



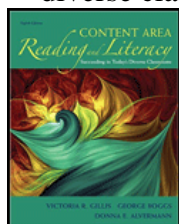
EDUC 4314
READING SKILLS FOR CONTENT SUBJECTS
SPRING 2023

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Virtual Office Hours:
Monday – Friday 4:30 - 5:30 P.M.
(upon request)

Required Text:

Gillis, Boggs, and Alvemann, (2017). Content reading and literacy: Succeeding in today's diverse classrooms. 8th Edition



(LOOSELEAF)

Author: GILLIS

ISBN: 9780134256450

***Graphic novel (student choice)**

Syllabus Disclaimer

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description:

This course focuses on recent issues, materials, methods and strategies considered essential for effective reading instruction in content area study. The five components of reading instruction, as identified by the National Reading Panel, will be central to course objectives as well as theoretical approaches to thinking, reading and teaching strategies related to content fields and the use of expository texts.

Course Objectives:

Upon completion of this course, the student will:

- define the role of content literacy instruction
- explain the responsibilities of the content area teacher
- through observation, examine literacy skills that are used in core content area classrooms
- determine literacy practices and strategies which students can transfer to various content areas

- describe the role of motivation in promoting literate behaviors and success in content classrooms
- apply information to produce integrated lesson planning documents and presentation

Student Learning Outcomes:

SLO 1- Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8.

SLO - 2 Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.

SLO - 3 Students will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

All students completing the SRSU-RGC Interdisciplinary Studies program will attain the following marketable skills: Students will understand human growth and development and have the ability to recognize the influence of diverse social-cultural factors in that development. Student will demonstrate use of multiple methods and strategies to achieve a goal. Students will demonstrate the effective use of technology in educational practices.

Marketable Skills:

1. Identify appropriate resources and materials to support content area learning and literacy skills for every student.
2. Develop, organize, and lead activities designed to promote literacy and content area knowledge.
3. Evaluate appropriate materials, equipment, and environments to support the attainment of desired concepts and skills.
4. Communicate effectively and professionally with administrators, colleagues, and families.
5. Engage effectively and respectfully with students from many communities with diverse perspectives.
6. Identify and apply strategies to maintain positive, collaborative relationships with diverse families
7. Locate, select and implement evidence-based instructional strategies to promote content area learning and literacy skills..

English Language Arts and Reading and the Science of Teaching Reading

Standard IV. Literacy Development: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Identification Skills: The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency. **Standard**

VII. Reading Comprehension and Application: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Vocabulary Development: The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.

Standard IX. Reading, Inquiry and Research: The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Standard X. Writing Conventions: The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Standard XI. Written Communication: The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Standard XII. Viewing and Representing: The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.

Standard XIII. Assessment of Developing Literacy: The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 7-12

Domain I: Integrated Language Arts, Diverse Learners and the Study of English

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Competency 002: The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

Competency 003: The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

Domain II: Literature, Reading Processes, and skills for reading literary and non-literary texts

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express and support responses to literature.

Domain III: Written Communication

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 009: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

Domain IV: Oral Communication and Media Literacy

Competency 010: The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

Competency 011: The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

Professional Standards – International Literacy Association

Standards 2010: Pre-K and Elementary Classroom Teacher

Pre-K and Elementary Classroom Teachers are professionals responsible for teaching reading and writing to students in either a self-contained or departmentalized setting at the pre-K or elementary levels. These professionals may also be responsible for teaching content such as social studies or science. Regardless of their role, these individuals must be able to provide effective instruction for all students in the classroom, from those who struggle with learning to read to those who need enrichment experiences. These teachers collaborate with [reading specialists](#) and other professionals to improve instruction and to modify the physical and social environments as needed. <https://www.literacyworldwide.org/get-resources/standards/standards->

[for-readingprofessionals/standards-2010-role-2](#)

Standards 2010: Middle and High School Content Classroom Teacher

A Middle and High School Content Classroom Teacher is a professional responsible for teaching one of the content or academic areas (e.g., science, mathematics, social studies, or English) at either the middle or high school level. These teachers must teach the content of the discipline and have responsibility for helping students engage in and learn not only the content but also the reading and writing demands of the discipline. Middle and High School Content Classroom Teachers collaborate with [reading specialists](#) and other professionals to improve instruction and to modify the physical and social environments as needed. <https://www.literacyworldwide.org/get-resources/standards/standards-for-readingprofessionals/standards-2010-role-3>

International Society for Technology in Education (ISTE)

The ISTE Standards for Educators are your road map to helping students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning. This course will offer you opportunities to interact and practice the ISTE standards. TAC 228.30(c)(8)

Technology Application Educator Standards (EC-12)

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II. All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning

Standard III. All teachers acquire, analyze, and manage content from digital resources.

Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard VI. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard VII. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Professional Organizations

- International Reading Association (IRA) (organization for educators/and researchers)
www.reading.org
- National Reading Conference (NRC) (an international literacy research organization)
www.nrconline.org
- National Council of Teachers of English (NCTE): www.ncte.org
- National Science Teachers Association (NSTA): www.nsta.org
- National Council of Teachers of Mathematics (NCTM): www.nctm.org
- National Council for the Social Studies (NCSS): www.socialstudies.org

Electronic Requirements

Email: Students **must have access to email** and the Internet, either at home, work or RGC campus. **All correspondence between the student and professor must be conducted using university email**

accounts. If you send a correspondence from a personal account you may not receive a response. Please check university email daily.

Blackboard: In Bb you will find the course syllabus, course schedule, assignment information (descriptions, rubrics, and examples), links for submitting your assignments, documents, and web resources. At times we may also utilize the Discussion Board function within Bb. Students are encouraged to use the Virtual Office to contact the professor about questions, concerns or clarification.

Delivery and Methods of Instruction

This class is scheduled to meet every Monday at 6:00 P.M. via Collaborate. A course schedule will be included in the Syllabus at the beginning of the semester with the disclaimer that class meetings can sometimes change. I will always attempt to let you know by the evening before if a class will be cancelled.

Your camera must be on AT ALL times during the VIRTUAL meetings. It is your responsibility to ensure that you have a computer with working camera and microphone. If you do not have a working camera on your computer, got to the computer lab on campus, and log in from there.

We will be using extensions and apps during the lectures to facilitate active student participation. Some of those apps DO NOT work on smartphones, **so ALWAYS LOG IN FROM A DESKTOP OR LAPTOP.** Nonparticipation in any of the class activities equals an absence. **Attendance to the meetings is mandatory.** An attendance grade will be assigned during each meeting as follows:

- **Attendance and participation = 100**
- **Tardy- 70**
- **Leaving early= 70**
- **No show, no participation, or camera off = 0**

All assignments will be submitted using the Bb system and students are encouraged to self-manage assignment credit. That means that you should know how you are doing in this class at all times. **ALL ASSIGNMENTS EXPIRE AT 11:59 pm ON THE SPECIFIED DUE DATE.** This class requires a considerable amount of reading and writing so students are encouraged to manage time wisely and consider the assistance of the writing center if needed.

Dropping a Class

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by April 14, 2023. A professor can also drop a student for nonparticipation which will result in an "F."

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to log in several times each week to the Blackboard course site on the Internet site.

Distance Learning Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources,

such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for

filing a student complaint are included in the student handbook.

Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Americans with Disabilities Act:

RGC Disability statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801.

University Services

As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. **Smart thinking** is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of **Office 365** which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc...) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with Office 365 as we will be utilizing many of the application this semester.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students.

Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Assignments

Assignments in this course are designed for practical application to the classroom as well as to demonstrate mastery of the course objectives. The assignment directions and corresponding rubrics are all located on the syllabus as well as in Blackboard. All submissions through blackboard need to be thorough, identifiable by your name and the assignment, and created as a .doc or .docx file. If your personal computer does not have the necessary software to create this type of file, please complete and submit Bb assignments in the computer lab available at your campus. **APA format is required for all assignments. Due dates are not negotiable. Please do not expect credit for an assignment that is emailed once the Bb link has expired.**

Submitting Assignments

All assignments should be turned in through Bb by 11:59 pm on the due date posted on the schedule. Please save all electronic files with your last name and the assignment title (i.e. **Martinez Reading Response #1**). Please remember that Bb only accepts one submission so save drafts carefully and make sure you are attaching the correct file. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

Grading Method

Final grades will not be tabulated until you complete all the assignments. If you would like to know your grade at any point during the semester, view your My Grades page and add all of your grades to tabulate your total points earned. To calculate your projected grade, divide the total number of points you have earned by the total number of points possible in the course. Then, multiply your result by 100. This will give you an estimate of your grade as it stands at a particular moment in the semester. You can then calculate out the possibilities for the final semester grade by projecting various possible grades for the remaining assignments.

