limitations: none
Mode of Instruction: ____ Lecture ____ Seminar ___ Hybrid __X_ Online ____ Other	Permission required: __X__No ____ Yes

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

COURSE DESCRIPTION & LEARNING GOALS

The **New Jersey Professional Standards for Teachers (2014)** can be found at http://www.state.nj.us/education/code/current/title6a/chap9.pdf. In this course, we will be covering the following standards:

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

> Essential Knowledge: 1, 2, 3, 5
> Critical Dispositions: 1, 2, 3, 4

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performance: 1, 2, 3, 4, 8
Essential Knowledge: 1, 2, 3, 6
Critical Dispositions: 1, 2, 4, 5

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Performance: 1, 2, 3
Essential Knowledge: 1, 2
Critical Dispositions: 2, 4

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Performance: 4, 5, 6, 7, 8, 9
Essential Knowledge: 3, 4, 5, 6
Critical Dispositions: 2, 3

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Performance: 6, 7, 8, 9
Essential Knowledge: 3, 4
Critical Dispositions: 3, 5

In regard to the **Council for Accreditation of Education Professionals (2013)**, we will be covering **Standards #4 Content Knowledge** which falls under **Content and Pedagogical Knowledge.** This includes **1.1 Content Knowledge, Skills, and Professional Dispositions.** For additional information, please visit file:///Users/ecboling/Downloads/CAEP%20Standards.pdf. Projects such as the lesson plan, professional development group workshop, and mini-documentary project can be submitted as artifacts in your teacher education portfolio to reflect the professional standards that you are meeting.

Course catalog description
Focus on literacy skills for grades 3 through 8. Emphasis on higher order comprehension skills, vocabulary development, content area reading, writing, and struggling readers. Upper elementary and adolescent literature is explored.

Course Overview

This course serves as an introduction to the teaching of literacy in the upper elementary and middle school. The major focus of the course will be literacy instruction in grades 3 through 8 with some discussion of literacy learning at other levels. Throughout the semester, we will examine the ways in which the term "literacy" is constantly evolving in today's society. In addition, we will explore the relationship between various areas of literacy, as well as the role of literacy across the curriculum. The course is designed to assist future teachers in developing the fundamental knowledge, skills/strategies and dispositions needed to carry out a literacy program where all students' expertise in reading, writing and oral language is nurtured.

During each class session, we will explore research-based practices for building literacy in diverse learners. Classes will involve a variety of collaborative activities where you interact with your peers, such as discussing readings, examining curriculum/assessment materials, analyzing/developing lesson plans, and providing feedback to one another on projects.

Learning Goals & Objectives
At the end of the course, students should be able to…
- Articulate a philosophy of literacy instruction that emphasizes the interactive and integrative nature of language and builds upon these connections when creating learning opportunities.
- Demonstrate knowledge and skills that are needed for creating and implementing a literacy curriculum using small and large group work, collaborative learning, conferencing, and individual work based on professional standards.
- Identify, plan, and design literacy instruction based on students' needs, developmental progress, learning styles and prior knowledge.
- Identify and understand the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support students' growth and development.
- Critically reflect on his/her teaching and learning.
- Identify and use available resources and materials for instructional planning.
- Articulate how educational research can be used as a means for continuous learning and development.

Course Organization
This online course is organized into three "phases." Phase 1 covers the research and theory that frame instruction in the middle grades. This phase "sets the stage" for discussing literacy instruction in grades 3-8. You will learn about research, theory, and educational standards (both state and national) that guide teaching at this level. Phase II makes up the majority of the course and takes a close look at effective instruction in various literacy domains, including comprehension, vocabulary, fluency and word study. Phase II also introduces differentiation of instruction and critical literacy. Finally, Phase III gives special attention to the materials and instructional programs that can be used for literacy instruction. This final section of the course covers how to best use the materials available to teachers at this level with emphasis given to supporting literacy learning across disciplines.

