

George Mason University
College of Education and Human Development
Secondary Education

EDRD 619.003/EDRD 419.001– Literacy in the Content Areas
3 Credits, Spring 2019
Wednesdays, 4:30-7:10pm, Thompson Hall 1017- Fairfax Campus

Faculty

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Prerequisites/Corequisites

Prerequisites: Methods I (EDCI 567 Teaching Social Studies in the Secondary School, 569 Teaching English in the Secondary School, 572 Teaching Mathematics in the Secondary School, or 573 Teaching Science in the Secondary School).

Corequisites: Methods II (EDCI 667 Advanced Methods of Teaching Social Sciences in the Secondary School, 669 Advanced Methods of Teaching English in the Secondary School, 672 Advanced Methods of Teaching Mathematics in the Secondary School, or 673 Advanced Methods of Teaching Science in the Secondary School).

University Catalog Course Description

Offers understanding of language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas, and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid format to include lecture and discussion on campus and online.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain theories of adolescent literacy and the role of literacy in learning in content areas.
2. Examine the significance of teaching and reading and writing together and how process instruction facilitate learning.
3. Identify evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
4. Develop learning strategies (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents' literacy development in specific content areas.
5. Justify the integration of technology to support content learning.
6. Explain the specific challenges students with varying levels of literacy and linguistic proficiency face in each discipline.
7. Analyze the role metacognition plays in the learning process and the role strategy instruction plays in developing metacognitive awareness.

Professional Standards (International Literacy Association)

Upon completion of this course, students will have met the following professional standards:

Standard 1: Foundational Knowledge- Middle and High School Content Classroom Teacher Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2: Curriculum & Instruction- Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3: Assessment & Evaluation- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4: Diversity- Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5: Creating a Literate Environment-Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6: Professional Learning & Leadership- Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Required Texts

Fisher, D. & Frey, N. (2015). *Improving adolescent literacy*. (4th ed.) Boston, MA: Pearson Education Inc. (Must have enhanced e-text version to access videos)

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2015). *50 Instructional routines to develop content literacy*. (3rd ed.). Boston, MA: Pearson Education Inc.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

1. Assignments and/or Examinations

--ATTENTION EDRD 419 STUDENTS--

Some adjustments have been made for you on some assignments. These adjustments will be indicated within a box (just like this one) under each specific assignment.

A. Online Assignments (15%) Due dates: throughout semester.

Throughout the semester you will have several online assignments that involve an array of activities, mostly including recording your thoughts, reactions, opinions, connections, and questions, related to assigned readings and videos. These activities are designed to encourage candidates to think deeply about the materials they read and reflect on and raise questions about the text. All instructions and due dates for these assignments will be posted to Blackboard. **It is essential that you read all the assigned material since this content will not be repeated in class.** Assignments for online weeks are worth a total of 10 points and online article comments are worth a total of 5 points.

B. Midterm Assignments (20%) Due dates: Inquiry Chart March 6, Talking to the Text March 13

Part 1: Inquiry Chart (15 points)

Each student will complete an Inquiry Chart on methods of supporting English Learners reading comprehension in the classroom. The Inquiry Chart will be provided in class. You will read 2 assigned articles and select 3 additional articles to read. You will analyze the articles for (a) characteristics and experiences of ELL's and (b) strategies for supporting ELLs in your content classroom. After completing the chart, you will write a 2-3 page synthesis of your findings from the selected sources. (rubric available on Blackboard)

--ATTENTION EDRD 419 STUDENTS--

Please select only one additional text to read as part of this assignment.

Part 2: Talking To The Text Video Recording (5 points)

For this portion of the mid-term assignment, you will learn about a content area reading strategy called *Talking to the Text* and create a recording/screencast of you modeling this strategy (as you would for students) with a text in your content area. You will post your Talking to the Text Video to GO REACT and comment on 2 peers' presentations. Detailed instructions will be provided closer to the due date. (rubric available on Blackboard).

C. Lesson Plan/In-Class Teaching Assignment: (15%) Due dates: Draft Lesson Plan March 20, Lesson Plan March 27, In Class Teaching April 3, Reflection April 10.

You will develop and teach a lesson to the class based on the Virginia Standards of Learning from your discipline. The lesson will incorporate content-area literacy strategies. The lesson will be no longer than 20 minutes. More information (lesson plan template, guidelines, rubrics, etc.) will be available on Blackboard.

Part 1- Lesson Plan

Write a lesson plan for your content area that uses content area literacy strategies to guide students throughout the lesson.

Part 2- Teach

You will teach your lesson to a small group of peers in class and record it using GoReact.

Part 3 - Respond

You will comment on your group members' lessons in GoReact and they will comment on yours. Specifically, each group member will be using the reflection questions from Part 4 to comment on your lesson. Once all group members have commented on your lesson, you will review and consider their comments as you prepare your reflection for Part 4.

