



Learning and Teaching Graduate
 School of Education
 Rutgers, The State University of New Jersey
 10 Seminary Place
 New Brunswick, NJ 08901-1183

Rutgers, The State University of New Jersey
Diagnosis and Correction of Reading Difficulties
15:299:565:01
Spring 2015, Scott Hall 219
Wednesdays 4:50 - 7:30 p.m.

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| Instructor: Dr. Erica Boling | Email: erica.boling@gse.rutgers.edu |
| Phone Number: 848-932-0774 | Address: 10 Seminary Place, Office 210 |
| Office Hours: by appointment before and after class; online or telephone conference calls can also be arranged | Prerequisites or other limitations: 15:299:564 or by instructor approval |
| Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other | Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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 he/she is 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, METHODS, etc.

Course catalog description: Clinical experience with struggling readers. Each student is assigned a caseload of pupil(s), completes a comprehensive case study, administers appropriate screening and evaluative instruments, and develops strategies for literacy improvement. Includes weekly orientation sessions and discussions of clinical problems.

Purpose: The purpose of this course is to continue the theoretical and practical exploration of focused reading instruction, assessment, and intervention that students began in the fall. In the course, students review the theoretical and practical assumptions that inform their work with readers and writers. Students then turn to more explicit conversations about the strategies and structures available to support struggling literacy learners across grade levels. The course broadens the conversation by considering the multiple roles the Reading Specialist assumes within the multiple organizational systems that contextualize their work with readers and writers. The primary text for this course is the teacher and his/her tutoring work, as these practical experiences inform, enrich, and challenge the theoretical and research models that the purchased texts and related materials bring into class discussions.

Class Website: <http://diagnosisf15.wikispaces.com/>

Learning Goals & Objectives

At the end of the course, students should be able to...

- 1) Identify elementary and middle school students' strengths and needs as they relate to literacy learning;
- 2) Develop proficiency in the use of a range of literacy assessment tools;
- 3) Design instruction that is responsive to students' strengths and needs;
- 4) Develop a depth of knowledge of research and effective practice as it relates to the major domains of literacy;
- 5) Design learning experiences for other teachers that allow individuals to share their growing expertise as a teacher of literacy.

Required Texts

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction, 2nd ed.* New York, NY: Guilford Press.
- Cunningham, P. (2012). *Phonics They Use: Words for Reading and Writing, 6th edition.* New York: Pearson.
- Leslie, L., & Caldwell, J. (2010). *Qualitative Reading Inventory-V.* New York: Allyn & Bacon. (CD-ROM copy ISBN-10: 0137019238 or ISBN-13: 9780137019236)
- McKenna, M.C., & Stahl, S.A. (2008). *Assessment for Reading Instruction, 2nd edition.* New York: Guildford Press.
- Students will also be expected to purchase one additional teacher professional text

Recommended Readings: A number of recommended readings will be shared and discussed throughout the semester. Additional information will be provided on our class Wiki site.

Other Readings

- Other assigned readings will be provided through the Rutgers' library, online, and/or in class.

Suggested Materials to Support Tutoring Sessions

- Audio recorder (I personally prefer digital voice recorders so that you can upload recordings to your computer. Some people use their cellphone to do this too.)
- Folder/Binder for materials used during tutoring sessions
- Notebook for your student
- Access to children's literature and a computer with Internet access

Course Organization: This is a hybrid course. We will be meeting both face-to-face and online throughout the semester. Typically during our online classes you will have assignments that will need to be posted by a specific deadline.

Grading Policy & Turning in Assignments

Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates will also be posted on our class wiki website (<http://diagnosisf15.wikispaces.com/>). 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.

Most of your assignments require you to post information onto our class website. I will be regularly visiting the site, so please make sure all comments and postings are there by their due dates.

Communications & Announcements

I will update our class website each week to post information for your assignments. New information will be posted by Friday at midnight 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.

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 meaning, participate in discussions, give feedback to your peers, share 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.

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. Papers should be typed or word-processed and 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

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.