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General Course Information

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Office Hours
Contact the course instructor through email for an appointment. Office hours are typically held online, but can be arranged on-campus as well.

Course eCollege Website: https://onlinelearning.rutgers.edu/ecollege-student-login
Course Wiki Site: https://rureading15.wikispaces.com/

Required Texts
- Tompkins, G. E. (2009). *Literacy in the middle grades: Teaching reading and writing to fourth through eighth graders* (2nd ed.). Boston: Pearson. (ISBN: 978-0132348492)
- One children's or young adult nonfiction or historical fiction text published since 2010. (Additional information on text selection will be given in class.)
- One professional book from a list provided in class for your professional development webinar (PDW)
- A variety of required readings in the form of PDF files, websites, online texts, etc. will be available through the Rutgers library system, provided online, and/or available through our class website.

Additional Readings & Resources: Provided by course instructor
Additional readings in the form of PDF files, websites, etc. will be linked to the syllabus on our website. Readings will be added to each corresponding week that they are due. Since the syllabus provided to you at the beginning of the semester provides a tentative weekly schedule that is subject to change, be sure to follow the syllabus that is posted on class wiki site for the most up-to-date schedule.

Additional Resource: Lynda.com
Our class will be piloting a new online program for the Graduate School of Education using Lynda.com. Lynda.com provides access to an online subscription library that teaches a wide variety of topics, including the latest software tools and skills, through high-quality instructional videos taught by recognized industry experts. Lynda.com will serve as a supplement resource as you complete various projects and assignments for our course. It will be especially useful for your multimedia projects. More information will be provided throughout the semester on ways that you can use these instructional videos to enhance your learning in the course. Your Rutgers' access to Lynda.com and the pilot program will end at the end of the semester. You can, however, choose to purchase a subscription on your own.

Course Policies

Grading Policy & Turning in Assignments
Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates can be found on our class eCollege website. Our class wiki will also provide an up-to-date course schedule that provides links to websites, videos, readings, and other resources. You are responsible for knowing what the due dates are. Unless arrangements are made in advance of the due date, late assignments will not be accepted.

Some of your assignments require you to post information onto our class eCollege and wiki website. Directions for each posted assignment and how they will be shared will be provided in class. I will be regularly visiting our course sites, so please make sure all comments and responses are posted by their due dates. If there is a problem submitting assignments online, you should submit your assignment to me by email (erica.boling@gse.rutgers.edu) by its due date.

Communications & Announcements
I will update our class eCollege site each week to post information and reminders for your assignments. Sometimes these updates will answer questions that I receive regarding assignments before they are due. New information will be posted by midnight on THURSDAY at the latest. You are responsible for any information that is presented in these announcements, so please make sure to check the site between classes so that you are aware of any additions and/or changes. Unless posted otherwise, weekly assignments (such as responses to readings) and major projects will be due on TUESDAYS by midnight. If you are required to post responses to your classmates' postings, you will have six days to respond. Responses to your classmates' postings will be due the following MONDAY by midnight.

Participation Policy
Your active participation in this course is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for helping make meaning, participating in online discussions, giving feedback to your peers, sharing how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. Additional information on requirements for class participation is provided below. You will be expected to participate in class every week. When participating in class, please take note of the following:

- All modules will be posted several days before you will be expected to begin working on them.

- Log into our eCollege site at least twice a week to keep updated on assignments, group activities, peer discussions, etc.
- Participate in online discussions on our eCollege website or class wiki site to illustrate your understanding of weekly readings and how they connect to your own lives.
- Meet deadlines for assignments so that you can keep on track, make steady progress throughout the course, and provide feedback to your peers in a timely manner.

Academic Integrity Policy
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Confidentiality
When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

Netiquette
Please remember that communicating online should not be any different from when you communicate in a face-to-face class. Although some of your writing assignments do allow for less "academic" and more informal conversations, please refrain from using Internet slang, abbreviations, and acronyms. We cannot assume that everybody understands them. All communications should be courteous and professional.