Part 4- Reflect. The final component of this project is to reflect on your lesson to consider how it helped guide learners in meaning-making. You will use the comments from your peers (in GoReact), along with your own thoughts to write a **3-4 page reflection** using the following as your guide:

1. **Introduction:** Briefly discuss the development and execution of the lesson. Was this lesson written/executed in a way that helped students meet the established goals? Why or why not?
2. **Review:** Consider the effectiveness of each segment of the lesson:

- a. Did the *before* reading activities prepare students to read and make meaning from the text? Why or why not?
 - b. How did the *during* reading activities help students make meaning from the text?
 - c. How did the activities that occurred *after* reading help students make meaning from the text? How did the *assessment* help you know what they had learned?
3. **Conclusion:** Explain your new understandings about guiding students' learning with content strategies. What did you learn from this experience?

<p>--ATTENTION EDRD 419 STUDENTS-- Only a 2-3-page reflection is required for this assignment.</p>

D. Strategy Collection (10%) Due date: April 24.

Throughout the semester you will be introduced to many literacy strategies. To help you keep track of these and consider how you might use them in your future teaching you will curate a list of strategies for supporting students in reading text **in your content area**. The guidelines are as follows:

- 1) Your list must include a minimum of 15 strategies.
- 2) Strategies may be selected from any of the class readings, from the class videos, from any of the strategies we discussed in class, or from any other relevant resource that you find.
- 3) For each strategy, you must include: (a) the name of the strategy, (b) an explanation of the strategy, (c) an indication of whether it would be used before, during, and/or after reading/learning, (d) an explanation of why it is a good strategy for your content area, (e) an illustration/example of how it might look, and (f) any other relevant information.
- 4) You are welcome to capture your illustration/example from a website, class video, textbook, etc., but please list the source of your illustration as shown in the chart below.

Further details will be provided near the due date.

E. Final Project: Book Analysis & Poster Presentation (20%) Due date: May 1.

Students will choose and read a book (that has not been read before) from the list provided in Appendix A and develop an analysis and poster presentation in response to the text. Posters will be shared during a course Book Fair, and written reports are due during the fair. Written reports should be typed and consist of a 5- to 6-page reflection that answers the following questions:

- What is the author's purpose in writing the book?
- What major points does the author make?
- What can we learn from this book about adolescent literacy?

- What have I learned from this book about disciplinary literacy in my content area?
- How can this book inform my future teaching?

Select a title from Appendix A for your book report. Books may be purchased online or checked out from the library. It is the responsibility of the student to acquire and read the selected book before the book fair. Alternative books may be proposed early in the semester, but may not be approved. Further details will be provided in class.

F. Field Experience (15%) Due date: May 8.

Directions: Candidates MUST complete the **Online Field Experience Registration** NO LATER than the first week of classes. This course requires a total of **15 hours of Field Experience**. **A signed log of hours indicating successful completion of the time requirement must be submitted via blackboard in order to receive credit for the field experience (see Class Tools folder in Blackboard).** There are two components required for completion of the Field Experience assignment.

Component 1- Hours & Observation Log: Candidate will maintain an observation log, noting the particular ways the teacher(s) integrates literacy into the daily instructional routines.

Directions:

1. Candidate will create 2 entries of 300-350 words. Each entry should include (a) what was observed, including background and context of classes and (b) an analysis of how the observation ties into course concepts covered.
2. Candidate will submit a signed log of hours indicating successful completion of the time requirement

Component 2- lesson implementation and reflection (individual or co-taught):

As part of the Methods II courses at GMU students are asked to teach, record, and reflect on a lesson taught in a classroom during the field experience. For students who are taking their Methods II courses at the same time as this course, this assignment should be a part of the Methods II Clinical Field Experience Project. Please see the instructor for more details if you are not concurrently enrolled in the Methods II block.

Directions: Candidate will teach or co-teach (depending on each individual's situation) one lesson during the field experience which incorporates the use of content area literacy strategies. This lesson should engage students in reading and/or writing for comprehension. Examples will be discussed in class. Candidate should discuss this with the classroom teacher during the first meeting.

1. Develop, teach, and video record a strategy lesson plan that incorporates an instructional strategy from the course and implement it with a small group or whole class.
2. Get feedback from the classroom teacher.
3. Collect student sample(s) [if able] and bring to campus to share with the class.
4. Upload the lesson and lesson plan to GoReact

5. Select a 5-10 minute portion of your video that you would like to share with your classmates. The selected portion should represent something that you want to analyze. Mark that portion of your lesson in GoReact by using the annotation feature that allows you to add a question, comment or suggestion.
6. In class, you will watch the selected portion of the lesson with your partner.
7. Write an individual reflection that takes into account the discussion that took place with your partner. Specific guidelines will be provided in class.

G. Professional Dispositions (5%). Due date: throughout semester.

This methods class is for upper level students who are preparing to student teach and thus begin their journey into teaching as a career. Therefore, displaying professionalism in this course is both reflective and essential to the teaching-learning process. Professional dispositions are assessed as outcomes of this course and awarded points to indicate their value and importance in this course. The primary dispositions are: Professionalism, Respect, Participation, Responsibility and Reflectiveness, Interpersonal skills, Feedback, and Social and Cultural Diversity. The readings, classwork, and assignments are designed to both foster and demonstrate your competency in this area. The description found in Appendix B discusses each of these dispositions further. You will have the opportunity to reflect and receive feedback on your progress in this area formally and informally throughout the semester.