EVALUATION OVERVIEW, ASSIGNMENTS & TENTATIVE SCHEDULE

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

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| 1. Weekly Tutoring & Logs | 30% |
| 2. Case Study | 30% |
| 3. Participation & Reading / Peer Responses | 20% |
| 4. Instructional Webinar | 10% |
| 5. Book Review | 10% |

WEEKLY TUTORING & LOGS (8 entries)

One of your primary roles as a Reading Specialist will be the support you offer struggling readers and writers. With this in mind, throughout the semester you will be asked to continue your work (or begin anew) with a student identified as struggling in literacy. Over the course of the semester, you will be asked to submit 8 logs in which you describe your tutoring sessions. Each log entry should be approximately 2-4 pages (or 700-1400 words).

While the structure and focus of each session will of course be specific to the student's identified needs and the context in which you are working, there are some general areas you should consider when planning your tutoring sessions. These include:

- Focused word study
- Working with familiar text to build fluency
- Introducing a range of genres (over time)
- Supported reading of a text at the student's instructional level
- Connection to writing
- Opportunity for engaged conversation
- Informal assessments to gauge learning

Each week's reading will offer different points of focus as you build your professional expertise. I ask that you connect what you understand from these professional investigations and conversations to your practical work as a Reading Specialist. Please be sure to cover the following areas in your logs:

1. **Session Goals / Objectives:** This section describes what you hope to achieve with your students by the end of each tutoring session.
2. **Summary/Observations:** This section summarizes and describes what you did with your student, including materials used, student's reaction, overall progress made, observations, etc.
3. **Critical Reflection:** Please use readings, prior coursework, and prior sessions with your student as lenses to consider the progress both of you are making. Use these resources and experiences to *critically reflect* on your work and your student's progress. Please explicitly describe the connections that you are making to your tutoring session and cite your readings.
4. **Next Steps:** Include a description of how this session is informing your thoughts about your next tutoring session.

Deadlines

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| Logs 1-3 | Due: Feb. 17 |
| Logs 4-6 | Due: March 30 |
| Logs 7-8 | Due: April 20 |

PARTICIPATION & READING / PEER RESPONSES

Your attendance and active participation in class are vital to the course and to your learning. Your participation and attendance are necessary for you and your classmates to get the most out of this course. You are expected to **attend every class** session (face-to-face and online) having completed all required readings. Points will be deducted from your overall grade if you do not actively participate in each class session, if you miss a class, and/or if you regularly arrive late/leave early.

I do understand that extenuating circumstances might result in an absence. If you anticipate that this will happen, please contact me immediately. If you miss class, use the university absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Also please email me to be sure that I receive this information and to make arrangements for any important information that you might be missing from class. I use both in-class and online activities to inform my planning. These count toward your participation grade, so be sure you complete assignments by their due dates.

Each week you will be responsible for coming prepared to class, and you will be responsible for guiding weekly discussions. It is imperative that you keep up with weekly reading assignments in order to get the most out of the class and support your peers during class discussions. You will have the opportunity to demonstrate and apply your knowledge in a variety of ways throughout the semester. Reading response assignments can take the form of written narratives, written reflections, in-class and online discussions, and informal presentations. You will be expected to provide responses and feedback to both assigned readings and to each other's online and written responses.

CASE STUDY

The final case study is meant to be a synthesis of your learning over the course of the semester in particular, but as this is a continuation course, may draw on work from the fall semester as well. The weekly logs will offer much to pull from in this final piece. You are essentially beginning this paper where you left off in the final paper in the fall. Your final case study will present an analysis of your assessments, interventions, and student's progress. The case study report should also discuss any long-term strategies you would suggest for future instruction. The case study is meant to be a synthesis of your learning over the course of the semester, and your weekly logs will offer much to pull from in this final piece. You can organize your final case study any way that you like; however, be sure to include the following in your final report:

A) **Introduction:** This should include your general philosophy of literacy instruction and your thoughts about your role as a Reading Specialist. It is also helpful to provide a brief summary/overview of what will be presented in the case study.