Technology Policy
In order to make the most of your online learning experience, there are several technical requirements you will need to fulfill. Refer to the guidelines at the following website to help ensure your online success: https://onlinelearning.rutgers.edu/technical-requirements.

Throughout the semester, you will be using various online programs and tools. Many of these are Web 2.0 tools that are found on free, public websites. It is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Rutgers University does provide technology assistance for programs like eCollege, and I am also available to assist you whenever I can.

** SPECIAL NOTE REGARDING ONLINE LEARNING **
Murphy's Law states, "Anything that can go wrong, will go wrong." Computers crash. Internet access can be limited during a thunderstorm. All of these issues cannot prevent you from submitting assignments on time. My advice to you is:

- Aim to complete all assignments one day early. This way you have one more day to get to the library or a friend's house if the worst happens. You'll also have time to contact me and notify me of any problem.
- Be sure your computer is in good working order. If it has any problems or issues you want to make sure those are ironed out BEFORE the course begins.
- Be sure to arrange access to a 2nd computer. This could be your own; this could be the computer lab or a friend's home computer. This may become important if your first choice computer fails at some point in the semester.
- Test the websites you are assigned to use as soon as you receive the assignment. Websites may work at your place of business; however, you may find that later in the course that a site you are expected to access is filtered (not accessible from your place of business). Some sites don't

work on older computers while others don't work on newer computers. Videos may not play. Security settings may need to be checked.

- Keep usernames and passwords in a safe place.
- Create back-ups. You should always have two copies of your work. Copying your file to a USB drive and deleting the original is not a back-up. The USB drive can fail too. You should save your work in several places, keeping all files until the course is complete. It may not be going too far to say that important work should be stored online as well as locally (meaning store a copy online somewhere. This can be accomplished by sending yourself an email with the file attached.)
- Consider drafting your comments for discussion boards on Google Docs so that your work is being saved while it is in progress. You may want to avoid drafting in e-college and on our wiki site because if you lose connection before you save, your work could be lost.
- Double-check that your work has been submitted successfully. Make sure assignments are uploaded and posts are submitted. You will be able to check the Dropbox folder to see that Dropbox assignments have uploaded. If you have emailed an assignment to me, be sure that you have received an email verifying that I have received it within 24 hours. If you don't hear from me, email me again and reattach your work.

Grading Overview, Assignments & Tentative Schedule

Evaluation of Course Work
The following will be considered and used when evaluating your work…
- Only work that meets professional standards will be accepted. As teachers, we are expected to clearly communicate information to parents, administrators, and colleagues. For this course, you are expected to hand in proofread work.
- You will be evaluated on clarity, conciseness, and organization of writing. Responsiveness to the task or question will also be evaluated (e.g., are you fulfilling the requirements of the assignment).
- Responses will be judged by completeness and depth. You must present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Your work must demonstrate independent judgment. This includes going beyond the information presented by others. Be critical, seeing both strengths and weaknesses, and support opinions with your own reasons.
- Be sure to pay attention to professional style. When referencing sources, be sure to follow APA format.

Grading Scale

A = 90% and above
B+ = 87 – 89.9%
B = 80 – 86.9%
C+ = 77 – 79.9%
C = 70 – 76.9%
D = 60 – 69.9%
F = below 60%

Grading Summary

A = Outstanding work
B = Good work
C = Satisfactory work
D = Poor work
F = Failing work

Your overall course evaluation and final grade will be based on the following:

1. Online Discussions / Participation 20%
2. Nonfiction / Historical Book Talk 15%
3. Lesson Plan 15%
4. Professional Development Webinar 25%
5. Digital Storytelling / Mini-Documentary Project 25%

ASSIGNMENT DETAILS
(Additional information will be available as the assignment due date approaches.)