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	2.5 points	2 points	1 point	0 points
Class Attendance	Missed no more than 1 face-to-face or synchronous class session OR Arrived late/left early for no more than 1 class.	Missed 2 face-to-face or synchronous class sessions OR Arrived late or left class early a minimum of 2-3 times.	Missed 3 face-to-face or synchronous class sessions. OR Arrived late or left class early 4-5 times.	Missed more than 3 face-to-face or synchronous class sessions. OR Arrived late or left class early more than 5 times.
Class Participation	Consistently well-prepared for class; regularly asked questions or made observations and analysis appropriate to the topic. Actively participated in <i>all</i> small group activities and class discussions.	Usually prepared for class; occasionally asked questions or made observations and analysis appropriate to the topic. Actively participated in <i>most</i> small group activities and class discussions.	Sometimes prepared for class; rarely asked questions or made observations that indicated familiarity with the topic. Rarely actively participated in small group activities and class discussions.	Consistently not prepared for class; never asked questions or made observations that indicated familiarity with the topic. Never actively participated in small group activities and class discussions.

Other Requirements

Regular class attendance and viewing/completion of the online videos is expected and critical. Class time will provide opportunities to ask questions, hear others' ideas, and deepen your understanding of the material. Thorough preparation is important each week because class activities are designed to extend, critique, and synthesize the readings. In class activities will

build upon readings. The online videos are essential for participation in the in-class activities.

The instructor reserves the right to adjust the syllabus and assignments as deemed necessary

Grading

Assignment	Total Value	Due Date
Online assignments	15%	Throughout semester as indicated on the weekly course schedule
Mid-Term Assignments	20%	March 6 and 13
Lesson Plan/In-Class Teaching Assignment	15%	March 20, 27 April 3, 10
Strategy Collection	10%	April 24
Final Project: Book Analysis & Presentation	20%	May 1
Field Experience Assignment	15%	May 8
Professional dispositions	5%	Ongoing throughout semester

Grading Scale

A	=	94%-100%
A-	=	90%-93%
B+	=	87%-89%
B	=	80%-86%
C	=	75%-79%
F	=	below 75%

***Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

Late Work Policy: Late work may sometimes be accepted **when approved by the instructor prior to the due date**. However, late work will result in a deduction of 10% of the grade per day the work is late.

All written work should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All work should be prepared through word processing and submitted as a **Word doc (please do not turn in PDFs)**. Use the filename format **LASTNAME-ASSIGNMENT TITLE**. Your work should reflect **APA style (6th edition)**, as well as be **double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial)**.

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings/Assignments
<p>Week 1: 1/23 MEET ON CAMPUS</p>	<p>Course Introduction</p> <p>What does it mean to be literate in a discipline?</p>	<p>READ:</p> <ul style="list-style-type: none"> • Syllabus <p>To read in class:</p> <ul style="list-style-type: none"> • International Reading Association. (2015). <i>Collaborating for success: The vital role of content teachers in developing disciplinary literacy with student in grades 6-12.</i> (Position statement). Newark, DE: author.
<p>Week 2: 1/30 MEET ON CAMPUS</p>	<p>Why Does Adolescent Literacy Matter And How Could We Approach Teaching Adolescent Literacy?</p> <p><i>Begin work on Inquiry Chart assignment</i></p>	<p>READ:</p> <ul style="list-style-type: none"> • Alvermann, D. (2002). Effective literacy instruction for adolescents. <i>Journal of Literacy Research</i>, 34(2), 189-208. • Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. <i>Journal of Adolescent and Adult Literacy</i>, 57(8), 614–623. • <i>50 Instructional Routines</i> – chapter 24 <p>DUE:</p> <ul style="list-style-type: none"> • Review and select book choice for book analysis assignment (alternate choices should be brought to class tonight) • Online article/strategy response
<p>Week 3: 2/6 MEET ON CAMPUS</p>	<p>How Do We Prepare Students to Learn In the Content Areas</p>	<p>READ:</p> <ul style="list-style-type: none"> • Articles listed in the Preparing students to Learn section of the Article Matrix (Appendix C) • <i>50 Instructional Routines</i> – chapters 3, 12,15, 17, 21, 40

		<ul style="list-style-type: none"> Review: Professional Organization Standards (NCTE/NCTM/NTSS/NSTA/CCCS/NGSS) <p>DUE:</p> <ul style="list-style-type: none"> Online article/strategy response
<p>Week 4: 2/13 <i>ONLINE</i></p>	<p>How Can You Make Content Area Strategies Work for You?</p>	<p>READ:</p> <ul style="list-style-type: none"> Articles listed in the Assessment section of the Article Matrix (Appendix C) <i>Improving Adolescent Literacy</i> – chapters 1, 2 <i>50 Instructional Routines</i> – chapters 5, 7, 9, 16, 23, 29, 30, 37, 39, 41 <p>DUE:</p> <ul style="list-style-type: none"> Online assignments posted to Blackboard by midnight
<p>Week 5: 2/20 <i>MEET ON CAMPUS</i></p>	<p>How Do We Deepen Student’s Interaction with Text?</p>	<p>READ:</p> <ul style="list-style-type: none"> Articles listed in the Reflection & Discussion section of the Article Matrix (Appendix C) <i>Improving Adolescent Literacy</i> – chapter 3 <i>50 Instructional Routines</i> – chapters 4, 6, 14, 26, 27, 33, 42 <p>DUE:</p> <ul style="list-style-type: none"> Online article/strategy response
<p>Week 6: 2/27 <i>MEET ON CAMPUS</i></p>	<p>How Do We Engage Students in Deep Reading and Robust Vocabulary Learning?</p>	<p>READ:</p> <ul style="list-style-type: none"> <i>Improving Adolescent Literacy</i> – chapter 4 <i>50 Instructional Routines</i> – chapters 32, 43, 44, 45, 46, 47, 48, 49 <p>DUE:</p> <ul style="list-style-type: none"> Online article/strategy response