B) Background Information: This should include an introduction / description of your student. Please include a few comments about your tutoring sessions, when and where they occurred, etc.

C) Tutoring Summary (Synthesis of the Work Completed this Semester): You want to give the reader an idea of the types of things that you did with your student during your tutoring sessions and the assessments that were completed. Please break down these summaries by topic (i.e., oral reading, comprehension, fluency, etc.). At some point in your paper, be sure to list the results of all assessments. I find that organizing this information into a chart makes it easier to read and compare scores. When summarizing your tutoring, consider the assessments and tutoring sessions that you provided and how these assessments informed the work that you were doing with your student.

D) Recommendations: Briefly summarize what you learned about your student throughout the year and highlight your students' strengths/weaknesses. Offer recommendations for future instruction. When giving your recommendations, please categorize them using the same categories that were used to describe your tutoring sessions (i.e., oral reading, comprehension, fluency, etc.).

E) Conclusion & Reflection: Please reflect upon your tutoring and assessment experiences. In addition, include any concluding thoughts about your student. Reflections should cover the entire time that was spent with your student.

Average Length: 10-12 single-spaced pages.

Your final case study report is due **Wed., April 27th**. However, if you would like to make any final revisions, I will accept revised copies of your case study up until midnight on Thursday, April 28th. ***If you plan to revise your case study, please let me know by the end of class on Wednesday, April 29th***. Please email your final case study to me and be sure that you receive confirmation that I have received it. If you do not hear back from me, do not assume that I received it! Additional information about your case study project will be provided in class. I will also provide you with examples of case studies that were completed in previous semesters.

INSTRUCTIONAL WEBINAR

In many districts, Reading Specialists offer multiple roles of support for both students and colleagues. As the resident literacy expert, you will often be asked to conduct professional development workshops. Last semester, you created a mini-workshop and presented it to your peers. This semester you will be creating and sharing an instructional webinar. This can be a live webinar with an audience, or you can do a pre-recorded webinar/webcast. The topic of your webinar ***must be approved by me at least 2 weeks before it is due***. The focus of your webinar should be different from what you presented in the Fall. I encourage you to choose an area where you feel you have the least amount of expertise so that you can expand your own literacy

knowledge. The audience for your webinar can be parents and/or teachers, and I encourage you to create something that can actually be used and shared with others in your school or elsewhere. More information and webinar guidelines will be provided in class.


BOOK REVIEW



In order to better meet the needs of you and your student, you will have the opportunity to select a text that you will read and critique. I encourage you to select a text that focuses on an area in which you are less proficient and/or an area that will assist you when planning tutoring sessions with your student. (The book can also be related to your webinar topic.) During the first weeks of class, we will discuss possible readings, and you will choose your text. You will then select a book to read. Book reviews will be presented throughout the semester and can be conducted in class or online. During your presentation, you will introduce the book to your classmates and give a critique of the book. Additional information on your book reviews will be given in class.

Investigating the Theories and Practices: Supporting the Work of the Reading Specialist



Tentative Schedule

| Class | Guiding Questions | Readings | Assignments |
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| Week 1 Jan. 20 | Review, Reflect, Revise, and Move Forward What have we learned about our work as Reading Specialists? What do you already know about supporting your student's literacy development? What still remains to be discovered? | Common Core State Standards The Multiple Roles of School-Based Specialized Literacy Professionals Standards for Middle School and High School Literacy Coaches Literacy Coaching as Hands-On PD | Book review selection discussed |
| Week 2 Jan. 27 | Paradigms of Supportive Reading Instruction What theoretical and pedagogical tools are available to support our pre-K through 12 th grade students? What structures support readers across grade levels? What does a productive, supportive model of literacy instruction and coaching include? | Required: Collins, A. (2006). Cognitive apprenticeship. In R. K. Sawyer (Ed.), <i>The Cambridge Handbook of the Learning Sciences</i> (pp. 47-60). New York: New York. Gavelek, J. R., Raphael, T. E. (1996). Changing talk about text: New roles for teachers and students. <i>Language Arts</i> , 73, p. 182-191. Gelzheiser, L., Hallgren-Flynn, M. C., & Scanlon, D. (2014). Reading Thematically Related Texts to Develop Knowledge and Comprehension. <i>The Reading Teacher</i> , 68(1), 53-63. Self-Selected Theoretical Framework: Select a framework and be prepared to share / discuss it with others in class. If possible, I'd like to see more than one person choose the same framework to investigate. | Bring professional development / teaching resource books to class. Visit websites as needed to determine what you might read for your book review. Begin tutoring this week |
| Week 3 Feb. 3 | The Literacy Coach: Planning your work | Literacy Coaching Clearinghouse http://www.literacycoachingonline.org/about | Book Review: decide upon |


