WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MRD 7805

COURSE TITLE: Strategies and Techniques for Teaching Reading/Writing in the Content Areas

National Reading Panel: www.nationalreadingpanel.org
Common Core Standards: http://www.corestandards.org/
Delaware Common Core: http://www.doe.k12.de.us/domain/374
APA Link: http://www.apastyle.org

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

COURSE TEXTS:

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

Many of our texts are now e-texts. This was done to reduce costs for candidates. Please check the bookstore website carefully when ordering texts to make sure that you order all required texts. Some courses will have both e-texts and traditional texts. The bookstore will have the correct listings. The information is included here for ordering and accessing e-texts only:

OFFICE HOURS OR METHOD OF CONTACT:

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

This course is required for the Master of Education: ESOL Literacy and uses data collected to support each program. Program competencies are the Professional Standards for TESOL.

1 AY 2017
**You WILL need a microphone and headset if you are taking this as a distance course!**

**COLLEGE OF EDUCATION PROGRAM ATTRIBUTES**

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

**Wilmington University Graduation Competencies:** Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. **Oral Communication**
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
   1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. **Written Communication**
   2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
   2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. **Disciplined Inquiry**
   3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.).
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

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I. COURSE DESCRIPTION:

Theories and research of 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, and vocabulary in content areas. Reading strategies for during as well as before reading and after reading strategies, and students’ self-monitoring techniques will be examined and applied as they relate to language arts, science, mathematics and social studies content.

Successful candidates:

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx
- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.
II. PROGRAM/ILA/TESOL COMPETENCIES:
Program competencies are derived from the International Literacy Association (ILA) Professional Teaching Standards. Alignment to other standards includes InTASC and ISTE (NETS)

International Literacy Association: Standard 1: 1.1; Standard 2: 2.1, 2.2, 2.3; Standard 3: 3.3; Standard 5: 5.2, 5.4

Standard 1: Foundational Knowledge. The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>Describe and explain the four aspects of literacy</td>
</tr>
<tr>
<td>Describe and explain reading as a process for comprehending, analyzing and extending meaning from the text.</td>
</tr>
<tr>
<td>Review reading skills of vocabulary, and comprehension.</td>
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<tr>
<td>Demonstrate an understanding of the relationship of reading and writing skills with listening and speaking.</td>
</tr>
<tr>
<td>Describe the relevancy of research from general education and how it has influenced literacy education and specially note how cognitive research and metacognition, schema theory and scaffolding influence reading and the content area.</td>
</tr>
<tr>
<td>Describe how reading in the content areas is necessary and the factors that affect reading in the content area such as background of the reader, the type of text and the context of the reading situation.</td>
</tr>
<tr>
<td>Demonstrate an understanding of the nature and multiple causes of reading and writing difficulties as they relate to the content areas</td>
</tr>
</tbody>
</table>
Learning Activities - The candidate will:

1. Complete chapter reading guides and reflections.
2. Discuss and reflect on in-class simulations, lectures and demonstrations.
3. Analyze classroom text books, nonfiction and fictional supplementary materials, Internet/Web resources and related materials for organization, structure, classroom implementation and lesson planning.
4. Write a variety of lesson activities that develop all areas of literacy.

Standard 2: Instructional Strategies and Curriculum Materials. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge.]
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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<tr>
<td>Identify the tools of language and design lessons that enhance the knowledge of the reading and writing skills.</td>
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<tr>
<td>Demonstrate how goals, instruction and assessment should be aligned.</td>
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<tr>
<td>Illustrate the importance of creating programs to address the strengths and needs of individual learners and how to develop classroom environments that foster and support positive attitudes toward reading.</td>
</tr>
<tr>
<td>Summarize the use of multiple resources, including print text and non-print materials which could be used in the content areas.</td>
</tr>
<tr>
<td>Describe methods used for daily, unit, and course-long planning and devise different types of lesson plans to meet diverse needs.</td>
</tr>
<tr>
<td>Adapt for the integration of new information with the background of the learner.</td>
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<tr>
<td>Plan learning experiences that present authentic tasks and choices in reading.</td>
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<tr>
<td>Understand and explain the components of vocabulary and develop activities for learning.</td>
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<tr>
<td>Describe a variety of techniques for introducing and reinforcing vocabulary that meet the needs of individual learners.</td>
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<tr>
<td>Combine questioning techniques and instructional approaches to promote student thinking, understanding and application of knowledge.</td>
</tr>
<tr>
<td>Design strategies for developing concepts in content areas such as building on students’ background, demonstration, discussions, guided inquiry, semantic mapping and graphic organizers.</td>
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</tbody>
</table>
Summarize metacognition and metacognitive strategies that aid students in the construction of meaning and methods to provide scaffolding to help students meet success with literacy tasks.