<p>Week 7: 3/6 MEET ON CAMPUS</p>	<p>How do we Create Interactive and Guided Learning Experiences</p>	<p>READ:</p> <ul style="list-style-type: none"> • Articles listed in the Interactive/Guided Learning section of the article Matrix (Appendix C) • <i>50 Instructional Routines</i> – chapters 8, 20 <p>DUE</p> <ul style="list-style-type: none"> • Inquiry Chart Assignment • Talking to the Text Assignment by 3/13 at midnight
<p>Week 8: 3/13 No Class Meeting</p>	<p>GMU Spring Break</p>	
<p>Week 9: 3/20 MEET ON CAMPUS</p>	<p>How Can We Differentiate Instruction for Struggling Adolescent Learners and Help Students Develop Critical Literacy Skills?</p>	<p>READ:</p> <ul style="list-style-type: none"> • Articles listed in the Struggling Adolescent Learners AND Critical Literacy sections of the article Matrix (Appendix C) • <i>50 Instructional Routines</i> – chapters 10, 11, 19, 34, 36 <p>DUE</p> <ul style="list-style-type: none"> • Online article/strategy response • Lesson plan workshop – BRING A DRAFT TO CLASS FOR PEER FEEDBACK
<p>Week 10: 3/27 ON LINE</p>	<p>How Can We Use Graphic Organizers to Support Content Learning?</p> <p>How Can We Help Students Make and Take Worthy Notes?</p>	<p>READ:</p> <ul style="list-style-type: none"> • <i>Improving Adolescent Literacy</i> – chapters 5, 6 • <i>50 Instructional Routines</i> – chapters 1, 2, 35, 41, 50 <p>DUE:</p> <ul style="list-style-type: none"> • Online assignments posted to Blackboard by midnight • Lesson plan for in-class teaching assignment
<p>Week 11:</p>	<p>In-Class Lesson Demonstrations</p>	<p>DUE:</p>

<p>4/3 <i>MEET ON CAMPUS</i></p>		<ul style="list-style-type: none"> • Teach and record lessons in class today • Peer and self-lesson comments due to GoReact by 4/6 at midnight
<p>Week 12: 4/10 <i>ONLINE</i></p>	<p>What are the Roles of Writing in Content Area Literacy and Learning?</p>	<p>READ:</p> <ul style="list-style-type: none"> • Articles listed in the Reflective Reading & Writing to Learn section of the article Matrix (Appendix C) • <i>Improving Adolescent Literacy</i> – chapter 7 • <i>50 Instructional Routines</i> – chapters 25, 31, 50 <p>DUE</p> <ul style="list-style-type: none"> • Online assignments posted to Blackboard by midnight • Lesson Reflection
<p>Week 13: 4/17 <i>ONLINE</i></p>	<p>How Can We Use Multiple Sources to Support Student Learning?</p>	<p>READ:</p> <ul style="list-style-type: none"> • TBD <p>DUE:</p> <ul style="list-style-type: none"> • Online assignments posted to Blackboard by midnight
<p>Week 14: 4/24 <i>MEET ON CAMPUS</i></p>	<p>How Can we Help Students Understand the Role of New Literacy Skills and Strategies in their Content Area Learning?</p>	<p>DUE:</p> <ul style="list-style-type: none"> • Strategy Collection
<p>Week 15: 5/1 <i>MEET ON CAMPUS</i></p>	<p>How Can We Learn From Practitioner Texts? Course Wrap-up</p>	<p>DUE:</p> <ul style="list-style-type: none"> • Book Analysis & Poster Presentation Be prepared to share the selected video portion of your field experience lesson in class today
<p>Week 16: 5/8 No Class Meeting</p>	<p>Field Experience</p>	<p>DUE:</p> <ul style="list-style-type: none"> • All parts of the Field Experience Assignment

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix A: Book Analysis Book List

- Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. Portland, ME: Stenhouse.
- Allington, R. (2006). *What really matters for struggling readers (2nd ed.)*. New York: Allyn and Bacon.
- Beach, R., Campano, G., Edmiston, B., Borgmann, M. (2010). *Literacy tools in the classroom: Teaching through critical inquiry, grades 5-12*. New York: Teachers College Press.
- Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.
- Block, C. C., & Mangieri, J. N. (2006). *The vocabulary-enriched classroom*. New York: Scholastic.
- Fecho, B. (2011). *Teaching for the students: Habits of heart, mind, and practice in the engaged classroom*. New York: Teachers College Press.
- Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.
- Epstein S. E. (2014). *Teaching civic literacy projects: Student engagement with social problems, Grades 4- 12*. New York: Teachers College Press.
- Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse.
- Herrera, S. G., Perex, D. R., Kavimandan, S. K., & Wessels, S. (2013). *Accelerating literacy for diverse learners: Strategies for the Common Core classroom, K-8*. New York: Teachers College Press.
- Marshall, J., & Donahue, D. M. (2014). *Art-centered learning across the curriculum: Integrating contemporary art in the secondary school classroom*. New York: Teachers College Press.
- Minton, L. (2007). *What if your ABCs were your 123's? Building connections between literacy and numeracy*. Thousand Oaks, CA: Corwin Press.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2014). *Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the Common Core Classroom, Grades 6-12*. New York: Teachers College Press.
- Murray, M. (2004). *Teaching mathematics vocabulary in context: Windows, doors, and secret passageways*. Portsmouth, NH: Heinemann.
- Robb, L. (2003). *Teaching reading in social studies, science, and math: Practical ways to weave comprehension strategies into your content area teaching*. New York: Scholastic.
- Rose, M. (1989). *Lives on the boundary: A moving account of the struggles and achievement of America's educationally underrepresented*. New York: Penguin.
- Sienna, M. (2009). *From reading to math: How best practices in literacy can make you a better math teacher*. Sausalito, CA: Math Solutions.

Smith, M., & Wilhelm, J. (2002). *Reading don't fix no chevys: Literacy in the lives of young men*. Portsmouth, NH: Heinemann.

Topping, D.H., & McManus, R.A. (2002). *Real reading, real writing: Content-area strategies*. Portsmouth, NH: Heinemann. (focuses on science instruction)

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Appendix B: Professional Dispositions

Disposition
<p>Professionalism:</p> <ul style="list-style-type: none">• Present for the entirety of each class period• Behavior is conducted with honesty and integrity• Work and contributions are appropriate to the task
<p>Respect for Individual Differences:</p> <ul style="list-style-type: none">• Acceptance and respect for differences• Conflicts are handled respectfully and appropriately• Demonstrate openness to alternative perspectives
<p>Active Participation:</p> <ul style="list-style-type: none">• Contribute thoughtfully and informatively to the variety of forms of discussion (whole group, small group, individual tasks)• Consistently engaged in class (not on devices, other work, or distracted)
<p>Responsible and Reflective:</p> <ul style="list-style-type: none">• Preparedness for class<ul style="list-style-type: none">○ This includes homework, online and in-class activities such as written reflections, journals, reading response activities, technology activities, and other appropriate assignments. Students may also be asked to complete quizzes on the readings and to lead and/or participate in discussions about the readings.○ This also includes careful attention to each of the readings, as you will frequently be responsible for sharing your own summary and critical analysis of the readings with others who have not read the same material.
<p>Interpersonal Skills:</p> <ul style="list-style-type: none">• Collaborative approach to small group and partner work• Demonstrates respect for all others in class
<p>Open to Feedback:</p> <ul style="list-style-type: none">• Willing to receive and acknowledge feedback• Reflects and works towards acting on feedback to improve learning
<p>Social and Cultural Diversity:</p> <ul style="list-style-type: none">• Demonstrates awareness of how their own cultural background and life experiences shape their views of others

Appendix C: Article Matrix by content area

Choose ONE article per topic unless otherwise indicated.

Topic	English/LA	Mathematics	Science	Social Studies
Preparing students to learn	<p>Kozen, A. A., Murray, R. K., & Windell, I. (2006). Increasing all students' chance to achieve: Using and adapting anticipation guides with middle school learners. <i>Intervention in School and Clinic, 41</i>, 195-200.</p> <p>Casey, H. K. (2008). Engaging the Disengaged: Using Learning Clubs to Motivate Struggling Adolescent Readers and Writers. <i>Journal Of Adolescent & Adult Literacy, 52</i>(4), 284-294.</p>	<p>Steele, D. F. (2005). Using schemas to develop algebraic thinking. <i>Mathematics Teaching in the Middle School, 11</i>(1), 40-46.</p> <p>Rawding, M. R., & Wills, T. (2012). DISCOURSE: Simple moves that work. <i>Mathematics Teaching in the Middle School, 18</i>(1), 46.</p> <p>Massey, D., & Riley, L. (2013). Reading Math Textbooks: An Algebra Teacher's Patterns of Thinking. <i>Journal Of Adolescent & Adult Literacy, 56</i>(7), 577-586. doi:10.1002/JAAL.187</p>	<p>Ferrell, K. (2007). May I go to the bathroom? <i>Science Scope, 31</i>(1), 32-37. AND</p> <p>McCormick, M. K. & McTigue, E. M., (2010). Teacher read-alouds make science come alive. <i>Science Scope, 34</i>(5), 45-49.</p> <p>Cook, M. P. (2006). Visual representations in science education: The influence of prior knowledge and cognitive load theory on instructional design principles. <i>Science Education, 90</i>(6), 1073-1091.</p>	<p>Duffelmeyer, F. A. (1994). Effective anticipation guide statements for learning from expository prose. <i>Journal of Reading, 37</i>, 452-457.</p> <p>Yu Ren, D. (2017). Tapping into English Language Learners' (ELLs') Prior Knowledge in Social Studies Instruction. <i>Social Studies, 108</i>(4), 143-151. doi:10.1080/00377996.2017.1342161</p>
Reflection & discussion	<p>Lloyd, S. L. (2004). Using comprehension strategies as a springboard for student talk. <i>Journal of Adolescent & Adult Literacy, 48</i>, 114-124.</p> <p>Schillinger, T. (2011). Blurring Boundaries: Two Groups of Girls Collaborate on a Wiki. <i>Journal Of</i></p>	<p>Pugalee, D. K. (2001). Using communication to develop students' mathematical literacy. <i>Mathematics Teaching in the Middle School, 6</i>, 296-299. AND</p> <p>Fello, S. E., & Paquette, K. R. (2009). Talking & writing in the classroom. <i>Mathematics Teaching in the Middle, 14</i>, 410-414.</p>	<p>Chowning, J. T. (2009). Socratic seminars in science class. <i>The Science Teacher, 76</i>(7), 36-41. OR</p> <p>Lin, E. (2005). Strategies to increase active discussion and thinking for all students. <i>Science Scope, 28</i>(5), 34-37.</p>	<p>Wilfong, L. (2009). Textmasters: Bringing literature circles to textbook reading across the curriculum. <i>Journal of Adolescent & Adult Literacy, 53</i>, 164-171.</p> <p>Chiaravalloti, L. A., Frey, N., & Fink, L. (2010). "Wouldn't she notice he had mud on his shirt?":</p>