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|  | <p>with your student</p> <p>What do you already know about supporting your students' literacy development? What still remains to be discovered? How can teachers, reading specialists, and literacy coaches best support their students?</p> | <p>us.html</p> <p>Literacy Coaching Tools http://www.literacycoachingonline.org/tools.html</p> <p>Literacy Coaching Library http://www.literacycoachingonline.org/library.html</p> <p>IRA's Coaching and Leadership Resources</p> <p>Dole, J. (2004). The changing role of the reading specialist in school reform. <i>The Reading Teacher</i>, 57(5), 462-471.</p> <p>* Read Dole (2004) and at least one other Literacy Coach article. Explore various online resources (including videos).</p> | <p>book(s) & purchase if needed</p> <p>Respond to readings/videos / podcasts online</p> |
| <p>Week 4 Feb. 10</p> | <p>Response to Intervention (RTI)</p> <p>What is "Response to Intervention" (RTI)? What is the history behind RTI? What are some of the RTI guiding principles and why are they important? How does RTI have an impact on the role of the reading specialist, teaching, and learning?</p> | <p>Gersten, R. & Dimino, J. (2006). RTI (Response to Intervention): Rethinking special education for students with reading difficulties (yet again). <i>Reading Research Quarterly</i>, 41(1), 99-108.</p> <p>Klinger, J., & Edwards, P. (2006). Cultural considerations with Response to Intervention models. <i>Reading Research Quarterly</i>, 41(1), 108-117.</p> <p>RTI Resources http://www.reading.org/Resources/ResourcesByTopic/ResponseToIntervention/Resources.aspx</p> <p>IRA's RTI Overview/Introduction http://www.reading.org/Resources/ResourcesByTopic/ResponseToIntervention/Overview.aspx</p> <p>RTI Guiding Principles Pamphlet http://www.reading.org/Libraries/Resources/RTI_brochure_web.pdf</p> <p>IRA Commission on RTI (draft) http://www.reading.org/Libraries/Resources/RTIDiversity.pdf</p> <p>* You will need to select and learn about at least one type of intervention model that is</p> | <p>Book Review #1</p> <p>Introduce intervention program you are thinking about researching</p> |

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| | | being used in schools to instruct struggling readers. Be prepared to educate your classmates on this model. You will also have the opportunity to select videos/podcasts to view/listen to and discuss. | |
| Week 5 Feb. 17  | Response to Intervention (RTI) (continued) How does RTI have an impact on the role of the reading specialist, teaching, and learning? What are some examples of intervention models? | RTI Action Network Videos http://www.rtinetwork.org/professional/videos RTI Talks http://www.rtinetwork.org/professional/rti-talks RTI Talks Archive http://www.rtinetwork.org/professional/rti-talks/rti-talks-archive RTI Checklists and Forms http://www.rtinetwork.org/checklists | Logs 1-3 due Book Review #2 Post intervention program you were researching onto Wiki Respond to readings/videos/podcasts online |
| Week 6 Feb. 24  | Building the Foundation for Phonics & Fluency How can teachers support the development of students' phonics and fluency skills? How can these skills be assessed? What do research and theory have to say about phonics and fluency instruction? | Required for all to read: Rasinski, T., Rupley, W., & Nichols, W. (2008). Two essential ingredients: Phonics and fluency getting to know each other. <i>The Reading Teacher</i> , 62(3), 257-260. Select two readings from the following: Archer, A., Gleason, M., & Vachon, V. (2003). Decoding and fluency: Foundation skills for struggling older readers. <i>Learning Disability Quarterly</i> , 26, 89-101. Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). Everything you wanted to know about phonics (but were afraid to ask). <i>Reading Research Quarterly</i> , 33(3), 338-354. Yopp, H., & Yopp, R. (2000). Supporting phonemic awareness development in the classroom. <i>The Reading Teacher</i> , 54(2), 130-143. Select one reading from the following: O'Shea, D., McQuiston, K., & McCollin, M. (2009). Tips for teaching: Improving fluency skills of secondary-level students from diverse backgrounds. <i>Preventing School Failure</i> , 54(1), 77-80. | Book Review #3 View classmates' RTI program reviews and post reply Respond to readings/videos/podcasts online |