Summarize techniques for students to gain meaning and importance of the conventions of standard written English.

Summarize techniques that use aspects of text to gain comprehension including conventions of written English, text structures and genres, theory, and intertextual links.

Explain the importance of the use of organizational instructional features of text, such as arrangement by spatial order, classification, and order of importance.

Explain the structure of text reading selections, e.g., compare-contrast, cause-effect and problem-solution.

Learning Activities - The candidate will:

1. Differentiate instruction based on language levels.
2. Identify text structures within a specific content area text.
3. Incorporate Multiple Intelligences theory in differentiated planning.
4. Prepare a content-area handbook to include comprehension strategies for concepts within four major content areas.
5. Compile a list of print and electronic non-fiction resources to be used in specific content areas.

**Standard 3: Assessment, Diagnosis, Evaluation.** Candidates use a wide range of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

3.3 Use assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.

**LEARNING OUTCOMES**

- Analyze student reading levels in authentic content area texts with a variety of informal assessment instruments/techniques.
- Evaluate all sources of information by developing and conducting assessments that involve multiple indicators of learner’s progress.

Learning Activities: The candidate will:

1. Review case studies to identify the cause of reading challenges, whether language difficulty or disability.
2. Apply data gathered from assessments in planning instruction.
TESOL Competencies: Standards 3, 4, and 5. Program competencies are derived from the Teachers of English to Speakers of Other Languages (TESOL) Professional Teaching Standards.

COMPETENCY 3: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs. (TESOL Standard 3: Planning, Implementing, and Managing Instruction).

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Plan students’ learning experiences based on an assessment of the students’ level of language proficiency.</td>
</tr>
<tr>
<td>Organize learning around standards-based subject matter and language learning objectives.</td>
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<tr>
<td>Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.</td>
</tr>
<tr>
<td>Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials for instruction.</td>
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<tr>
<td>Select materials that are appropriate to students’ developing language and content area abilities, including the appropriate use of their first language.</td>
</tr>
</tbody>
</table>

Learning Activities - The candidate will:

1. Engage in comprehensive content-area literacy study.
2. Create an in-depth differentiated lesson plan with appropriate strategies for each level of language proficiency.
3. Prepare a content-area handbook to include language learning objectives and strategies in four major content areas.
4. Compile a list of culturally-responsive non-fiction print and electronic resources.

COMPETENCY 4: Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs. (TESOL Standard 4: Assessment)

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Demonstrate knowledge and ability about the use of a variety of assessment procedures for ELLs.</td>
</tr>
<tr>
<td>Assess ESOL learners’ language skills and communicative competence using multiple sources of information.</td>
</tr>
</tbody>
</table>

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College of Education
Professional Partners Creating Environments for Learning
Syllabus is sole property of Wilmington University
Learning Activities - The candidate will:

1. Engage in comprehensive content-area literacy study.
2. Review case studies to identify the cause of reading challenges, whether language difficulty or disability.
3. Apply data gathered from assessments in planning instruction.

COMPETENCY 5: Candidates keep current with new instructional techniques, research results, and advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families. (TESOL Standard 5: Professionalism)

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Read and respond to current research on language learning and content area literacy.</td>
</tr>
<tr>
<td>Reflect on ways to improve instruction based on assessment results.</td>
</tr>
<tr>
<td>Work with colleagues to provide a comprehensive and challenging educational opportunity for ELLs.</td>
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</tbody>
</table>

Learning Activities - The candidate will:

1. Engage in comprehensive content-area literacy study.
2. Support instructional decisions with research.
3. Professionally and effectively communicate ideas.
4. Survey staff to determine content area topics and/or concepts.
5. Present content area handbook to school staff for the purpose of accommodating ELLs.

III. METHODOLOGY:

This course will use discussion board, simulations, and independent projects to demonstrate proficiency, reading guides, professional readings and reaction papers.