Determining Your Final Grade- Example:

First add the total number of points you have made. There are a total of 2025 possible points. Your grade will be calculated as a percent of the points obtained out of the total possible. If the total number of points you earned is 1750 points, divide 1750 by 2025, then, multiply your result by 100. Your grade is 86.

These are the assignments you'll be completing this semester. You can find a description for each assignment, along with any documents or links you need to complete each assignments, and the rubric I will be using to grade your assignment.

Assignment	# of assignments	Points	Total Possible
Reading Responses	5 assignments	50 each	250
Discussion Boards	4 assignments	50 each	200
Collaborative Group Assignments	4 assignments (during class)	20 each	80

IRIS Modules	Elementary 3 modules (1 hr. each)	30 each	60
	Secondary 2 modules (1.5 hr. each)	20 each	
Graphic Novel Unit	1	50	50
Dyslexia Overview Quiz	1	100 pts	100
Dyslexia Training Certificate	1	50 pts.	50
Evidence Based Practice Video	1	50 pts.	50
Mid Term Exam	1	100	100
Final Exam	1	100	100
Chapter Quizzes	7	50	350
Evidence Based Practices Digital Notebook	1	50	50
Attendance and Participation	16 sessions	Average of daily grade	100

Reading Responses (5 @ 50 pts. Each = 550 total points) Reading responses are designed for you to reflect on the reading and any connections you can make between the readings and your previous educational experiences and/or future teaching opportunities. The reading responses must be submitted through the Assignment Submission by Week link (40 pts). You are also required to post your response on the Discussion Board and read the responses your classmates submit and respond to two of them (10 pts). Further direction and a rubric can be found in Appendix A.

IRIS Modules (60 total points)

The Iris Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions. A series of web-based modules will be completed based on specific certification paths. Further direction can be found in Appendix B.

Dyslexia Overview Quiz (100 points)

Prior to doing the Dyslexia Review EPP on the Region 10 website, we will be discussing characteristics of dyslexia, identification, treatment of dyslexia, and classroom accommodations during our class meeting. A dyslexia simulation will be included. You will get your points based on attendance and participation in this meeting.

Dyslexia Training –Region 10 (50 total points)

Educator preparation programs (EPPs) must properly prepare teaching candidates to meet the educational needs of students with dyslexia. All certificates are required to include training in characteristics of dyslexia, identification of dyslexia and effective, multisensory strategies for teaching students with dyslexia. A complete module of dyslexia resources is available in Bb. These resources will be reviewed prior to the completion of your online training. Submit your certificate of completion in Bb.

Lesson on Text Structures (50 total points)

Create a lesson to teach about text structures. You must create a PowerPoint and an anchor chart to complement your lesson. You must also include 2 textbook excerpts to exemplify each of the types of text structures in your PowerPoint. Video record yourself teaching about 2 different types of text structures (you select which). Keep in mind, that while in your video will only teach about two of the text structures, the PowerPoint and the Anchor chart you submit, must include all of the text structures discussed in the textbook.

Graphic Novel Unit (50 total points)

Select a novel, fiction or non-fiction, to read and create a unit of study around this novel. Your unit of study must be standards based (TEKS). The TEKS can be accessed at www.tea.state.tx.us/teks. Your plan of study is expected to reflect student objectives, literacy strategies and techniques, appropriate delivery of instruction (small group, whole group, partner work, independent, etc.), materials, topic vocabulary and a means of assessment. Keep in mind that this is a content literacy course. You must try to incorporate as many opportunities for literacy development as possible.

Evidence Based Practices Digital Notebook (50 points) IDEA mandates teachers of special education students to instruct them using evidence-based instructional strategies. This independent assignment aims to familiarize you with evidence-based methodologies. You will create a digital notebook (hyper-document), using PowerPoint. For each area of reading instruction (Prior Knowledge, Vocabulary, Comprehension, Writing), you will include 3-5 evidence based practices. For each EBP you include in your digital notebook, you must have a brief description of the EBP, the steps to implement it in the classroom, average cost to implement in one classroom, handouts (if applicable), video of a teacher implementing the EBP in the classroom, and at least 2 peer-reviewed research studies supporting that EBP summarized (APA style reference above the summary).