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| | | <p>Paquette, K., & Rieg, S. (2008). Using music to support the literacy development of young English language learners. <i>Early Childhood Education Journal</i>, 36, 227-232.</p> <p>* Self-selected reading on related topics</p> | |
| <p>Week 7 March 2</p> | <p>Writing to Learn: Understanding the Recursive Support between Reading and Writing</p> <p>How can teachers support the development of students' writing skills? How can these skills be assessed? What do research and theory have to say about writing instruction?</p> | <p>Higgins, B., Miller, M., & Wegmann, S. (2006/2007). Teaching to the test... not! Balancing best practice and testing requirements in writing. <i>The Reading Teacher</i>, 60(4), 310-319.</p> <p>Morgan, D. (2010). Writing feature articles with intermediate students. <i>The Reading Teacher</i>, 64(3), 181-189.</p> <p>Rickards, D., & Hawes, S. (2006). Connecting reading and writing through author's craft. <i>The Reading Teacher</i>, 60(4), 370-372.</p> <p>* Watch related videos</p> | <p>Book Review #4</p> |
| <p>Week 8 March 9</p> | <p>Motivating Meaning: Focused word instruction (Decoding / Word Identification, Spelling)</p> <p>How can teachers support the development of students' decoding, word identification, and spelling skills? How can these skills be assessed? How can research and theory inform instruction in these areas?</p> | <p>Required reading for all plus one more self-selected reading (or video):</p> <p>Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. <i>Reading Research Quarterly</i>, 34(1), 102-112.</p> <p>Select at least one reading from the following:</p> <p>Keller, C. (2002). A new twist on spelling instruction for elementary school teachers. <i>Intervention in School and Clinic</i>, 38(1), 3-7.</p> <p>Powell, D., & Aram, R. (2008). Spelling in parts: A strategy for spelling and decoding polysyllabic words. <i>The Reading Teacher</i>, 61(7), 567-570.</p> <p>Whitaker, S., Harvey, M., Hassell, L., Linder, T., & Tutterrow, D. The fish strategy: Moving from sight words to decoding. <i>Teaching Exceptional Children</i>, 38(5), 14-18.</p> | <p>Book Review #5</p> |

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| Week 9 March 16 | <i>Spring Break - No Class</i> | <i>Spring Break - No Class</i> | |
| Week 10 March 23  | Supporting Literacy Development for ELL/Bilingual Students How can teachers best support literacy development for ELL / Bilingual students? How can research and theory inform instruction? What must teachers take into consideration when assessing ELL / Bilingual students' literacy skills? | Readings and possible guest speaker to be determined; additional information will be provided in class | Book Review #6 Respond to readings/videos/podcasts online |
| Week 11 March 30 | Motivating Meaning: Focused word instruction (Vocabulary) How can teachers support the development of students' vocabulary skills? How can students' knowledge of vocabulary be assessed? What do research and theory have to say about vocabulary instruction? | Crovitz, D., & Miller, J. (2008). Register and charge: Using synonym maps to explore connotation. <i>English Journal</i> , 97(4), 49-55. Graves, M., & Watts-Taffe, S. (2008). For the love of Words: Fostering word consciousness in young readers. <i>The Reading Teacher</i> , 62(3), 185-193. Visit the TeachingChannel website and watch the following videos: Improving Speaking Skills with Poetry Podcasting College Talk: Improving Students' Vocabulary Kick Me: Making Vocabulary Interactive | Logs 4-6 due Book Review #7 |
| Week 12 April 6  | Improving Reading Comprehension How can teachers support the development of students' reading comprehension skills and use of | Duke, N. & Pearson, P. D. (2001). Effective practices for developing reading comprehension. In A. Farstrup & S. J. Samuels (Eds.) <i>What Research Has to Say About Reading Instruction</i> , 3rd ed. Buehl, D. (2009). Self-questioning taxonomy. From <i>Classroom Strategies for</i> | Book Review #8 Webinars Due Start giving final assessments around this time |

