Wilmington University
College of Education
Application of Strategies for Teaching Content Area Reading

Course Number: MRD 7815

Course Title: Application of Strategies for Teaching Content Area Reading

Faculty Contact:

Course Description: Theories of the reading process and reading to learn in content areas are explored. Emphasis is upon practical strategies and techniques for acquiring knowledge through reading in a variety of subject areas. Students will demonstrate strategies and techniques to develop comprehension, critical thinking, vocabulary, study and organizational skills and fluency/reading rate in content areas. Reading strategies for before, during, and after, ƒ• ™‡ŽŽ ƒ• •—monitoring Techniques will be examined and applied as they relate to content areas. Additionally, this course requires 20 hours in school-based settings. The majority of time will be used to observe and reflect upon instruction and the use of reading strategies and techniques in the content areas. At least half of the observation time must be in grades seven and above. Further application of assessment and correction strategies as applied in content areas is required. In preparation for reading coach/mentor responsibilities, candidates will prepare and present a professional development program to their classmates or in a school-based setting if

Literacy Coach

Learning Outcome 2 – Curriculum and Instruction: *ƒ • † ‹ † ƒ – ‡ • † ‡ ˜ ‡ Ž ' ' á ƒ • ƒ Ž › œ ‡ á ƒ • † ‡ ˜ ƒ Ž*
curriculum; design, implement, and evaluate effective classroom literacy instruction; collaborate with and coach
teachers to guide teaching practices and improve literacy learning of individuals and groups of students; facilitate or
participate in efforts to develop a vision and goals for the literacy program. (Standard 2)

Learning Activities/Performance Tasks:

Learning Outcome 3 – Assessment and Evaluation: *ƒ • † ‹ † ƒ – ‡ • ˆ ' • – ‡ ” – ‡ ƒ … Š ‡ ” • ï   • ' ‡ … ‹ ƒ Ž ‹ • –*

COURSE: MRD 7815   TITLE: Application of Strategies for Teaching Content Area Reading and Writing

Use a content area text book grade 3 + (science or social studies) to complete the following: assess the readability of the text using Fry and SMOG readability formula and complete Friendly Text Evaluation Scale on the content area text, write and administer a cloze test on the

7.2: Develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community school partnerships.

Assessment, Planning and Instruction

Performance Level/Elements	Novice	Emerging	Proficient (TARGET)	Advanced Performance
ILA 3.1 ‘•–‡” –‡ƒ…Š‡”•ï •'‡…ƒŽ‹•–•ï ••‘™Ž‡‡†‰‡ by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system. Literacy Coach	Content text above grade 3 is not used.	Fourth Grade or above content area text is evaluated for readability level. Level is accurate. SMOG and Fry assessments are administered on the text and results are interpreted.	Meets previous criteria. Level is correct, and implications for use of text are included. SMOG, FRY and Friendly Text Scale are used, and discussed.	Previous level is met and suggestions for supplementary materials are included.
ILA 7.1 Collaborate and coach individual and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include …ƒ•†‹†ƒ–‡ï• ‘™• •…Š‘‘Ž clinic, other school, or community settings. Literacy Coach	Either Cloze or CARI are developed and administered for a specific content area classroom.	Both Cloze and CARI are developed and administered for a specific content area classroom and documentation is provided.	Both Cloze and CARI are developed, administered, and results are discussed with classroom teacher for instructional planning purposes.	Previous standard is met and suggestions are made for individual student needs.
ILA 7.1 Collaborate and coach individual and/or	Test results are not shared personally. No	Tests results are shared in a conference with the classroom teacher.	Test results and recommendations are shared in a personal conference with	Meets previous standard. Reflections are

engage and motivate learners, and optimize access to materials that increase student choice and support school goals (Literacy Coach)		physical and social environment.	Connection to the assessment is attempted, but lacks in specificity. Sensitivity is given to support the students who struggle with reading in the content area.	support and enhance small group instruction are provided and match the assessment results and needs of learners. Students who struggle with reading within the content area as well as those who are not having difficulty are valued and considered in suggestions.	support and enhance small group instruction are provided and specifically match the assessment results and

Survey staff for the purpose of creating a handbook utilizing research-based reading/writing strategies supported with tradebooks, content area textbooks matched to Common Core State Standards and aligned the five aspects of literacy from the NRP. This document should be placed on discussion board for accessibility of peers. Documentation of modeling and conferencing will be provided by using the Verification Form found in the Resources section of your portfolio.