Mid-Term (100 points)**Final Exam (100 points)****Attendance and participation (100 points)**

Attendance and participation is required for successful completion of this course. Your

ability to effectively participate and contribute when we meet will be significantly enhanced by appropriate preparation, which includes reading and reflecting on assigned chapters, articles, and supplemental materials. Missing assignments, not meeting deadlines, missing classes and/ or failure to communicate with the professor can result in incomplete course credit and/or failure of course objectives.

Tentative Course Schedule

Week	Reading	Assignments Due
Wk. 1 Jan. 23	Review Course Syllabus Required materials and expectations	Syllabus Quiz BIOPOEM Due
Wk. 2 Jan, 30	Ch. 1 Content Literacy and the Reading Process Standards: IV; XIII	Chapter 1 Reading Response Due on BB
Wk. 3 Feb. 6	Ch. 2 Creating Effective Learning Environments ELA Domain I & II	Chapter 2 Reading Response Due on BB
Wk. 4 Feb. 13	Ch. 3 Planning for Content Literacy Standards: IV & XIII	Chapter 3 Quiz due IRIS Modules Due
Wk. 5 Feb. 20	Ch. 4 Assessment of Students and Textbooks ELA Domain I & II	Chapter 4 Reading Response due
Wk. 6 Feb. 27	Ch. 5 Preparing to Read Standards: VI, VII, & IX ELA Domain II	Chapter 5 Quiz Prior Knowledge Discussion Board Due
Wk. 7 Mar. 6	Ch. 6 Reading to Learn Standards: VI, VII, & IX ELA Domain II	Chapter 6 Reading Response due Dyslexia Training Certificate Due on BB
March 13	SPRING BREAK	

Wk. 8 March 20	Midterm Exam	Midterm Exam
Wk. 9 March 27	Dyslexia Overview with Simulation Evidence Based Practices Standards: IV, VII, & IX Domains I & II	Dyslexia Quiz (during class)
Wk. 10 April 3	Ch. 7 Increasing Vocabulary and Conceptual Growth Standards: V, VIII	Chapter 7 Quiz Vocabulary Instruction- Discussion Board
Wk. 11 April 10	Ch. 8 Reflecting on Reading and Learning Standards: VI, VII, & IX ELA Domain II	Chapter 8 Quiz Text Structures Lesson (Include PowerPoint and Anchor Chart)
Wk. 12 April 17	Read Ch. 9 Teaching Writing Standards: X & XI ELA Domain III	Chapter 9 Quiz Teaching Writing Discussion Board
Wk. 13 April 24	Ch. 10 Writing to Learn Standards: X & XI ELA Domain III	Chapter 10 Reading Response due Graphic Novel Unit Due on BB
Wk.14 May 1	Ch. 11 Writing to Inquire Chapter 12 Standards: X & XI ELA Domain III	Ch. 11 Quiz EBP Digital Notebook Due
Wk.14 May 8	Ch. 12 Developing Lifetime Readers: Literature in Content Area Classes Standards: VI, VII, & IX ELA Domain II	Chapter 12 Quiz Literature in Content Areas Discussion Board
Wk.16 May 15	Final Exam Standards: X & XI Domain III	Final Exam

Appendix A Reading Responses

Reading responses record student thoughts, feelings, opinions, connections, questions, and reactions related to the assigned reading. They encourage students to think deeply about the materials they read and reflect on and raise questions about the text. This interaction between reader and text extends the reading experience into the "real life" application of information and are especially valuable for promoting opinion making, value judgments, and critical thinking.

Requirements

- Responses must be submitted through Bb by 11:59 pm on the due date.
- When more than one chapter or reading is assigned, incorporate multiple connections.
- A thoughtful response is not the same as a summary.
- Responses must be submitted on the assignment link, and posted on the discussion forum
- After posting your response on the discussion forum, you must read your classmates responses and respond to at least 2 of them.
- A total of 10 responses are assigned. Each response is worth 50 points- 40 pts. for your response, and 5 pts. for each of your responses to two of your classmates.