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| | <p>comprehension strategies? How can reading comprehension be assessed? What do research and theory have to say about comprehension instruction?</p> | <p><i>Interactive Learning, Third Edition.</i> International Reading Association.</p> <p>Litt, D. 10 rules for reading. <i>The Reading Teacher</i>, 60(6), 570-574.</p> | |
| <p>Week 13 April 13</p> | <p>Content Area Reading & Writing</p> <p>How can teachers support the development of students' content area reading and writing skills? How can these skills be assessed? What do research and theory have to say about literacy instruction across disciplines?</p> | <p>I have a series of readings listed on the wiki (and below) on content area reading/writing. Please pick and choose 2-4 readings and see how they might be used to support your case study. You shouldn't have any problem citing at least one or two of the articles in your case study to support your observations, recommendations for future instruction, etc.</p> <p>Wilson, A. (2011). A social semiotics framework for conceptualizing content area literacies. <i>Journal of Adolescent & Adult Literacy</i>, 54(6), 435-444.</p> <p>Brown, C. (2007). Supporting English language learners in content-reading. <i>Reading Improvement</i>, 44(1), 32-39.</p> <p>Parsons, S., & Ward, A. (2011). The case for authentic tasks in content literacy. <i>The Reading Teacher</i>, 64(6), 462-465.</p> <p>Brozo, W., & Flynt, E. S. (2008). Motivating students to read in the content classroom. <i>The Reading Teacher</i>, 62(2), 162-164.</p> <p>Gill, S. (2009). What teachers need to know about the "new" nonfiction. <i>The Reading Teacher</i>, 63(4), 260-267.</p> <p>Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. <i>The Reading Teacher</i>, 59(1), 46-55.</p> <p>Videos: Go to the Reading Rockets "Comprehension" video series and watch the ones titled...</p> <p>"Using Higher Order Questions"</p> | <p>Book Review #9</p> <p>Webinar Peer Feedback Due</p> |

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| | | <p>"Engaging Nonfiction Readers"</p> <p>Go to the Reading Rockets "Content-Area Instruction" and spend approximately 40 minutes selecting and viewing videos on this topic.</p> | |
| <p>Week 14 April 20 </p> | <p>Writing Instruction and Self-Selected Topic(s)</p> <p>(Writing Workshop)</p> | <p>Introduction: Why Digital Writing Matters (Because Digital Writing Matters: National Writing Project by Danielle Nicole Devoss, Elyse Eidman-Aadahi, and Troy Hicks): http://www.nwp.org/cs/public/download/nwp_file/14008/intro_digitalwritingmatters.pdf?x-r=pcfile_d</p> <p>Chapter 1 (Because Digital Writing Matters) http://media.wiley.com/product_data/excerpt/27/04704077/0470407727.pdf</p> <p>Writing Re-Launched: Teaching with Digital Tools (Article): http://www.edweek.org/tsb/articles/2011/04/04/02digital.h04.html</p> | <p>Book Review #10</p> <p>Logs 7-8 due</p> <p>Share/provide feedback on case study draft / outline with one or more classmates.</p> |
| <p>Week 15 April 27</p> | <p>Presentation of Case Studies Case Studies Due</p> | | |