IV. TESTING PROCEDURES/STUDENT EVALUATIONS:

An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Task Stream beginning Fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard.
page under the Kaltura Media Tools menu bar at the top of the page. There are
directions for both Windows and Mac users, as well as general information about
submitting assignments with Kaltura. Be sure to save your videos to your own
computer so that you may access them at a later date, if necessary. It is best to
name the files according to the specific course and assignment (MRD 7801 SEA
A, for instance).

A. ASSIGNMENTS

The following chart outlines the percentage point value for all assignments
for this course. It is followed by descriptions of each:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SEA A Content Area Handbook</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>• SEA B Differentiated Lesson Plan</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>• Argument Essay</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>• Discussions and Other Assignments</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. Structured External Assignment A (SEA A)  Handbook for Content Area Teachers  50 %

Candidates will create a content area handbook (using the template included with
this document) utilizing research-based reading/writing strategies supported with
trade books, content area textbooks, which addresses the following criteria:

- Survey staff for the purpose of creating a handbook utilizing research-based
  reading/writing strategies aligned with trade books, content area textbooks,
  matched to common core standards and the five aspects of literacy from the
  NRP integrating the use of digital-age media and technology. Make this
  handbook available for use at your site for all school content-area teachers
  through a variety of formats including digital media and technology. Include,
  as an appendix, a Nonfiction Literature Resource List including:

  □ Two concepts/topics for each of four content areas (Math, Social Studies,
    Science, English Language Arts), with an explanation of each of these
    concepts or topics.
  □ Overall use of five strategies for content learning, description of steps
    involved, and summary of research behind each.
  □ Differentiation by Multiple Intelligence and Language Levels 1, 3, and 5
  □ Informational texts, both digital and print, to be used in the content area.
  □ Bibliographic information detailing each text, a summary and activities to
    extend each of the texts.
• Present the handbook to staff with an overview of its purpose and demonstrate one of the strategies

Note: This assignment will be developed throughout the course and sections will be submitted at intervals for feedback.

This Structured External Assignment is to be completed on your E-Folio site under the course MRD7805. Submit verification form separately from the assignment. The form should be saved using the following as a model:

    YourlastnameFirstnameMRD7805SEAA_VF

2. Structured External Assignment B (SEA B) Differentiated Lesson Plan 20 %

    Using a Grade 4 level (and up) non-fiction text, candidates will create a complete lesson plan differentiated for three levels of ELL learners (L1, L3, L5). This lesson plan will address the following criteria:

    • Reading connected to writing, using at least one of the reading strategies from the SEA A handbook.
    • Research-based vocabulary strategy
    • Differentiated activities for ELL Levels 1, 3, and 5
    • Rationale for text(s) chosen (text complexity)
    • Formative assessment for each of the three Language Levels.

3. Argument Essay 10 %

    After reading and viewing the articles, PPTs, and videos related to content area and disciplinary literacy, candidates will construct an argumentative essay detailing the most effective methods for teaching ELLs. Specific examples from the readings and viewings must be cited to support the thesis of the paper. While there is no prescribed length for this essay, it should reflect the requirements of the writing rubric in this document.
4. Discussions and Other Assignments 20%

Candidates will participate in weekly discussions and complete assignments accordingly.

MRD 7805 Outline of Weekly Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Language Levels Assignment</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Argument Essay</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Comprehension Strategies/Concepts/Research for SEA A Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Structure Organizers</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Vocabulary and Differentiation (MI) SEA A Feedback</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Writing connection and Differentiation (MI) SEA A Feedback</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Discussion Board</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SEA B Lesson Plan</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Discussion Board or Reflection</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SEA A Content Area Handbook</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Discussions (35 points) Other Assignments (10 points)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>SEA A and B (70 points)</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Argument Essay</td>
<td>10%</td>
</tr>
</tbody>
</table>

B. Graduate Grading Scale:

- A 95-100
- A- 92-94
- B+89-91
- B 86-88
- B-83-85
- C+ 80-82
- C 77-79
- C- 74-76
- F less than 74
- FA Failure due to Absence
- NA Never attended
- NG No grade submitted

Incomplete: This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

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V. ATTENDANCE POLICY:

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

College of Education Policy:
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

VI. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE: provided by instructor
Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: __________________________ School/Teacher: __________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at __________________________ by __________________________ and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: __________________________ Date: __________________________
Wilmington Universidad Facultad de Educación  
Formulario de Autorización de Estudiante  