ONLINE DISCUSSIONS / PARTICIPATION

Your participation and collaboration are necessary for you and your classmates to get the most out of this course. In order to fully develop your understanding of the ideas and concepts reviewed in the modules, you will be participating in online discussions with members in your small group Professional Learning Community (PLC) on a regular basis. In these discussions, you will construct responses to given topics and reply to the postings of group members. Responses could be in the form of written text, video responses, and/or audio replies. These discussion topics will require you to not only demonstrate your understanding of the required readings, but to take that information and reflect on how it relates to your personal experiences and education, as well as the society around you. Requirements for online discussions can differ per module, so be sure to closely read and follow weekly assignment descriptions that are posted online. When forming your postings and responses, please keep the following in mind:

- Written discussion posts should be supported by your readings and properly cited using APA format.
- Video and/or audio-recorded postings should make reference to your readings and demonstrate understanding.
- All posts and responses to posts should be completed by the due dates that appear on the syllabus posted on our course site.
- All responses should clearly and adequately answer the entire discussion prompt.
- It is not advisable to use postings such as "I agree," "I don't know either," "ditto," etc. These types of responses take up space and do not add anything substantial to the conversation. It is important to know that such responses will not be counted for assignment credit.
- Respect each other's ideas, feelings and experience when posting responses.
- Remember to avoid Internet slang and overly informal language (see course policies).

NONFICTION / HISTORICAL BOOK TALK
(Due: Sept. 29)

You will read an award-winning text appropriate for use in grades 4 through 8 and present a multimedia book talk based on the book. The book should be a nonfiction or historical text and new to you. Select a text that has been published within the last 5 years (unless special arrangements have been made). Examples of awards given to such books include the Newbery Medal, Pura Belpré Award, and Robert F. Sibert Informational Book Medal.

Once you choose a book, you will then create a multimedia book talk using programs such as

VoiceThread, Prezi, Animoto, MovieMaker, PowerPoint, iMovie, and SCREENR. Your multimedia presentation should be approximately 5-10 minutes in length and should encourage students in grades 4, 5, 6, 7, and/or 8 to read the book themselves. You will post your multimedia book talk for your classmates to review. You will also view the book talks of your classmates and post feedback for at least three of them. Additional details and requirements will be provided in class.

LESSON PLAN
(Due: Oct. 27)

This assignment requires you to develop a lesson that teaches some aspect of literacy, such as fluency, vocabulary, or comprehension. A lesson plan format will be provided in class along with further instructions.

PROFESSIONAL DEVELOPMENT WEBINAR
(Due: Nov. 3)

This assignment will require each of you to select a professional text (from a list of titles supplied by your instructor). Groups will be formed based on interest and you will have the opportunity to engage in dialogue with classmates who are also reading about this aspect of literacy instruction. Towards the end of the semester, you will collaborate with these classmates to create a multi-media webinar to share what you have learned with others. You will view/participate in webinars created by classmates and will provide critiques of the instruction.

MINI-DOCUMENTARY PROJECT & REFLECTION
(Due: Dec. 1)

This assignment will require you to create a digital documentary / digital story that explores either a content area topic of particular relevance to your teaching (e.g. science or social studies topic) or a "hot" topic related to literacy teaching (e.g. teaching English Language Learners, standardized assessments, digital literacies). More information about this project will be provided in class. In addition to completing the multimedia project, you will write a reflection about the experience.

TENTATIVE Schedule
The most current version of our weekly schedule will be posted online.

