Wayne H. Slater, Ph.D.  
Teaching & Learning, Policy & Leadership (TLPL)  
2311 Benjamin Building  
Office Phone: (301) 405-3128 or (301) 405-3324  
Email: wslater@umd.edu or wynsltr@gmail.com  
Skype: wayne.slater11  
Office Hours: Monday through Friday,  
12 Noon – 1:00 P.M., and by appointment  

EDCI 463: Reading in the Secondary School  
Winter Term: January 2 – 22, 2014  
Monday through Friday  
Section 0101  
9:00 AM – 12 Noon  
2119 Benjamin Building  
GENERAL INFORMATION and  
TENTATIVE SYLLABUS  

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General Information and Tentative Syllabus

Note: Learning Assistance Service at Maryland--If you are experiencing difficulties in keeping up with the academic demands of this class, you are encouraged to contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note taking, and exam preparation skills. All learning assistance services are provided without charge to University of Maryland students. Learning Assistance Service Website: www.counseling.umd.edu/LAS

Enterprise Learning Management System (ELMS) General Information

ELMS / CANVAS Homepage: http://elms.umd.edu
ELMS Student Help Line: 8:00 A.M. – 6:00 P.M., Mon. – Fri., (301) 405-1400

Course Performance Objectives

EDCI 463 is designed to provide course participants with an introduction to secondary school content area reading instruction grounded in cognitive psychology, linguistics, and theory-driven, research based best instructional practice with an emphasis on student learning and engagement.

There are six (6) performance objectives: 1) participants will understand current reading theory and pedagogy; 2) participants will link current reading theory and pedagogy to content area reading instructional practice; 3) participants will be able to review and critique research findings which suggest instructional implications for classroom practice; 4) participants will demonstrate an understanding of multicultural, diversity, exceptional student, and inclusion issues relevant to the teaching of reading; 5) participants will demonstrate an ability to use personal computer, software applications, and the world wide web (www) for instructional planning in the teaching of reading; and 6) participants will demonstrate an ability to use the world wide web (www) for information search focused on current research and best practice related to the teaching of reading.

Required Texts


Highly Recommended Texts for Students in Mathematics or Science or Social Studies


Inclusion/Diversity/Technology References


Thompson, G.L. (2004). *Through ebony eyes; what teachers need to know but are afraid to ask about African American students*. San Francisco: John Wiley & Sons, Inc.

***General References on Mainstreaming***


**Maryland State Department of Education (MSDE)**

Website: [http://www.marylandpublicschools.org/MSDE](http://www.marylandpublicschools.org/MSDE)

**Maryland Voluntary State Curriculum (VSC)**

Refer to *Reading/English Language Arts* (Pre-K – Grade 8).

Website: [http://mdk12.org/assessments/vsc/index.html](http://mdk12.org/assessments/vsc/index.html)

**Maryland Voluntary State Curriculum (VSC) Toolkit**

Provides additional resources for understanding and teaching the content standards.


**Maryland Common Core Curriculum Frameworks**

Presented to the Maryland State Board of Education in June 2011. The completed curriculum will be implemented in Maryland schools in the 2013 -2014 school year.

Website: [http://mdk12.org/instruction/commoncore/index.html](http://mdk12.org/instruction/commoncore/index.html)

**Maryland Common Core State Curriculum Framework: Reading/English Language Arts (ELA)**

Common Core State Standards Initiative (CCSSI)

Mission Statement: The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Note: The Maryland Voluntary State Curriculum (VSC) is being revised during the 2010 – 2011 academic year to incorporate the Common Core State Standards.

Website: http://www.corestandards.org/

Maryland Report Card

For performance reports by state, by local school system, and by individual schools, check the Maryland Report Card website: http://www.msp.msde.state.md.us/

Major Papers

I highly recommended that all major papers be prepared on a personal computer using standard size (8 1/2 x 11) paper. The required typeface is Times New Roman, with 12-point font size. All papers should be double-spaced with one (1) inch (2.54 cm) margins at the top, bottom, left, and right sides. All outside sources used for any paper or project should be listed in a reference section and noted in the text of the paper or project itself according to an M.L.A. (Modern Language Association), an A.P.A. (American Psychological Association, 6th ed.), or The Chicago Manual of Style (16th ed.) format. Keep copies of all submitted work for your files. Do not fax papers to me.