(A completar ya sea por los padres / guardián legales de los alumnos menores de edad involucrados en este proyecto, o por estudiantes que tengan 18 o más años de edad que están involucrados en este proyecto)  

Estimado Padre / Guardián Legal:  

Soy un candidato Universidad Wilmington Preparación de Maestros de completar mi Enseñanza Estudiante experiencia de trabajo de campo en la escuela de su hijo. Durante este tiempo, voy a necesitar que presentar grabaciones de video de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de video implican tanto el profesor y varios estudiantes, el enfoque principal es en la instrucción del maestro, no en los estudiantes de la clase. En el curso de la grabación, su hijo puede aparecer en las grabaciones de video. Además, puedo enviar muestras de trabajos de alumnos como prueba de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo. El apellido de ningún estudiante aparecerá en cualquier material que se presentan.  

Universidad de Wilmington, a su entera discreción, puede usar y distribuir mis grabaciones de video, mis comentarios y mis materiales de aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores novatos, con fines de investigación, y cualquier otro propósito Universidad Wilmington consideren apropiadas para promover la misión del piloto. El siguiente formulario se utilizará para documentar su permiso.  

Sinceramente,  

(Nombre de Candidato/a Maestro/a)  
(Firme de Candidato/a Maestro/a)  

FORMULARIO DE PERMISO - Para ser devuelto  

Nombre del Estudiante: __________________ Nombre de el/la Maestro/a: ________________  

Yo soy el padre/guardián legal del niño mencionado anteriormente. He recibido y leído su carta con respecto a un piloto que está siendo llevada a cabo por la Universidad de Wilmington, y de acuerdo a lo siguiente:  

☐ Me doy permiso para incluir la imagen de mi hijo en las grabaciones de video como él o ella participa en la clase o para reproducir materiales que mi hijo/a puede realizar como parte de las actividades del aula.  

☐ NO doy permiso para grabar vídeo a mi hijo o para reproducir materiales que mi hijo puede realizar como parte de las actividades del aula.  

Firme del Padre o Guardián: __________________ Fecha: __________  

15 AY 2017  

College of Education  
Professional Partners Creating Environments for Learning  
Syllabus is sole property of Wilmington University
Introducción: Estos procedimientos están dados para ayudarle a producir clips de vídeo que representan claramente la enseñanza y el aprendizaje en el aula. Con el fin de capturar los elementos de la instrucción y el aprendizaje del estudiante, tendrá que producir clips de vídeo de alta calidad de audio y video. Los procedimientos a continuación le ayudarán a producir con éxito videoclips con problemas mínimos.

Preparación y Práctica: En primer lugar, no esperamos una producción de Hollywood (profesional). Es importante, sin embargo, que la calidad de las actividades grabadas en video sea suficiente para que los evaluadores a entender lo que sucedió en su salón de clases. Como regla general, la calidad del sonido en general es más importante que la calidad de video para entender la enseñanza y el aprendizaje de ser capturado.

Si no está familiarizado con el proceso de grabación en video, póngase en contacto con Sra. Jennifer Sheets a Jennifer.m.sheets@wilmu.edu, Dr. Michele Brewer a michele.a.brewer@wilmu.edu, Tyler Wells a tyler.a.wells@wilmu.edu o Michael Curry a michael.g.curry@wilmu.edu por asistencia con la grabación o considere contactar otro profesor estudiante que ha hecho o está haciendo la grabación en vídeo.

- **Avise a su cooperando / maestro mentor y el director** de su escuela de su necesidad de lecciones videocinta. Discuta cualquier arreglo para un operador de cámara con ellos. Si utiliza un operador de cámara, mira a personas que ya tienen la aprobación para estar en las aulas, por ejemplo, el maestro cooperador, su supervisor universitario, designados ayudantes estudiantiles.

- **Pensar** cerca dónde usted y sus alumnos será durante las actividades a ser retratados en el video. ¿Serán diferentes actividades requieren que los estudiantes para reagruparse y moverse dentro del aula? ¿Cómo se registrará el uso de materiales de instrucción? ¿Cuál será la cámara necesita para capturar? ¿En su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

- **Practica el proceso de grabación de video.** Esto proporcionará la oportunidad de probar el equipo y dar a los estudiantes la oportunidad de acostumbrarse a la cámara.

