George Mason University
College of Education and Human Development
Secondary Education

EDRD 619 002/EDRD 419 001– Literacy in the Content Areas
3 Credits, Fall 2018
Wednesdays, 4:40-7:10pm, Peterson Hall 2411- Fairfax

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.

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2011). 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%, 150 points) 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.** There are a total of 9 online assignments (as noted in the course schedule). Assignments for online weeks are worth 25 points (4 assignments x 25 points each = 100 points) and online article comments are worth 5 points (5 assignments x 10 points each = 50 points) .

B. Lesson Plan/In-Class Teaching Assignment: (15%, 150 points) You will develop and teach a lesson to the class based on the Virginia Standards of Learning from your discipline and will incorporate content-area literacy strategies. The lesson will be no longer than 20 minutes long. 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. 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 3 to comment on your lesson. Once all group members have commented on your lesson, you will review their comments in GoReact and use them to help you complete Part 3 of the project.
> **Part 3**- **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 1-2 page reflection focused on the following questions:
>
> 1. Was this lesson written/executed in a way that helped students meet the established goals? Why or why not?
> 2. Did the *before* reading activities prepare students to read and make meaning from the text? Why or why not?
> 3. How did the *during* reading activities help students make meaning from the text?
> 4. How did the activities that occurred *after* reading help students make meaning from the text?
> 5. What did you learn from this experience?

C. *Midterm Assignments (20%, 200 points)*
Part 1: Inquiry Chart (125 points)
Each student will complete an inquiry chart on methods of supporting English Learners reading comprehension in the classroom. You will read assigned articles and select two additional texts to read. You will analyze the articles for characteristics of learners and strategies for supporting and then complete an Inquiry Chart (to be provided in class) describing synthesized findings from the selected sources.

--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 (75 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. Detailed instructions will be provided closer to the due date.

D. Strategy Collection (*10%, 100 points)* 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. *Field Experience (15%, 150 points)*

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**.

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 3 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 **(observed 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, co-teach, or observe (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 the partner. Specific guidelines will be provided in class.

G. Final Project: Book Analysis & Poster Presentation (20%, 200 points) 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.

H. Professional Dispositions (*5%, 50 points*). 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.

- *35-50 points* Meets all dispositional expectations throughout the course. High level of class participation and engagement in in-class activities. Course policies and expectations are consistently met. No more than one absence.
- *16-34 points* Marginally meets most dispositional expectations throughout the course. Moderate level of class participation and engagement in in-class activities. May struggle at times with adherence to course policies and expectations. More than one absence.
- *0-15 points* Deficient progress and demonstration of dispositional expectations throughout the course. Low level of class participation and engagement in in-class activities. May frequently ignore course policies and expectations. Two or more unexcused absences.

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
Lesson Plan/In-Class Teaching Assignment	15%	10/24- lesson plan due, 11/7- lesson recorded in class, 11/14- lesson reflection due
Mid-Term Assignments	20%	October 10

Strategy Collection	10%	November 28	
Final Project: Book Analysis & Presentation	20%	December 5	
Field Experience Assignment	15%	December 12	
Professional dispositions	5%	Ongoing	

Grading Scale
A = 94%-100%
A- = 90%-93%
B+ = 87%-89%
B = 84%-86%
B- = 80%-83%
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.

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	Assignments/Readings
Week 1: 8/29 *MEET ON CAMPUS*	Course Introduction What does it mean to be literate in a discipline?	-Read the syllabus
Week 2: 9/5 *MEET ON CAMPUS*	Why Does Adolescent Literacy Matter And How Could We Approach Teaching Adolescent Literacy? *Begin work on Inquiry Chart assignment*	Alvermann, D. (2001). *Effective Literacy Instruction for Adolescents.* Published by the National Reading Conference. (All Articles Are Available on Blackboard) **DUE: Review and select book choice for book analysis assignment (alternate choices should be brought to class tonight)**
Week 3: 9/12	How Can You Make Content Area Strategies Work for You?	-Chaps. 1 & 2 from Improving Adolescent Literacy by Fisher & Frey