University Honor Code

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Religious Observances

The University System of Maryland policy on religious observances states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. This policy states that students are responsible to, within the first two weeks of the semester, hand submit notification of the projected absence(s). This is especially important for final examinations. I take the validity of these requests at face value. An extensive list of religious holidays can be found at http://www.interfaithcalendar.org. Tests and the due dates of other significant assessment must not be scheduled during:

- **Rosh Hashanah**: Sundown, Thursday, Sept. 4 - Nightfall, Tuesday, Sept 6, 2013
- **Yom Kippur**: Sundown, Friday, Sept. 13 - Nightfall, Saturday, Sept. 14, 2013
- **Good Friday**: Friday, April 18, 2014
- **Passover**: Sundown, Monday, April 14 - Nightfall, Tuesday, April 22, 2014

It is your responsibility to inform me of any intended absences for religious observances in advance and that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. This problem is especially likely to arise when final exams are scheduled on Saturdays. I understand and
adhere to this policy making every feasible effort to accommodate your requests based on attendance of religious observances.

**Course Evaluation (CourseEvalUM)**

The Course Evaluation (CourseEvalUM) system will be open for Winter Session 2014 on Thursday, January 16. Students may complete their Winter Session evaluations at that time. The website (www) is as follows: [https://www.courseevalum.umd.edu/](https://www.courseevalum.umd.edu/)

**Grading**

All major papers and shorter papers will be graded on an A - F basis. Some of the shorter exercises will be graded on a P - F basis. In the rare instance when it is necessary for me to give an Incomplete (I), undergraduates are required to complete the standard UMCP Incomplete Contract form available in the College of Education Access Center, 1204 Benjamin Building.

The university uses the following grading system: A, B, C, D, F, XF, I, P, S, and W. These marks remain as part of the student's permanent record and may be changed only by the original instructor on certification, approved by the department chair and the dean, that an actual mistake was made in determining or recording the grade: A+, A, A- denotes excellent mastery of the subject and outstanding scholarship. In computations of grade point averages, these grades are assigned 4 quality points per credit hour; B+, B, B- denotes good mastery of the subject and good scholarship. Marks of B+, B, B- are assigned 3 quality points per credit hour; C+, C, C- denotes acceptable mastery of the subject and the usual achievement expected. These grades are assigned 2 quality points per credit hour; D+, D, D- denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree. These grades are assigned a value of 1 quality point per credit hour; F denotes failure to understand the subject and unsatisfactory performance. F grades are assigned 0 quality points per credit hour; XF denotes failure due to academic dishonesty; S is used to denote satisfactory performance by a student in progressing thesis projects, orientation courses, practice teaching etc. S grades are not included in computation of cumulative averages; W indicates withdrawal from a course in which the student was enrolled at the end of the schedule adjustment period. This mark is not used in any computation of quality points or cumulative average totals at the end of the semester; and Pass-Fail - See a description of the grade and the University's policy.

**Final Grades**

All work will be taken into account in determining your final grade. Major papers and examinations will be given greater weight. Class participation will also be a determining factor.

The breakdown is as follows: cognitive strategy reading instruction: 15% one reading-intensive lesson plan: 35% quizzes (Jan. 13 & Jan. 22): 40% participation: 10%.

If you wish to check your final grade, go to the University of Maryland Web Page. Click on Testudo. Then click on Records & Registration. Finally, click on View Your Grades.

**Quizzes**

There will be a mid-term and a final quiz. Both quizzes will consist of definition of terms and essay questions. Detailed review guides will be provided for both.

**Class Participation**

Since class participation is an important part of this course, it will count as a factor in determining your final grade.

**Major Course Requirements**

**Cognitive Strategy Reading Instruction**

Each of you will prepare a 20-minute cognitive strategy reading instruction (see Beers, 2003) lesson that you will present to the class. This lesson will focus on reading material from your content area and will include a
brief instructional rationale (one page with references), lesson plan with Maryland (MSDE) Content Standards and
Indicators, and formative and/or summative assessments. Since the winter session is brief, we will focus on two
strategies: reciprocal teaching and questioning the author (QtA). Students in the same content area may link their
lesson plan and presentations.