- **Ajustar, si es necesario, a la fuente de luz.** No coloque la cámara delante de la ventana u otras fuentes de luz brillante.
MRD 7805/7815/7921

Resources

http://www.literacy.uconn.edu/contlit.htm
http://www.literacy.uconn.edu/912home.htm
http://www.cldinternational.org/Infosheets/wordID.asp
http://coe.sdsu.edu/people/jmora/ContentReadMM/
http://www.education-world.com/a_curr/profdev034.shtml
http://www.literacymatters.org/content/readandwrite/vocab.htm
http://www.ncela.gwu.edu/pubs/classics/trg/03content.htm
http://www.nifl.gov/partnershipforreading/publications/reading_first1text.html
http://www.ericdigests.org/pre-929/esl.htm
http://www.ncset.org/publications/viewdesc.asp?id=274
http://www.indiana.edu/~reading/ieo/digests/d51.html
http://readingonline.org/articles/graves1/mainnoframe.html
http://www.k8accesscenter.org/training_resources/readingdifferentiation.asp
http://www.readingrockets.org/article/272
http://www.wested.org/cs/we/view/rs/754
http://www.phschool.com/sales_support/Product_Sites/HOW/documents/HOW_Reading_Research.pdf
http://www.middleweb.com/Reading.html
http://www.everythings esl.net/inservices/judith2.php
http://www.readwritethink.org/lessons/lesson_view.asp?id=919
http://cnets.iste.org/Teachers/pf/pf_webquest_read.html
# Delaware Professional Teaching Standards
## (Revised July 2003)

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Description</th>
</tr>
</thead>
</table>
| **1** | Content Knowledge  
The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students. |
| **2** | Human Development and Learning  
The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner. |
| **3** | Diverse Learners  
The teacher understands how students differ and adapts instruction for diverse learners. |
| **4** | Communication  
The teacher understands and uses effective communication. |
| **5** | Learning Environment  
The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction. |
| **6** | Planning for Instruction  
The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards. |
| **7** | Instructional Strategies  
The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge. |
| **8** | Assessment  
The teacher understands multiple assessment strategies and uses them for the continuous development of students. |
| **9** | Professional Growth  
The teacher understands the importance of continuous learning and pursues opportunities to improve teaching. |
| **10** | Professional Relationships  
The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well being. |
| **11** | Educational Technology  
The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool. |
| **12** | Professional Conduct  
The teacher understands and maintains standards of professional conduct guided by legal and ethical principles. |

The first draft document was developed by the members of Delaware’s Task Force to Develop Professional Teaching Standards. The second Draft Committee and prepared by Yvonne Harper of the Assessments and Accountability Branch of the Delaware State Department of Education and William J. Thompson of TBA Consultants, Stratham, New Hampshire.
Multicultural Language Learners (MLL)

The MLL ESOL Literacy Degree provided by Wilmington University includes five courses that meet the TESOL (Teachers of English Speakers of Other Languages) Standards. The competencies designated in the syllabi correspond to those Domains and Standards listed below. Successful completion of these courses meets the educational standards designated by the State of Delaware for issuance of a K-12 ESL endorsement.

Domain I: Language (Competency 1) Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.
- Standard 1.a. Language as a System
- Standard 1.b. Language Acquisition and Development

Domain II: Culture (Competency 2) Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
- Standard 2 Culture as It Affects Student Learning

Domain III: Planning, Implementing, and Managing Instruction (Competency 3) Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
- Standard 3.a. Planning for Standards-Based ESL and Content Instruction
- Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction
- Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Domain IV: Assessment (Competency 4) Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
- Standard 4.a. Issues of Assessment for English Language Learners
- Standard 4.b. Language Proficiency Assessment
- Standard 4.c. Classroom-Based Assessment for ESL

Domain V: Professionalism (Competency 5) Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.
- Standard 5.a. ESL Research and History
- Standard 5.b. Professional Development, Partnerships, and Advocacy

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Create a handbook utilizing research-based reading/writing strategies supported with trade books, content area textbooks. This document should be placed on discussion board for accessibility of peers. This Structured External Assignment is to be completed on your MRD 6102 E-Folio (the ePortfolio) under the course MRD 7805.