CAEP ASSESSMENT 6: ADDITIONAL ASSESSMENT

COURSE: MRD 7815   TITLE: Application of Strategies for Teaching Content Area Reading and Writing
MEASURED PROGRAM COMPS/ILA STANDARDS:
Literacy Coach
4.1:   Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.
4.3:   Create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

STRUCTURED EXTERNAL ASSIGNMENT SEA – B   HANDBOOK FOR CONTENT AREA TEACHERS

Survey staff for the purpose of creating a handbook utilizing research-based reading/writing strategies supported with tradebooks, content area textbooks matched to Common Core State Standards and aligned the five aspects of literacy from the NRP. This document should be placed on discussion board for accessibility of peers. Documentation of modeling and conferencing will be provided by using the Verification Form found in the Resources section of your portfolio. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7815. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7815SEAB_VF.This is a Reading Specialist experience.

Other Measured Standards:
InTASC: Standard 8: Instructional Strategies
ISTE: Standard 1: Facilitate and Inspire Student Learning; Standard 2: Design and Develop Digital- Age Learning Experiences and Assessments;

Handbook

Performance Level	Novice	Emerging	Proficient (TARGET)	Advanced Performance
In Tasc 8 ISTE 1, 2	Follows template; defines strategy completely, includes less than 4 research-based strategies.	Follows template; defines strategy completely includes 6 or less research-based strategies. Strategies reflect foundational knowledge of an integrated, comprehensive and balanced curriculum.	Follows template; defines strategy completely includes 7-8 research-based strategies. Strategies reflect foundational knowledge of an integrated, comprehensive and balanced curriculum.	Follows template; defines strategy completely and includes 10 research-based strategies. Strategies reflect foundational knowledge of an integrated, comprehensive and balanced curriculum.
ILA 4.3 Collaborate with teachers in creating, analyzing, transforming, and implementing diverse learning experiences that are culturally responsive and link school, home, and community literacy knowledge. (Literacy Coach)	Matches strategy to multiple intelligence or learning style by name only. Documentation not provided.	Identifies one specific intelligence addressed and describes application of strategy to that intelligence/learning style. Documentation provided.	Identifies two specific intelligences/learning styles addressed and describes application of strategy to each for one of the examples in each subject area. Documentation provided.	Identifies more than two specific intelligences/learning styles addressed and describes application of strategy to each for both examples in each subject area. Documentation provided.
ILA 4.3 Collaborate with teachers in creating, analyzing, transforming, and implementing diverse				

	No examples of materials connecting to equity are present.	Connection to equity is unclear	At least one activity listed in the resource is designed to advocate for equity within the classroom	At least two activities listed in the resource are designed to advocate for equity within the classroom	More than two activities listed in the resource are designed to advocate for equity within the classroom

				Document was presented in a formal meeting.	collaboration. Document was presented in a formal meeting.

COURSE: MRD 7815   TITLE: Application of Strategies for Teaching Content Area Reading and Writing

MEASURED PROGRAM COMPS/ILA STANDARDS:
Literacy Coach
6.2:   Design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes.
7.1:   Collaborate and coach individual and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include … ƒ • † ‹ † gfwn $chool, literacy clinic, other school,5(n)4(,)] TJETQq0.000011802 0 792 612 reV