Maryland State Department of Education (MSDE) Content Standards web address:

Reading-Focused Content Area Lesson Plan

Each of you will prepare a content area reading lesson plan (see Beers, ReadWriteThink, and/or
Thinkfinity) that covers one class period (50 minutes or 90 minutes) of instruction. This lesson plan will focus on
reading material from your content area and will include a rationale (approximately one page with references),
Maryland Content Standards and Indicators [Maryland State Department of Education (MSDE) Content Standards
web address: http://mdk12.org/instruction/curriculum/index.html], pre-reading, during reading, and after reading
strategies, specific content that addresses inclusion (less able readers) and multicultural/diversity issues,
recommended trade books for related reading and assignments, reading and information search strategies on the
world wide web (www), and formative and/or summative evaluations.

Publication Manual of the American Psychological Association (APA, 6th ed.) conventions for prose style
and references should be followed. Careful editing and proofreading are expected. The writing should be clear,
well organized, and demonstrate a command of edited academic English. Review chapter 2 in the APA (6th ed.)
publication manual on writing style.

Peer Reviewed Instructional Resource Websites: Finding Lesson Plans

The readwritethink website is sponsored jointly by the International Reading Association (IRA) and the
National Council of Teachers of English (NCTE). This site provides access to many peer reviewed lesson plans and
educational resources. At the same time, consider these resources for providing an initial draft of an emerging unit
or lesson plan that you can then enhance and build on significantly by developing greater depth in critical thinking
(reading and writing), diversity and inclusion.

readwritethink website: http://www.readwritethink.org/

The Thinkfinity website is sponsored by the Verizon Foundation and supported by various educational
professional organizations. Similar to readwritethink, this site provides access to many peer reviewed lesson plans
and educational resources. Again, consider these resources for providing an initial draft of an emerging unit or
lesson plan that you can then enhance and build on significantly by developing greater depth in critical thinking
(reading and writing), diversity and inclusion.

Thinkfinity website: http://www.thinkfinity.org/

The following websites provide access to lesson plans and other curricular information of value to student
teacher interns.

The Educator’s Reference Desk (http://www.eduref.org)

Education Index (http://www.educationindex.com)

Education World (http://www.educationworld.com)

The Gateway to Educational Materials (GEM) (http://www.thegateway.org)

Google (google.com) Try a search on “lesson plan” and whatever your subject happens to be –
e.g., “lesson plan” and “African music.” Be sure to include the quotation marks to create a
phrase.

Teachers.Net (http://www.teachers.net)

Center for Applied Linguistics (CAL), Sheltered Instruction Observation Protocol (SIOP)
web site: http://www.cal.org/SIOP/resources/lessonplans.html
The ERIC database also includes lesson plans, curriculum guides, and other potentially useful materials for classroom use. Conduct a search on your topic and limit your search to the following publication types:

Guides—Classroom Use—Instructional Materials
And/Or
Guides—Classroom Use—Teaching Guides

Those of you interested in history or the visual or performing arts might also want to consult the web guide: Educational and Cultural Resources on the Web (http://www.lib.umd.edu/ETIC/edandcultural.html)

Summary of Due Dates

Jan. 13  Mid-Term Quiz (I will provide a review guide.)
Jan. 17  Rough draft (typed) of Content Area Reading Lesson Plan is due. Make photocopies for members of your small group.
Jan. 21  Return rough drafts Content Area Reading Lesson Plan with your comments and suggestions to members of your small group.
Jan. 22  Final draft (typed) of Content Area Reading Lesson Plan is due. Do not fax papers to me. Do not send papers as email attachments.

Final Quiz (I will provide a review guide.)

GOOGLE Email Account

If you are interested in securing a GOOGLE email account, let me know. I will be more than happy to provide the necessary enrollment invitation.