Directions

1. Responses should be typed in a 12-point font, DOUBLE-SPACED with a heading that includes your name, title, and the response strategy. Headings should always be single- spaced.
2. Responses should be approximately 500 words.
3. Begin each response with a BRIEF (2-4 sentences) overview of the reading section (chapter, section, etc) you intend to be the focus of your response.
4. Select a response strategy from the list to complete the response.
5. You may choose which strategy you want to use each week, but I strongly encourage you to experiment with as many of the options as possible. The purpose of this is to get you to explore different ways of responding. If you have personal experience with a strategy, you are more likely to try it with your students. It is sometimes beneficial to go into the reading with a strategy in mind. Plan to highlight, underline and even use sticky notes to support your understanding.

Response Strategies

1. **QUESTIONS:** Write down questions about anything in the text that confuses you or seems unclear. It can be a concept or even a sentence. Where possible, try to answer your questions based on your interpretation and comprehension of the text even if you do not think you are right.
2. **REACT:** Express your personal reactions to the writer, information, or ideas presented in the text. What do you like? Don't like? What makes sense? Doesn't make sense? What do you agree with? Disagree with? Readings can be "felt," not just understood.
3. **RELATE:** Try to relate what you have read to what you already know about ideas, people, personal experiences, future outcomes, etc. The more connections you can make with the reading, the more meaningful it will become.
4. **REFLECT:** What thoughts or associations does the reading inspire within you? What do you now think or believe that you did not think or believe before you read this text? What significance does this reading have for you personally?

5. **MONITOR YOUR UNDERSTANDING:** Note when you get bogged down in your reading, lose track of what the author is saying, or feel the author has lost you. How did you overcome these impediments? When were you successful in comprehending the reading, did you do anything special?
6. **ANTICIPATE:** Active readers always try to predict what will happen next or in the future. Use your prior knowledge about the topic to think how the author is going to explain the topic and check to see how close you came.
7. **CONSTRUCT AND REVISE HYPOTHESES:** Making sense of any reading requires making and remaking hypotheses. Based on initial information, we form expectations about how information will unfold, what the author has in mind, etc. As we read on, some of our hypotheses will be revised and some confirmed. Track your initial hypotheses and record their evolution as you read.
8. **EVALUATE:** Do you like what you are reading? What are the good/bad points in this text? What could be improved? Does it have something valuable to say? Is it worth reading? (I won't be offended if you say no!)
9. **PRIORITIZE:** What word, passage, or idea is most important? Why?
10. **ORGANIZE:** Create a chart, diagram, or map (it must be typed, though) to help you organize ideas and key points from the reading. Briefly explain the purpose and the structure of your organization

Reading Responses Rubric

	Exemplary (10 pts.)	Proficient (5-9 pts.)	Below standard (0-4 pts.)
Introduction and summary	Response starts with a concise summary and follows all the guidelines of the identified strategy	Response starts with a summary and mostly follows the guidelines of the identified strategy	Response has no summary or does not follow the guidelines of the identified strategy
Content and Thoroughness	Response reflects an effort to make sense of the reading and respond thoroughly to it	Response reflects an effort to make sense of the reading and respond to it	Response is not clear and/or does not show an understanding of the reading
Thoughtful Interaction	Response goes beyond a summary and communicates personal insights, originality, inferences, synthesis, and analysis of the reading	Response communicates some insights, originality, inferences, synthesis, or analysis of the reading	Response communicates few to no insights, originality, inferences, synthesis, or analysis of reading
	Exemplary (5 pts.)	Proficient (3)	Below standard (0)
Format	Response is formatted correctly with all pertinent information	Response is mostly formatted correctly with pertinent information	Response is not formatted correctly and is missing pertinent information
Grammar and Syntax	Response is articulate and free of all spelling, grammatical and structural errors	Response is mostly free of mechanical errors.	Response would benefit from editing/proofreading, revisions are necessary
	Exemplary (5 pts.)	Proficient (3 pts.)	Below standard (0-2 pts.)
Response to Peer X 2	Response is thoughtful, relevant, analytical, and/ or provides constructive feedback in a respectful manner.	Response lacks relevancy to peer's thoughts, experiences, or ideas.	Response is not thoughtful, relevant, analytical, and/ or does not provide constructive feedback in a respectful manner.