PROFESSIONAL DEVELOPMENT SESSION BASED ON ASSESSMENT DATA

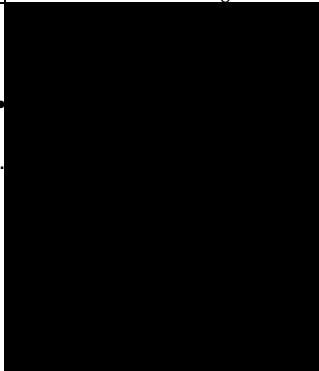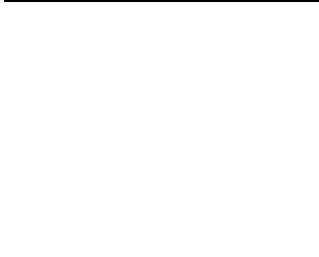| Performance Level/	Novice	Emerging	Proficient (TARGET)	Advanced Performance

		but description of presentation is missing.	administrator or district supervisor.	letter from administrator or district supervisor.	letter from administrator or district supervisor. Post survey is completed and results are summarized in presentation.
Presentation handouts

ISTE 5 | Presentation materials and handouts have 15+ and are poorly sequenced or organized. | Presentation materials and handouts have 11-14 errors, are not well sequenced or organized. | Presentation materials and handouts are well organized and have less than 10 errors. | Presentation materials, handouts and technology utilized, have less than 5 errors and are of professional quality. | Materials, handouts and technology used in the presentation are   , of professional quality and enhance the presentation. |
| Writing Quality | Scores 1 on writing rubric | Scores 2 on writing rubric | Scores 3 on writing rubric | Scores 4 on writing rubric | Scores 5 on writing rubric |

MEASURED PROGRAM COMPS/ILA STANDARDS:

Literacy Coach

2.2:   Coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school).

4.3:   Create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

5.4:   Provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions

6.1:   Reflect on their work, belong to professional organizations, and as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders

6.3:   Use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation feedback cycles, coteaching) in their work with individual and groups of teachers.

7.2:   Develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community school partnerships.

Observations and Conferences

Performance Level	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Lesson Content	Lesson plan content observed is weakly summarized.	Lesson plan content observed is summarized.	Lesson plan content observed is clearly summarized.	Lesson plan content observed is clearly summarized and explained.
Reflections- Instructional strategies- ILA: 2.2 Coach teachers in designing, selecting, implementing, and evaluating evidence- based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines,				

ILA: 2.2 Coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school). (Literacy Coach)	No strategies were modeled.	One strategy was modeled and was documented on the submitted log.	Two strategies were modeled and documented on the log for the same content area teacher Includes candidate lesson plans.	Two strategies were modeled, one per teacher and were documented on the submitted log. Candidate lesson plans are included.	Two strategies were modeled for more than one content area teacher and were documented on the submitted log. Candidate lesson plans are included.
Reflections- Knowledge-	Written reflection simply restates observations.	Written reflection demonstrates a lack of … $f \bullet \dagger ‹ \dagger f - \ddagger \ddot{\imath} \bullet \bullet \bullet'$ in content area reading.	Written reflection demonstrates good knowledge of content area reading.	Written reflection demonstrates very good knowledge of content area reading.	Written reflection show critical thinking, exceptional knowledge and expertise in content area reading.
ILA 6.1: Reflect on their work, belong to professional organizations, and as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders (Literacy Coach)	No reflection concerning … $f \bullet \dagger ‹ \dagger f - \ddagger \ddot{\imath} \bullet \bullet' \dagger$ present.	Reflection includes overall perception of the success of the lesson for the children but includes no reflection about the impact on the classroom teacher.	Reflection includes overall perception of the success of the lesson for the children as well as response from classroom teacher. Reflection includes $f \bullet f \check{Z} › \bullet ‹ \bullet ' \hat{\,} - \ddagger$ own dispositions related to the lesson and instruction of reading and writing.	Reflection meets previous level. Reflection includes evaluation of … $f \bullet \dagger ‹ \dagger f - \ddagger \ddot{\imath} \bullet ' ™ \bullet$ Reflection includes $f \bullet f \check{Z} › \bullet ‹ \bullet ' \hat{\,} - \ddagger f …$ dispositions related to the lesson and instruction of reading and writing.	
Observation journal: Teacher improvement- ILA: 2.2 Coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and	Observation journal suggests improvements in two of the areas observed.	Observation journal suggests improvements in three of the areas observed.	Observation journal suggests improvements in four of the areas observed.	Observation journal	

supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school). (Literacy Coach)				
Reflection conference				