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	<p>Adolescent & Adult Literacy, 54(6), 403-413.</p>		<p>Faller, S.E. (2018). Reading and Writing as Scientists? Text Genres and Literacy Practices in Girls' Middle- Grade Science. <i>Journal of Adolescent & Adult Literacy</i>, 61(4), 381–390.</p>	<p>Scaffolding meaningful discussions. <i>Voices from the Middle</i>, 18(2), 16-25.</p>
Struggling adolescent learners	<p>Lenters, K. (2006). Resistance, struggle, and the adolescent reader. <i>Journal of Adolescent & Adult Literacy</i>, 50, 136-146.</p> <p>Glenn, W. J., & Ginsberg, R. (2016). Resisting Readers' Identity (Re)Construction across English and Young Adult Literature Course Contexts. <i>Research In The Teaching Of English</i>, 51(1), 84-105...</p>	<p>Sheehan, A. D. & Sheehan, C. M. (2000). Lost in a sea of ink: How I survived the storm. <i>Journal of Adolescent & Adult Literacy</i>, 44, 20-32.</p> <p>Crawford, L., & Ketterlin-Geller, L. (2008). Improving math programming for students at risk: Introduction to the special topic issue. <i>Remedial and Special Education</i>, 29, 5-8.</p> <p>Kong, J. E., & Orosco, M. J. (2016). Word-Problem-Solving Strategy for Minority Students at Risk for Math Difficulties. <i>Learning Disability Quarterly</i>, 39(3), 171-181. doi:10.1177/0731948715607347</p>	<p>Johnson, J. C. & Martin-Hansen, L. (2005). Improving science reading comprehension. <i>Science Scope</i>, 28(7), 12-15.</p> <p>Boyle, J. (2010). Strategic note-taking for middle-school students with learning disabilities in science classes. <i>Learning Disability Quarterly</i>, 33, 93-109.</p> <p>Lubin, J., & Polloway, E. A. (2016). Mnemonic Instruction in Science and Social Studies for Students with Learning Problems: A Review. <i>Learning Disabilities -- A Contemporary Journal</i>, 14(2), 207-224.</p>	<p>Taylor, D. B., Mraz, M., Nichols, W. D., Rickelman, R. J., & Wood, K. D. (2009). Using explicit instruction to promote vocabulary learning for struggling readers. <i>Reading & Writing Quarterly</i>, 25, 205-220.</p> <p>Hall, L. A. (2009). Struggling Reader, Struggling Teacher: An Examination of Student-Teacher Transactions with Reading Instruction and Text in Social Studies. <i>Research In The Teaching Of English</i>, 43(3), 286-309.</p>
Critical Literacy	<p>Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. <i>Journal of Adolescent & Adult Literacy</i>, 49,</p>	<p>Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. <i>Journal of Adolescent & Adult Literacy</i>, 49,</p>	<p>Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. <i>Journal of Adolescent & Adult Literacy</i>, 49,</p>	<p>Comber, Barbara (2015). Critical Literacy and Social Justice. <i>Journal of Adolescent & Adult Literacy</i>, 58(5), 362–367. doi: 10.1002/jaal.370</p>