Appendix B IRIS Modules

The Innovative Resources for Instructional Success (IRIS) Center is a part of the Vanderbilt University's Peabody College. They offer “engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly struggling learners and those with disabilities”. You will complete the below online modules based on your chosen certification path. Each module contains video segments, reflective questions and an assessment section. You must create an account, so you can receive a PD certificate, which you will submit upon completion of each module, along with your notes for each module. The individual module links are also found in Bb.

Elementary

Module 1: This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials (est. completion time: 1 hour).

Module 2: This module outlines the benefits of implementing PALS for Grades 2–6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials (est. completion time: 1 hour).

Module 3: This module outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science (est. completion time: 1 hour).

Secondary

Module 1: This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and will introduce you to a variety of effective practices—including the use of graphic organizers—to help students better understand what they read (est. completion time: 1.5 hours).

Module 2: This module examines some of the reasons that adolescents struggle with content-area text and overviews effective strategies teachers can use to improve the vocabulary and comprehension skills of students with a wide range of abilities and across a variety of subjects (est. completion time: 1.5 hours).

Appendix C Graphic Novel Unit Study

After you select a graphic novel adequate to teach content area objectives, you will craft a unit study.

This is an independent activity that is required of each student. You will select a content area and grade level in which to develop a 3-5 day unit plan based on state objectives (TEKS). The TEKS can be accessed at www.tea.state.tx.us/teks. Your content plan is expected to reflect **student objectives**, literacy strategies and techniques that have been covered via the Alvermann/Tovani texts, appropriate delivery of instruction (small group, whole group, partner work, independent, etc.), materials, topic vocabulary and a means of assessment.

Keep in mind that **this is a content literacy course. Look for opportunities to incorporate as many opportunities for literacy development as possible.**

Graphic Novel Unit Study Rubric

	Exemplary (10)	Proficient (5)	Below standard (0)
Instructional Goals	Multiple sources are used to determine learning objectives; included essential questions focus student learning and foster inquiry	Standards and student objectives are included but may lack depth or correlation. Essential questions are included but are not clear or associated with standards/objectives	Standards are not presented or are unclear. Limited association between standards and objectives
Determine Evidence for Learning	Evidence of student learning is clearly defined; Assessment is developed for the learning process as well as content learned	Student learning is considered; limited options for demonstration of knowledge; consideration for assessment is present but limited to content learned and in summative form	Student learning is not defined, demonstration of knowledge is unclear or missing; minimal or no assessment measures are presented
Learning Activities	Multiple activities are created to support objectives and are aligned with assessments; consideration for assessing prior knowledge and building knowledge is included; activities provide for various learning formats and opportunity for research	Activities are created to support standards	Activities are presented with no association to student objectives or standards; the learning cycle is not evident in the plan

Resources and Instructional Materials	Three to five multimedia resources are included. (links to videos, pictures, articles, graphic organizers, worksheets, etc.)	Only one to two instructional materials/ resources are included, or the resources are only described.	Instructional materials and resources are not included in the unit.
	Exemplary (5)	Proficient (3)	Below Standards (0)
Format and Organization	Format is user friendly and content is organized and easy to follow for each day in the unit.	Format lacks consistent structure or is not easy to follow. Content organization	Format is confusing and content is unorganized
	Exemplary (5)	Proficient (3)	Below Standards (0)
Grammar/Structure	Unit study is free of all spelling, grammatical and structural errors	Unit study is mostly free of spelling, grammatical and structural errors	Unit study contains typographical, grammatical or structural errors to the point that the content is impacted

Appendix D Evidence-Based Practice Digital Notebook

IDEA mandates teachers of special education students to instruct them using evidence-based instructional strategies. This independent assignment aims to familiarize you with evidence-based methodologies.

You will create a digital notebook (hyper-document), using PowerPoint. For each area of reading instruction (Prior Knowledge, Vocabulary, Comprehension, Writing), you will include 3-5 evidence based practices. For each EBP you include in your digital notebook, you must have:

- a brief description of the EBP (its purpose, grade level, subjects in which it can be implemented, special populations that can benefit from it, etc.
- List of materials needed to implement the EBP
- The steps to implement it in the classroom,
- average cost to implement in one classroom,
- handouts (if applicable),
- video of a teacher implementing the EBP in the classroom,
- 2 peer-reviewed research studies supporting that EBP, summarized (APA style reference above the summary).