Class Session	Topic	Readings Due	Assignments Due
Phase I: The research and theory that frame instruction in grades 4 through 8			
Week 1 Sept. 1	**MODULE 1** **Introduction - Literacy in Our Lives:** *What does it mean to be literate? How is "literacy" defined? How might literacy take on different forms in different contexts?*	International Reading Association (2009). *New literacies and 21st century technologies: A position statement of the International Reading Association* (IRA PS 1067). Screencasting: How, What, and Why (video and online articles provided by instructor)	Become familiar with and join our eCollege and Wikispaces sites. Introduce yourself before Sept. 6th http://www.wikispaces.com/ and Wiki tutorials Review syllabus and begin searching for a text for your Book Talk
Week 2 Sept. 8	**MODULE 2** **Literacy in the Middle Grades:** *How do literacy demands change as students move through the grades? How do effective teachers organize and plan instruction for learners in grades 3 through 8 and beyond? What does effective literacy instruction look like?*	Tompkins Ch. 1 Botzakis, S. (2014). Visual and digital texts. *Journal of Adolescent and Adult Literacy, 57*(6), 503-505. Hagood, M. C., (2012). Risks, responsibilities, and rewards of using new literacies in the middle grades. *Voices from the Middle, 19*(4), 10-16. Hutchinson, A., & Woodward, L., (2014). A planning cycle for integrating digital technology into literacy instruction. *The Reading Teacher, 67*(6), 455-464.	PLC: Literacy narrative Create a screencast (SCREENR & Screencast-O-Matic are great if you are new to screencasting.) Decide upon PDW book/groups & order books
Week 3 Sept. 15	**MODULE 3** **Examining Reading and Writing Processes:** *What is the reading process? What is the writing process? What are the basic principles for planning and managing a literacy program?*	Tompkins Ch. 2 Snow, C., & Moje, E. (2010). Why is everyone talking about adolescent literacy? *Phi Delta Kappan, 91*(6), 66-69.	PLC: Response to readings Sign up with the book title for your Book Talk

Week 4 Sept. 22	**MODULE 4** **Assessment and Evaluation:** *How can teachers assess reading and writing? How can teachers use assessment to inform literacy instruction? How can teachers ethically prepare students for high-stakes tests?*	Tompkins Ch. 3 Shanahan, T. (2014). How and How Not to Prepare Students for the New Tests. *The Reading Teacher, 68(3)*, 184-188. Common Core & PARCC readings / resources	PLC: Online QRI assessment due & reading response Finalize your Book Talk (due next week)
Week 5 Sept. 29	**MODULE 5** **Differentiating Instruction:** *How do culture and prior experiences relate to literacy practices? How can teachers plan and implement literacy programs based on the needs of diverse populations of students?*	Tompkins Ch. 4 and related websites Additional readings will also be provided by the instructor	PLC: Reflections on Differentiating Instruction Multimedia Book Talk due

Phase II: Powerful Teaching			
Class Session	**Topic**	**Readings Due**	**Assignments Due**
Week 6 Oct. 6	**MODULE 6** **Promoting Comprehension— Reader Factors:** *What theories inform reading comprehension instruction? How do good readers and writers comprehend texts?*	Tompkins Ch. 7 and related videos/websites Henry, L. A. (2006). SEARCHing for the answer: The critical role of new literacies while reading on the internet. *The Reading Teacher, 59*(7), 614-627. A good documentary resource, especially if you are doing interviews and/or video taping is *Visual Storytelling: The Digital Video Documentary* by Nancy Kalow. Other documentary websites, readings, and videos provided on our class website	PLC: Comprehension Instruction Responses to Book Talks Due Start brainstorming topics and questions for your documentary project