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	<p>490-498.</p> <p>Walker, T. (2010). Critical literacy as resistance: Teaching for social justice across the secondary Curriculum/From contemplation to action: Promoting social justice through children's literature. <i>Journal of Adolescent & Adult Literacy</i>, 53(6), 526-528</p>	<p>490-498.</p> <p>Taylor, C. (2018). Proving in Geometry: A Sociocultural Approach to Constructing Mathematical Arguments Through Multimodal Literacies. <i>Journal of Adolescent & Adult Literacy</i>. https://doi-org.cowles-proxy.drake.edu/10.1002/jaal.884</p>	<p>490-498.</p> <p>Fleischer, S. (2011). Emerging beliefs frustrate ecological literacy and meaning-making for students. <i>Cultural Studies of Science Education</i>, 6, 235-241.</p>	<p>Long, T. W. (2008), The Full Circling Process: Leaping Into the Ethics of History Using Critical Visual Literacy and Arts- Based Activism. <i>Journal of Adolescent & Adult Literacy</i>, 51: 498-508. doi:10.1598/JAAL.51.6.6</p>
Interactive / Guided Learning	<p>Clarke, L. W. (2007). Discussion <i>Shiloh</i>: A conversation beyond the book. <i>Journal of Adolescent & Adult Literacy</i>, 51, 112-122.</p> <p>Mills, K. A. (2010). Shrek Meets Vygotsky: Rethinking Adolescents' Multimodal Literacy Practices in Schools. <i>Journal Of Adolescent & Adult Literacy</i>, 54(1), 35-45</p> <p>Harvey, M. M. (2016). Recognizing the Similarities and Differences Between Print and Digital Literacy in Education. <i>Journal of Digital Literacy and Digital Competence (IJDLDC)</i>, 7(4), 1- 13.</p> <p>Singer, L. M., & Alexander, P. A.</p>	<p>Rubenstein, R. N., & Thompson, D. R. (2001). Learning mathematical symbolism: Challenges and instructional strategies. <i>Mathematics Teacher</i>, 94, 265-271.</p> <p>Thompson, D.R. & Rubenstein, R.N. (2014). Literacy in Language and Mathematics: More in Common Than You Think. <i>Journal of Adolescent & Adult Literacy</i>, 58(2), 105–108. doi: 10.1002/jaal.338</p> <p>Anderson, R. (2011). Math, culture, and popular media: Activities to engage middle school students through film, literature, and the internet. <i>Mathematics Teaching in the Middle School</i>, 17(1), 62.</p>	<p>Roman, D., Jones, F., Basaraba, D., Hironaka, S. (2016). Helping Students Bridge Inferences in Science Texts Using Graphic Organizers. <i>Journal of Adolescent & Adult Literacy</i>, 60(2), 121–130. doi: 10.1002/jaal.555</p> <p>Johnson, B. E., & Zabrocky, K. M. (2011). Improving middle and high school students' comprehension of science texts. <i>International Electronic Journal of Elementary Education</i>, 4, 19-31.</p>	<p>Damico, J., Baildon, M., Exter, M., & Shiau-Jing, G. (2009-2010). Where we read from matters: Disciplinary literacy in a ninth-grade social studies classroom. <i>Journal of Adolescent & Adult Literacy</i>, 53, 325-335.</p> <p>DiCamillo, L., Gradwell, J. (2012). Using simulations to teach middle grades U.S. history in an age of accountability. <i>RMLE Online</i>, 35, 1-16.</p>

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	<p>(2017). Reading on Paper and Digitally: What the Past Decades of Empirical Research Reveal. <i>Review Of Educational Research</i>, 87(6), 1007-1041. doi:10.3102/0034654317722961</p>			
<p>Reflective: Writing and Writing to Learn</p>	<p>Sandmann, A. (2006). Nurturing thoughtful revision using the focused question card strategy. <i>Journal of Adolescent & Adult Literacy</i>, 50, 20-28.</p> <p>Sundeen, T. (2015). Writing Instruction for Adolescents in the Shadow of the Common Core State Standards. <i>Journal of Adolescent & Adult Literacy</i>, 59(2), 197-206</p>	<p>Burns, M. (2004). Writing in mathematics. <i>Educational Leadership</i>, 62(2), 30-33.</p> <p>Fernsten, L. A. (2007). A writing workshop in mathematics: Community practice of content discourse. <i>The Mathematics Teacher</i>, 101(4), 273.</p>	<p>McDermott, M. (2010). More than writing to learn. <i>The Science Teacher</i>, 77(1), 32-36.</p> <p>Kohnen, Angela M. (2013). Informational Writing in High School Science: The Importance of Genre, Apprenticeship, and Publication. <i>Journal of Adolescent & Adult Literacy</i>, 57(3), 233–242. doi: 10.1002/JAAL.220</p>	<p>Kashatus, W. C. (2003). Teaching writing in United States history. <i>OAH Magazine of History</i>, 18(1), 39-41.</p> <p>Clemens, B. J., & McElroy, H. (2011). Team teaching history, english, and biology: An integrative approach. <i>Magazine of History</i>, 25(4), 49-50.</p>
<p>English Language Learners</p>	<p>Harper, C., & de Jong, E. (2004). Misconceptions about teaching English-language learners. <i>Journal of Adolescent & Adult Literacy</i>, 48, 152-182.</p> <p>Lesaux, N.K., Kieffer, M.J., Faller, E.S., Kelley, J.G. (2010). The effectiveness and ease of the implementation of an academic vocabulary instruction for linguistically diverse students in urban middle schools. <i>Reading</i></p>	<p>Murrey, D. L. (2008). Differentiating instruction in mathematics for the English Language Learner. <i>Mathematics Teaching in the Middle School</i>, 14, 146-153.</p> <p>WWC review of the report "accommodations for English language learner students: The effect of linguistic modification of math test item sets". (2012). ().What Works Clearinghouse. P.O. Box 2393, Princeton, NJ 08543-2393. Retrieved</p>	<p>Edmonds, L. M. (2009). Challenges and solutions for ELLs. <i>The Science Teacher</i>, 76(3), 30-33.</p> <p>Weinburgh, M. H., Silva, C., Malloy, R., Marshall, J., & Smith, K. (2012). A science lesson or language lesson? <i>Science and Children</i>, 49(10), 72-76.</p> <p>Vannest, K. J., Soares, D. A., Smith, S. L., & Williams, L. E. (2012). Progress monitoring to support</p>	<p>Park, Jie Y. (2016). “He Didn't Add More Evidence”: Using Historical Graphic Novels to Develop Language Learners' Disciplinary Literacy. <i>Journal of Adolescent & Adult Literacy</i>, 60(1), 35–43. doi: 10.1002/jaal.521</p> <p>Brown, C. L. (2007). Supporting English language learners in content reading. <i>Reading Improvement</i>, 44, 32-39.</p>