Other Measured Standards:
InTASC: Standard 7: Planning for Instruction; Standard 8: Instructional Strategies
ISTE: Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments; Standard 3: Model Digital-Age Work and Learning; Standard 5: Engage in Professional Growth and Leadership

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC/ILA 1.1, 2.1</td>
<td>Does not follow template; strategies may not be research-based.</td>
<td>Follows template; defines strategy completely, includes 2 or fewer research-based strategies.</td>
<td>Follows template; defines strategy completely includes 3 or less research-based strategies.</td>
<td>Follows template; defines strategy completely includes 4 research-based strategies.</td>
<td>Follows template; defines strategy completely and includes 5 research-based strategies.</td>
</tr>
<tr>
<td>TESOL 5.a</td>
<td>Supports teachers in meeting diverse needs through differentiating instruction</td>
<td>Omits methods of differentiating use of strategies. Documentation not provided.</td>
<td>Matches strategy to multiple intelligence/learning style by name only and/or includes opportunities for L1, L3, and L5. Documentation not provided.</td>
<td>Identifies and describes one specific intelligence/learning style, describes and includes opportunities for L1, L3, and L5 students. Documentation provided.</td>
<td>Identifies and describes two specific intelligences/learning styles, describes and includes opportunities for L1, L3, and L5 students; Documentation provided.</td>
</tr>
<tr>
<td>PC/ILA 4.1, 4.2, 4.3</td>
<td>Includes 1 content area OR 1 topic/concept</td>
<td>Includes at least 1 content area and/or 1 topic/concept</td>
<td>Includes at least 2 content areas with at least 1 topic/concept for each integrating the use</td>
<td>Includes at least 3 content areas with at least 2 topics/concepts for each integrating the use</td>
<td>Includes 4 or more content areas with at least two topics/concepts for each integrating the use</td>
</tr>
<tr>
<td>TESOL 5.a</td>
<td>Identifies Research-based Strategies</td>
<td></td>
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<tr>
<td>3.a Appropriate and varied instructional approaches</td>
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<tr>
<td>InTASC 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ISTE: 2</td>
<td>of digital-age media and technology</td>
<td>use of digital-age media and technology</td>
<td>of digital-age media and technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Level</td>
<td>1 Unsatisfactory</td>
<td>2 Developing</td>
<td>3 Acceptable</td>
<td>4 Proficient</td>
<td>5 Exemplary</td>
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</tr>
<tr>
<td>PC/IL 2.1, 2.2, 4.1 TESOL 3.a</td>
<td>Writing activities are appropriate for cultural/linguistic needs and matched to strategy.</td>
<td>Connects reading to writing with sensitivity to issues of diversity. No writing activities are included.</td>
<td>One writing activity is present for each activity in less than four content areas and is basic in nature. Does not provide for diversity in learners’ cultural/linguistic needs.</td>
<td>Writing activities are well matched to strategy for 1 example in two content areas. Provides for diversity in learners’ cultural/linguistic needs.</td>
<td>Writing activities are well matched to the strategy for both examples in each content area. Provides for diversity in learners’ cultural/linguistic needs.</td>
</tr>
<tr>
<td>PC/IL 2.3, 4.1 TESOL 3.c</td>
<td>Resource list is missing.</td>
<td>Resource list includes a list of print or digital text. The list does not include any additional information about the texts.</td>
<td>Resource list includes grade appropriate print OR digital text and includes a multicultural reference and/or a summary.</td>
<td>Resource list includes grade appropriate print and digital text, as well as multicultural reference and a summary.</td>
<td>Resource list includes grade appropriate print and digital text. Resource list is complete and identifies content area, multicultural reference, summary, and an activity to extend the text.</td>
</tr>
<tr>
<td>PC/IL 2.3 TESOL 5.b</td>
<td>Documentation is missing.</td>
<td>Documentation is provided stating that handbook has been given to school.</td>
<td>Documentation is provided showing that the handbook is available to school staff and teachers through a variety of formats including digital media and technology.</td>
<td>Documentation is provided showing that the handbook is available and readily accessible to school staff and teachers through a variety of formats including digital media and technology. Document was presented in a formal meeting.</td>
<td>Documentation is provided showing that handbook is available and readily accessible to school staff and teachers and is designed for ongoing collaboration through a variety of formats including digital media and technology. Document was presented in a formal meeting.</td>
</tr>
<tr>
<td>ISTE 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTE 3, 5</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Create a lesson plan that connects reading and writing using at least one reading strategy from the Content Area Handbook and one vocabulary strategy researched in this course. Differentiate the lesson plan to meet the needs of students whose levels of language are, L1, L3, and L5. Differentiation can either be scaffolded as part of the whole group instruction and/or small group instruction; include formative assessment(s) to elicit evidence and check for understanding for each level of language. The lesson plan should be anchored by grade-level appropriate, complex text(s) to include a rationale for the choice and criteria used to determine complexity. This document should be placed on discussion board for accessibility of peers. This Structured External Assignment is to be completed on your MRD 6102 E-Folio (the ePortfolio) under the course MRD 7805.