DISCUSSION BOARD RUBRIC MRD

EVALUATION CRITERIA	0 Unsatisfactory	0.25 Emerging	0.50 Satisfactory	0.75 Proficient	1.0 point Distinguished	SCORE
Participation in Discussion	Does not enter discussion.	Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial	Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses	Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses	Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.	
Content of Posting	Does not add to the discussion.	Adds little to the substantive discussion but may contribute to the social aspects of the course.	Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.	Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.	Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.	
Critical Thinking evidenced by Posting	Does not enter posting.	Provides no evidence of agreement or disagreement with existing discussion.	Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).	Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).	Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.	
Responsiveness IF required	Does not respond.	Logs onto Canvas on one (1) occasion during the week and responds to the posted discussion. (1 initial post)	Logs onto Canvas on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.	Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.	Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.	
Writing Style	Does not write response.	Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.	Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.	Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.	Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.	
Additional Comments:					Total Rubric Score = 5 points	

Modified by D.Emeigh 8/14.Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty, Wilmington College 3/05

WRITING RUBRIC: LITERACY PROGRAMS

	UNSATISFACTORY	DEVELOPING	ACC EPTABLE	TARGET	EXEMPLARY

MRD VIDEO RUBRIC

This course aligns with specific DPAS II Components which are included in the syllabus. Before submitting your videos, annotate the evidence of meeting each criteria within this specific course. Provide a Table of Contents that will identify the specific DPAS II connections. Instead of a page number, list the time code. You may also use a series of multiple, shorter video clips in some cases, but please check with the instructor first. Remember that the students' faces should not be shown on the video (the backs of their heads are allowed), so please aim the camera at yourself rather than at the students.

Performance Level/Elements	Unsatisfactory	Developing	Acceptable	Proficient (Target)	Exemplary
Point Value in Canvas	Below 74				

At the end, you may want to include your nonfiction literature resource list using the template from 7804. Create a page that cross references the items. For example:

Resource	Type	Appropriate Content Area	Multicultural/ethnic?
The Three Little Pigs	Book	Health	no

NRP CONNECTION: (Fluency, Vocabulary, Comprehension)
COMMON CORE State Standard(s):

STRATEGY: IDENTIFY ONE STRATEGY. DO NOT USE ACANVASREVIATIONS

DEFINITION: GIVE A BRIEF DESCRIPTION OF THE STRATEGY.

STEPS	CONTENT APPLICATION
LIST,BY BULLETING, THE STEPS OF THIS STRATEGY SO THAT A CONTENT AREA TEACHER COULD LOOK AT THE CONCEPT, LOOK AT EACH STEP, AND BE ABLE TO APPLY IT.	IDENTIFY 2 CONCEPTS FROM EACH CONTENT AREA THAT WOULD LEND

DIFFERENTIATED INSTRUCTION	WRITING ACTIVITIES
IDENTIFY AND DESCRIBE HOW YOU WOULD INCORPORATE MULTIPLE	

References

Cunningham, P.M., & Allington, R.L. (2003). *Classrooms that work: They can all read and write* (3rd ed.). NY: Allyn and Bacon.

Daniels, H., & Zemelman, S. (2004).

curriculum (8th ed.). Boston: Pearson Education.

SUPPLEMENTAL MATERIALS: (Place any additional supplemental materials below.)

- [APA Manual], 2010, 6th edition, 7th printing.
- [Purdue OWL: APA Formatting and Style Guide](#)
- You WILL need a microphone and headset if you are taking this as a distance course