ONLINE		-Chaps. 5, 7, 16, 23, 24, 29, 30, 37, 39, from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey **DUE: Online assignments posted to Blackboard**
Week 4: **9/19** ***MEET ON CAMPUS***	How Do We Prepare Students to Learn In the Content Areas	-Read Articles listed in the **Preparing Students to Learn** section of the Article Matrix (Appendix C) -Chaps. 3, 12, 15, 17 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey **DUE: Add article comments on Blackboard before coming to class**
Week 5: **9/26** ***ONLINE***	How Do We Engage Students in Deep Reading and Robust Vocabulary Learning?	-Chaps. 3 & 4 from Improving Adolescent Literacy by Fisher & Frey -Chaps. 4, 26, 27, 28, 33, 44, 45, 46, 47, 48, 49 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey **DUE: Online assignments posted to Blackboard**
Week 6: **10/3** ***MEET ON CAMPUS***	How Do We Create Opportunities for Engaging Students in Text?	Read Articles listed in the **Reflection & Discussion** section of the article Matrix (Appendix C) -Chaps. 6, 8, 14, 20, 34 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey **DUE: Add article comments on Blackboard before coming to class**
Week 7: **10/10** ***ONLINE***	MID-TERM ASSIGNMENTS DUE TODAY	**DUE: Inquiry Chart Assignment** **DUE: Talking to the Text Assignment**
Week 8: ***MEET ON CAMPUS***	How Can We Differentiate Instruction for Struggling Adolescent Learners and Help Students Develop Critical Literacy Skills	Read Articles listed in the **Struggling Adolescent Learners** section AND the **Critical Literacy** section of the article matrix (Appendix C) **DUE: Add article comments on Blackboard before coming to class**
Week 9: **10/24** ***MEET ON CAMPUS***	How Do we Create Interactive and Guided Learning Experiences?	Read Articles listed in the **Interactive/Guided Learning** section of the article Matrix (Appendix C)

		-Chaps. 10, 11, 21, 36, 42from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey **DUE: Add article comments on Blackboard before coming to class** **DUE: Lesson plan for in-class teaching assignment due today.**
Week 10: **10/31** *ONLINE*	How Can We Use Graphic Organizers to Support Content Learning? How Can We Help Students Make and Take Worthy Notes and Write to Learn?	-Chaps. 25-29, Fisher, Brozo, Frey & Ivey -Chaps. 1, 2, 25, 31, 35, 40, 41, 50 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey **DUE: Online assignments posted to Blackboard**
Week 11: **11/7** *MEET ON CAMPUS*	In-Class Lesson Demonstrations	**DUE: We will teach and record lessons in class today.**
Week 12: **11/14** *MEET ON CAMPUS*	What are the Roles of Writing in Content Area Literacy and Learning? How Can We Assess Learning in the Content Areas?	Read Articles listed in the **Reflective Writing & Writing to Learn** section of the article Matrix (Appendix C) Read Articles listed in the **Assessment** section of the article Matrix -Chaps. 9, 19, 32, 38, 43 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey **DUE: Sample assessments form practicums or personal experience in any discipline.** **DUE: Add article comments on Blackboard before coming to class** **DUE: Lesson plan reflection**
Week 13: **11/21** *NO CLASS*	THANKSGIVING RECESS: NO CLASS	NONE
Week 14: **11/28** *ONLINE*	How Can we Help Students Understand the Role of New Literacy Skills and Strategies in their Content Area Learning?	**DUE: Online assignments posted to Blackboard** **DUE: Strategy Collection**
Week 15: **12/5** *MEET ON CAMPUS*	How Can We Learn From Practitioner Texts?	**DUE: Book Analysis & Poster Presentation** **DUE: Be prepared to share the selected video portion of your field experience lesson in class today**
Week 16: **12/12** **EXAM WEEK**	EXAM WEEK	**DUE: 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://coursessupport.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.

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. 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). T*ext 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
Professionalism: • Present for the entirety of each class period • Behavior is conducted with honesty and integrity • Work and contributions are appropriate to the task
Respect for Individual Differences: • Acceptance and respect for differences • Conflicts are handled respectfully and appropriately

• Demonstrate openness to alternative perspectives

Active Participation:
- 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)

Responsible and Reflective:

• Preparedness for class
  o 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.
  o 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.

Interpersonal Skills:

- Collaborative approach to small group and partner work
- Demonstrates respect for all others in class

Open to Feedback:

- Willing to receive and acknowledge feedback
- Reflects and works towards acting on feedback to improve learning

Social and Cultural Diversity:

  • 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	Kozen, A. A., Murray, R. K., & Windell, I. (2006). Increasing all students' chance to achieve: Using and adapting anticipation guides with middle school learners. *Intervention in School and Clinic, 41,* 195-200. Casey, H. K. (2008). Engaging the Disengaged: Using Learning Clubs to Motivate Struggling Adolescent Readers and Writers. *Journal Of Adolescent & Adult Literacy*, 52(4), 284-294.	Steele, D. F. (2005). Using schemas to develop algebraic thinking. *Mathematics Teaching in the Middle School, 11(1),* 40-46. Rawding, M. R., & Wills, T. (2012). DISCOURSE: Simple moves that work. *Mathematics Teaching in the Middle School, 18*(1), 46. Massey, D., & Riley, L. (2013). Reading Math Textbooks: An Algebra Teacher's Patterns of Thinking. *Journal Of Adolescent & Adult Literac*y, 56(7), 577-586. doi:10.1002/JAAL.187	Ferrell, K. (2007). May I go to the bathroom? *Science Scope, 31(1),* 32-37. **AND** McCormick, M. K. & McTigue, E. M., (2010). Teacher read-alouds make science come alive. *Science Scope, 34*(5), 45-49. Cook, M. P. (2006). Visual representations in science education: The influence of prior knowledge and cognitive load theory on instructional design principles. *Science Education, 90*(6), 1073-1091.	Duffelmeyer, F. A. (1994). Effective anticipation guide statements for learning from expository prose. *Journal of Reading, 37,* 452-457. Yu Ren, D. (2017). Tapping into English Language Learners' (ELLs') Prior Knowledge in Social Studies Instruction. *Social Studies, 108*(4), 143-151. doi:10.1080/00377996.2017.1342161
Reflection & discussion	Lloyd, S. L. (2004). Using comprehension strategies as a springboard for student talk. *Journal of Adolescent & Adult Literacy, 48,* 114-124. Schillinger, T. (2011). Blurring Boundaries: Two Groups of Girls Collaborate on a Wiki. *Journal Of Adolescent & Adult Literacy*, 54(6), 403-413.	Pugalee, D. K. (2001). Using communication to develop students' mathematical literacy. *Mathematics Teaching in the Middle School, 6,* 296-299. **AND** Fello, S. E., & Paquette, K. R. (2009). Talking & writing in the classroom. *Mathematics Teaching in the Middle, 14,* 410-414.	Chowning, J. T. (2009). Socratic seminars in science class. *The Science Teacher, 76(7),* 36-41. **OR** Lin, E. (2005). Strategies to increase active discussion and thinking for *all* students. *Science Scope, 28*(5), 34-37. Faller, S.E. (2018). Reading and Writing as Scientists? Text Genres and Literacy Practices in Girls' Middle-Grade Science. *Journal of Adolescent & Adult Literacy*, 61(4), 381–390.	Wilfong, L. (2009). Textmasters: Bringing literature circles to textbook reading across the curriculum. *Journal of Adolescent & Adult Literacy, 53,* 164-171. Chiaravalloti, L. A., Frey, N., & Fink, L. (2010). "Wouldn't she notice he had mud on his shirt?": Scaffolding meaningful discussions. *Voices from the Middle, 18(2*), 16-25.
Struggling adolescent learners	Lenters, K. (2006). Resistance, struggle, and the adolescent reader.	Sheehan, A. D. & Sheehan, C. M. (2000). Lost in a sea of ink: How I survived the storm. *Journal of*	Johnson, J. C. & Martin-Hansen, L. (2005). Improving science reading	Taylor, D. B., Mraz, M., Nichols, W. D., Rickelman, R. J., &Wood, K. D. (2009). Using explicit instruction to

Topic	English/LA	Mathematics	Science	Social Studies
	Journal of Adolescent & Adult Literacy, 50, 136-146. Glenn, W. J., & Ginsberg, R. (2016). Resisting Readers' Identity (Re)Construction across English and Young Adult Literature Course Contexts. *Research In The Teaching Of English, 51*(1), 84-105...	*Adolescent & Adult Literacy, 44,* 20-32. Crawford, L., & Ketterlin-Geller, L. (2008). Improving math programming for students at risk: Introduction to the special topic issue. *Remedial and Special Education, 29*, 5-8. Kong, J. E., & Orosco, M. J. (2016). Word-Problem-Solving Strategy for Minority Students at Risk for Math Difficulties. *Learning Disability Quarterly, 39*(3), 171-181. doi:10.1177/0731948715607347	comprehension. *Science Scope, 28*(7), 12-15. Boyle, J. (2010). Strategic note-taking for middle-school students with learning disabilities in science classes. *Learning Disability Quarterly, 33*, 93-109. Lubin, J., & Polloway, E. A. (2016). Mnemonic Instruction in Science and Social Studies for Students with Learning Problems: A Review. *Learning Disabilities -- A Contemporary Journal, 14*(2), 207-224.	promote vocabulary learning for struggling readers. *Reading & Writing Quarterly, 25*, 205-220. Hall, L. A. (2009). Struggling Reader, Struggling Teacher: An Examination of Student-Teacher Transactions with Reading Instruction and Text in Social Studies. *Research In The Teaching Of English, 43*(3), 286-309.
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