InTASC: Standard 2: Learner Differences ; Standard 8: Instructional Strategies

<table>
<thead>
<tr>
<th>Performance Levels/Elements</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL 3.a Literacy Strategies</td>
<td>Lesson plan focuses only on reading, writing, or vocabulary.</td>
<td>Lesson plan includes a reading strategy that does not connect to writing and/or does not include a vocabulary strategy.</td>
<td>Lesson plan includes a reading strategy that connects to writing but does not come from the Content Area Handbook OR includes a reading or writing strategy in isolation with a vocabulary strategy.</td>
<td>Lesson plan connects reading and writing and uses one reading strategy from the Content Area Handbook and one vocabulary strategy.</td>
<td>Lesson plan connects reading and writing with more than one reading strategy from the Content Area Handbook and a vocabulary strategy.</td>
</tr>
<tr>
<td>TESOL 3.a, 4.c, 5.a</td>
<td>Differentiation</td>
<td>InTasc: 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Lesson plan is not differentiated by the levels of language.</td>
<td>Lesson plan is differentiated by at least one level of language. Differentiation is either explained OR embedded in instruction.</td>
<td>Lesson plan is differentiated by at least 2 levels of language. Differentiation is explained, but not embedded in instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESOL 3.c</th>
<th>Text Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text(s) were not chosen for the lesson plan.</td>
<td>Text(s) chosen include an incomplete rationale for choice OR criteria lacks specificity to determine grade-level appropriateness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESOL 4.c</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative assessment is not included in the lesson plan.</td>
<td>Formative assessment is included in the lesson plan; but may not be aligned to the objective(s) OR does not check for understanding at one or more of the levels of language: i.e., L1, L3, or L5.</td>
</tr>
</tbody>
</table>

| | | |
| | | Lesson plan is differentiated by levels of language for L1, L3, and L5. Differentiation is explained, but not embedded in instruction. |
| | | Lesson plan is differentiated by levels of language for L1, L3, and L5; differentiation is embedded in instruction. |
| | | Lesson plan is differentiated by levels of language for L1, L3, and L5; differentiation is embedded in instruction. |

| | | |
| | | Formative assessment is aligned to the lesson objective(s). The formative assessment(s) elicit evidence (student-centered), to check for understanding at each level of language; i.e., L1, L3, and L5. |
### DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
<td></td>
</tr>
</tbody>
</table>

| 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 Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) | Logs onto Bb 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. |       |

**Total Rubric Score = 5 points**

Additional Comments: Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty
ARGUMENT ESSAY RUBRIC

DISCIPLINE SPECIFIC VS. CONTENT AREA READING – Evaluate research and resources on discipline-specific literacy and content area reading. Write an argument essay determining if discipline-specific vs. content area reading strategies are most effective for teaching ELLs. Use APA format and include evidence from the research and resources in your essay.