These are some websites where you can find evidence-based practices:

<https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q1/p01/>

<https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction>

<https://ies.ed.gov/ncee/wwc/?src=ft>

https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/

<https://www.transitionta.org/effectivepractices>

Evidence Based Practices Digital Notebook Rubric

	Exemplary (10)	Proficient (5)	Below standard (0)
EBP Description	Evidence based practice is thoroughly described, including the grade levels and subjects in which it can be implemented.	Evidence based practice is briefly described or lacks some information such as the grade levels and subjects in which it can be implemented.	Evidence based practice is not thoroughly described
Steps to Implement	Steps to implement EBP are detailed and thoroughly explained.	Steps to implement EBP are listed but are vague, or steps are missing.	The steps to implement EBP are not listed.
Strategy demonstrated	The video included effectively demonstrates strategy, including all the steps and providing tips to ensure a smooth implementation.	Demonstration of strategy is missing steps.	No video is included to demonstrate strategy.
Evidence-Based Practice supported by peer-reviewed studies	At least two peer-reviewed studies are cited and summarized supporting the strategy's effectiveness with different student population subgroups.	1-2 peer-reviewed studies are cited but summary is lacking, or did not follow APA format.	No peer-reviewed studies are cited supporting the effectiveness of the strategy, or peer-reviewed studies cited, but not summarized.
Presentation	*Notebook is visually stimulating while not overwhelming *Notebook includes color, diagrams and pictures that support and communicate your learning in a meaningful way.	*Notebook is visually appealing *Notebook includes color, diagrams and pictures that support and communicate your learning.	*Notebook lacks visual appeal or is visually overwhelming *Few diagrams or pictures or documents are used, or they do not support and communicate your learning.
	Exemplary (5)	Proficient (3)	Below Standards (0)
Materials Needed	A detailed list of materials needed is provided, including a copy or link to the handouts needed.	List of materials required for strategy implementation is vague, or without detail.	No list of materials provided, or list is incomplete
Grammar/Structure	Presentation is free of syntax errors	Presentation is mostly free of syntactical errors	Presentation contains syntactical errors to the point that the content is impacted

Appendix E

Evidence-Based Practice Video

IDEA mandates teachers of special education students to instruct them using evidence-based instructional strategies. This independent assignment aims to familiarize you with evidence-based methodologies. You will select a content area and grade level to develop a 10 to 15-minute lesson using an evidence-based literacy practice for content area reading. You may choose a strategy to teach vocabulary, fluency, comprehension, content area writing skills, and build or activate background knowledge. Once you determine which component of reading you'll focus, research evidence-based practices, and select one. You will be required to create a video demonstrating the implementation of the EBP you selected.

This is an independent activity that is required of each student. Your video lesson should include a brief introduction, citing at least 3-5 peer-reviewed studies supporting the particular instructional strategy you will be demonstrating. You must also describe the proper delivery of instruction (small group, whole group, partner work, independent, etc.), materials, topic vocabulary. Keep in mind that this is a content literacy course. Look for strategies that can be used to deliver content while also developing literacy skills.

These are some websites where you can find evidence-based practices:

<https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q1/p01/>

<https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction>

<https://ies.ed.gov/ncee/wwc/?src=ft>

https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/

<https://www.transitionta.org/effectivepractices>

Evidence Based Practice Video Rubric

	Exemplary (30)	Proficient (20)	Below standard (0-10)
Evidence-Based Practice supported by peer-reviewed studies	Multiple peer-reviewed studies are cited and summarized supporting the effectiveness of the strategy with different student population subgroups.	1-2 peer-reviewed studies are cited and summarized supporting the effectiveness of the strategy with one or two student population subgroups.	No peer-reviewed studies are cited supporting the effectiveness of the strategy, or peer-reviewed studies cited, but not summarized.
Materials Needed	A detailed list of materials needed is provided.	List of materials required for strategy	No list of materials provided, or list is incomplete

		implementation is vague, or without detail.	
Strategy demonstrated	Strategy is effectively demonstrated, including all the steps.	Demonstration of strategy has 1 or 2 missing steps	Demonstration of strategy missing 2 steps.
	Exemplary (10)	Proficient (5)	Below Standards (0-4)
Grammar/Structure	Presentation is free of syntax errors	Presentation is mostly free of syntactical errors	Presentation contains syntactical errors to the point that the content is impacted