Topic	English/LA	Mathematics	Science	Social Studies
	<p><i>Research Quarterly</i>, 45, 196-228.</p> <p>Brooks, M. D. (2015). "It's Like a Script": Long-Term English Learners' Experiences with and Ideas about Academic Reading. <i>Research In The Teaching Of English</i>, 49(4), 383-406.</p>	<p>from http://search.proquest.com/docview/1023529098?accountid=14793</p>	<p>science learning for all students. <i>Teaching Exceptional Children</i>, 44(6), 66-72.</p>	<p>Hutton, L. A., EdD., & Hembacher, D. (2012). Developing historical thinking with English learners. <i>Social Studies Review</i>, 51, 30-45.</p> <p>Vaughn, S., Martinez, L. R., Reutebuch, C. K., Carlson, C. D., Thompson, S. L., & Franci, D. J. (2010). <i>Enhancing social studies vocabulary and comprehension for 7th grade English language learners: Findings from two experimental studies</i>. Society for Research on Educational Effectiveness. 2040 Sheridan Road, Evanston, IL 60208.</p>

Topic	Music	Art
Preparing students to learn	<p>Rosenberg, G. (2011). Spotlight on arts. <i>Middle Ground</i>, 14(3), 32-32.</p>	<p>Lin, L., Lee, C. H., Kalyuga, S., Wang, Y., Guan, S., & Wu, H. (2017). The Effect of Learner-Generated Drawing and Imagination in Comprehending a Science Text. <i>Journal Of Experimental Education</i>, 85(1), 142-154. doi:10.1080/00220973.2016.1143796</p>

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Reflection & Discussion	Eady, I., & Wilson, J. D. (2004). The influence of music on core learning. <i>Education, 125</i> (2), 243-248	Short, K. G., Kauffman, G., & Kahn, L. H. (2000). "I just need to draw": Responding to literature across multiple sign systems. <i>The Reading Teacher, 54</i> (2), 160-171. Hodges, C. (2001). Telling pieces: Art as literacy in middle schools. <i>Childhood Education, 77</i> (2), 112-113.
Struggling adolescent learners	Okikawa, L. C. (2012). Putting it together: Musical theater and literacy for children with visual impairments. <i>Journal of Visual Impairment & Blindness, 106</i> (6), 370-370,372,374,376,378.	Miller, S. R., & Hopper, P. F. (2010). Supporting reading goals through the visual arts. <i>Reading Improvement, 47</i> , 3-6.
Critical Literacy	Johnson, E. (2011). "I've got swag": Simone performs critical literacy in a high-school English classroom. <i>English Teaching, 10</i> (3), 26-n/a.	Campisano, K. (2016). <i>Promoting Literacy and Empathy in the Artroom</i> . From http://ww2.kqed.org/education/2016/01/25/promoting-literacy-and-empathy-in-the-artroom/
Interactive / guided learning	Cano, M., & Sanchez-Iborra, R. (2015). On the use of a multimedia platform for music education with handicapped children: A case study. <i>Computers & Education, 87</i> 254-276. doi:10.1016/j.compedu.2015.07.010	Yang, G., Suchan, T., & Kundu, R. (2011). TeachArt wiki: A collaborative, interactive, and dialogic platform for teaching and learning art. <i>Art Education, 64</i> (4), 48-53.

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Reflective: Writing and Writing to learn	Hess, J. (2018). Detroit Youth Speak Back: Rewriting Deficit Perspectives Trough Songwriting. <i>Bulletin Of The Council For Research In Music Education</i> , (216), 7-30.	Albers, P., Dooley, C., Flint, A. S., Holbrook, T., & May, L. (2012). Writing the image, writing the world. <i>Language Arts</i> , 89(3), 163-165. Bey, S. (2012). Seeking and collecting at home: Sharing personal histories in the art room. <i>Art Education</i> , 65(4), 8-14.
English Language Learners	Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. <i>Early Childhood Education Journal</i> , 36(3), 227-232.	Ingraham, N., & Nuttall, S. (2016). The Story of an Arts Integration School on English-Language-Learner Development: A Qualitative Study of Collaboration, Integrity, and Confidence. <i>International Journal Of Education & The Arts</i> , 17(28), 1-17.