<table>
<thead>
<tr>
<th>Performance Levels/Elements</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL 3.c, 5.a Introduction and Thesis Statement</td>
<td>Introduction is not developed. It does not provide the general subject matter of the work nor the background, context, title, and author of the work discussed. Thesis is missing from the essay.</td>
<td>Introduction contains little development, providing neither the general subject of the paper nor the background and context of the work discussed. Thesis is an outline of points; it is not an arguable statement of position.</td>
<td>Introduction is adequately developed. It mentions the title and author of the work discussed, but does not give the context and background of the work. Thesis is a clear, arguable statement of position.</td>
<td>Introduction is adequately developed, introducing the general subject of the paper and narrowing down to the thesis statement. Thesis is a clear, arguable, definitive statement of position that answers a why or how question.</td>
<td>Introduction is thoroughly developed, introducing the general subject of the paper and narrowing down to the thesis statement. Thesis is a clear, arguable, well developed, and definitive statement of position. It answers a why or how question.</td>
</tr>
<tr>
<td>TESOL 5.a Development, Opposition, and Refutation</td>
<td>Essay does not present any evidence of development of points that support the thesis. Essay does not include opposition or refutation.</td>
<td>Essay demonstrates minimal development of points, many of which do not support the thesis. Essay does not include opposition or refutation.</td>
<td>Essay demonstrates adequate development of points that support the thesis. Essay explains opposition and gives refutation.</td>
<td>Essay demonstrates a logical development of points that support the thesis. The essay clearly explains opposition and persuasively refutes it.</td>
<td>Essay demonstrates a logical and thorough development of points that support the thesis. The essay clearly and fully explains opposition and persuasively refutes it.</td>
</tr>
<tr>
<td>TESOL 5.a Organization, Analysis of Textual Evidence</td>
<td>Essay is not organized and does not include textual evidence that is relevant to the thesis.</td>
<td>Organization structure minimally supports the position and is not consistent throughout the body of the essay. Essay includes textual evidence that is irrelevant and is not analyzed.</td>
<td>Organizational structure supports the position but may not be consistent throughout the body of the essay. Essay includes relevant and adequately analyzed textual evidence to support the thesis.</td>
<td>Organizational structure supports the position statement and is consistent throughout the body of the essay. Essay includes relevant and fully analyzed textual evidence to support the thesis.</td>
<td>Organizational structure enhances and supports the position statement and is consistent throughout the body of the essay. Essay includes relevant and fully analyzed textual evidence to support the thesis.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion is not included in the essay.</td>
<td>Conclusion summarizes key points with some repetition.</td>
<td>Conclusion summarizes the key points without repeating previous sentences; candidate’s position is included.</td>
<td>Conclusion summarizes the key points without repeating previous sentences; candidate’s position is included.</td>
<td>Conclusion summarizes the key points without repeating previous sentences; candidate’s position is strengthened.</td>
</tr>
<tr>
<td>Grammar/Conventions, APA</td>
<td>Grammar, spelling and/or punctuation errors interfere with reader understanding. Essay does not follow APA formatting,</td>
<td>Shows grammar, spelling and/or punctuation errors that may interfere with reader understanding (4-6). Some errors in APA formatting (more than 4).</td>
<td>Shows some grammar, spelling, and/or punctuation errors (4-6). Few errors in APA formatting (2-4).</td>
<td>Shows few grammar, spelling and/or punctuation errors (2-4 errors). Few errors in APA formatting (2-4).</td>
<td>Shows little or no grammar, spelling and/or punctuation errors (0-2). No errors in APA formatting (0-2).</td>
</tr>
</tbody>
</table>
Content Area Handbook and Nonfiction Literature Resource List

For the Content Area Handbook, please use the template that is included on the following pages. The setup is so that the pages would fit in a binder, with the first page being on the left and the second on the right, so that you get the effect below. (The spaces were removed just so you could see. Just type right in the boxes. You may need to adjust the font. Remove the explanation when you complete each area.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Type</th>
<th>Appropriate Content Area</th>
<th>Multicultural/ethnic?</th>
<th>Extension Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Three Little Pigs</td>
<td>Book</td>
<td>Health ☺</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>
NRP CONNECTION: (Fluency, Vocabulary, Comprehension)

STRATEGY: Identify one strategy. Do not use abbreviations

DEFINITION: provide a brief description of the strategy.

<table>
<thead>
<tr>
<th>STEPS</th>
<th>CONTENT APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a bulleted list of 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.</td>
<td>Identify 2 concepts from each content area that would lend themselves to the use of the selected strategy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCEPT 1</td>
<td></td>
</tr>
<tr>
<td>CONCEPT 2</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCEPT 1</td>
<td></td>
</tr>
<tr>
<td>CONCEPT 2</td>
<td></td>
</tr>
</tbody>
</table>
**DIFFERENTIATED INSTRUCTION**

Identify and describe how you would incorporate multiple intelligences/learning styles in teaching this concept with this strategy. Include differentiation for 3 levels of ELL language learners: L1, L3, L5.

**WRITING ACTIVITIES**

Describe one writing activity that could be used to develop and/or demonstrate knowledge of this concept. Include the CCSS.

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**Theory and Research that Guides**

Briefly summarize the research and/or theory that guided your instructional decision.
MRD 7805/7815/7921

References