Week 7 Oct. 13	**MODULE 7** **Eliminating Obstacles to Fluency:** *What is fluency and why is it important? How can teachers help students to become fluent readers and writers?* **Expanding Academic Vocabulary:** *What are the stages of word knowledge? What are some techniques for teaching vocabulary?*	Tompkins Ch. 5 & Ch. 6 and related videos/websites Kucan, L. (2012). What is important to know about vocabulary. *The Reading Teacher, 65*(6), 360-366. Create Storyboards Article Documentary websites, readings, and videos (provided on our class website)	PLC: Fluency Assessment and Reflection Documentary: Share your tentative Format, Audience, Topic, Purpose and potential resources
Week 8 Oct. 20	**MODULE 8** **Promoting Comprehension - Text Factors:** *What are the unique text factors of fiction, nonfiction and poetry? Why is knowledge of text structure important?*	Tompkins Ch. 8 Kingsley, T. & Tancock, S. (2014). Internet Inquiry: Fundamental Competencies for Online Comprehension. *The Reading Teacher*, *67(5),* 389-399. Pacheco, M. B., & Goodwin, A. P. (2013). Putting two and two together: Middle school students' morphological problem solving strategies for unknown words. *Journal of Adolescent and Adult Literacy, 56*(7), 541-553.	PLC: Comprehension Instruction (cont.) Documentary: Topic and resource chart due
Week 9 Oct. 27	**MODULE 9** **Critical literacies / New Literacies** *How is technology changing the face of 'literacy'? How can we meaningfully bridge students' in/out of school literacy practices? How can we support students in critically examining Internet resources?*	McLaughlin, M., & DeVoogd, G. (2004). Critical literacy as comprehension: Expanding reader response. *Journal of Adolescent and Adult Literacy, 48*(1), 52-62. "New Literacies and the Common Core" by William Kist, *Educational Leadership (2013)* http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/New-Literacies-and-the-Common-Core.aspx "Digital Literacies and the Common Core" a blog post by Joe Wood at JoeWoodOnline http://www.joewoodonline.com/digital-literacy-common-core/	PLC: Critical Literacies Lesson Plan Due Documentary: Live Q&A webinar

| Week 10 Nov. 3 | **MODULE 10**

Teaching Writing: *How can teachers create an environment to support good writing? How do teachers approach spelling instruction in the middle grades?* | Tompkins Ch. 9

"Does the Fight for a Cursive Comeback Miss the Point?" NPR "All Things Considered" broadcast http://www.npr.org/blogs/ed/2014/03/25/294212825/kids-these-days-can-type-but-cant-write-cursive-is-that-bad

"Why Writing By Hand Could Make You Smarter" by William Klemm in *Psychology Today (2013)* http://www.psychologytoday.com/blog/memory-medic/201303/why-writing-hand-could-make-you-smarter

"What's Lost as Handwriting Fades? by Maria Konnikova in The New York Times (June 2, 2014)

http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?src=me&_r=0 | PLC: Teaching Handwriting

Professional Development Webinars & Responses Due

Documentary: Live Q&A webinar |

Phase III: Effective Instructional Programs			
Class Session	**Topic**	**Readings Due**	**Assignments Due**
Week 11 Nov. 10	**MODULE 11** **Teaching with Trade Books:** *How do teachers choose and organize reading materials? What teaching procedures support comprehension of both online and offline texts?*	Tompkins Ch. 10 and related videos/websites Fang, Z. & Pace, B. G. (2013). Teaching with challenging texts in the disciplines: Text complexity and close reading. Journal of Adolescent and Adult Literacy, 57(2), 104-108. FYI: Website with information on the research process http://www.bcps.org/offices/lis/researchguide_sec/index.html Create Storyboards Article (revisited)	PLC: Teaching with Trade Books Documentary: Storyboard due
Week 12 Nov. 17	**MODULE 12**	Tompkins Ch. 11	PLC: Mock interview

	Teaching with Textbooks: *How do teachers use required textbooks to meet the needs of students?*	Additional readings TBD	Documentary: Update due
Week 13 Nov. 24	**MODULE 13** **Literacy Across Disciplines:** *What instructional techniques support reading and writing across the curriculum? How do students use reading and writing as tools for learning?*	Tompkins Ch. 12 Pytash, K. & Morgan, D. (2014). Using Mentor Texts to Teach Writing in Science and Social Studies. *The Reading Teacher, 68(2)*, 93-102.	PLC: Disciplinary Based Literacy and Project Based Learning Documentary: Provide feedback to classmates
Week 14 Dec. 1	**MODULE 14** **Synthesis, Evaluation, and Application**: *What questions are still unanswered? Where do you go from here?*	Fisher, D. & Fey, N. (2014). Content Area Vocabulary Learning. *The Reading Teacher, 67(8),* 594-599. Finalize Documentary Project & Post	Documentary Due Documentary Viewing
Week 15 Dec. 8	**Documentary Reflection & Peer Feedback Due Dec. 8th**		