World Wide Web (www) Access to the University of Maryland

University of Maryland General Information: http://www.umcp.umd.edu/
University of Maryland Testudo: http://www.testudo.umd.edu/
University of Maryland Libraries: http://www.lib.umd.edu/UMCP/
University Book Center: http://www.inform.umd.edu/CampusInfo/Departments/UBC/
University of Maryland SEATS: http://www.seats.umd.edu/seats-bin/seats__suite

Reserve Reading

The articles included under Reserve Reading are available in ELMS/Canvas. While they are not required reading during Winter Term, you may receive course credit by completing a Reader Response (RR). Refer to your EDCI 463 syllabus.

The Praxis Series: Professional Assessments for Beginning Teachers

In order to qualify for teacher certification in the State of Maryland (and at least 39 other states), you will be required to take the Praxis Series in your particular content area. Start preparing for this assessment immediately. Tests at a Glance booklets are available without charge from Educational Testing Service (ETS) to help you prepare for The Praxis Series tests. The booklets are grouped by subject area, and their main purpose is to familiarize you with the structure and content of the test(s) you will take. You will find information about content categories, question types, and test-taking strategies. Sample questions are provided for each test, along with answers and explanations.

These booklets are available in 1204 Benjamin Building. For more information, contact ETS at
http://www.ets.org/praxis

Recording of Class Lectures

All rights reserved. No part of any lecture may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any informational storage and retrieval system, without permission in writing from the professor.

Mobile/Cell Phones

Please turn off cell phones and other electronic devices during class.

Letters of Recommendation

One of my most important responsibilities is to write excellent letters of recommendations in which I fully support colleagues and students in their professional endeavors. In order to write an effective letter, I need a copy of your current resume; and the full name, professional title, department or unit (with room number, if available), street address, city, state, and zip code of the person to whom I am sending your recommendation. In addition, if you are required to provide me with an evaluation form to accompany the letter, make sure that you complete (type) all of the required information on the form before you give it to me.

I do not write open letters of recommendation (refer to the Buckley Amendment). That is, I do not write public letters for inclusion in professional portfolios, websites, or other published venues. I am always willing to provide you with a copy of the letter that I write for you, but the contents of that letter are between you and me.

Questions or Problems

If you have any questions or problems regarding assignments, papers, or quizzes, please see me about them. By working together, we can resolve any difficulties. Do not hesitate to stop by during my office hours or to make an appointment for some other convenient time.
Winter 2014: Tentative Schedule and Class Syllabus

1.) Thurs., January 2, 2014

   Introduction to EDCI 463: Reading in the Secondary School
   Course/syllabus/text overview
   Lesson Planning/SIOP
   (free Common Core APP by MasteryConnect)
   Using ELMS Canvas at Maryland
   The Nation’s Report Card: Reading 2013 (National Assessment of Educational Progress (NAEP):
   http://nationsreportcard.gov/reading_2013/
   Theoretical perspectives in reading and reading models

2.) Fri., Jan. 3

   A Defining Moment
   Creating Independent Readers

   Beers, When kids can’t read what teachers can do: A guide for teachers 6 - 12,
   Chaps. 1 - 2

   Reserve Reading

   Graves, Scaffolding reading experiences for all students

   N.B. While highly recommended, reserve reading is not required. If you wish course credit, complete a reader response (RR). Refer to syllabus for the RR format.

3.) Mon., Jan. 6

   Assessing Dependent Readers’ Needs

   Beers, Chap. 3

   Center for Applied Linguistics (CAL): Sheltered Instruction Observation Protocol (SIOP) Model

   Reserve Reading

   Carnegie Corporation 2010: Reading in the disciplines: The challenge of adolescent literacy.

   Short and Fitzsimmons, Double the work.
4.) Tues., Jan. 7

Explicit Instruction in Comprehension
Beers, Chap. 4

Reserve Reading
Rumelhart, Schemata: The building blocks of cognition

5.) Wed., Jan. 8

Learning to Make an Inference
Beers, Chap. 5

6.) Thurs., Jan. 9

Frontloading Meaning: Pre-Reading Strategies
The Importance of Background Knowledge
Beers, Chap. 6
Marzano, *Building background knowledge for academic achievement*, Chap. 1

7.) Fri., Jan. 10

Constructing Meaning: During-Reading Strategies
Six Principles for Building an Indirect Approach
Beers, Chap. 7
Marzano, Chap. 2

Reserve Reading
Moeller & Moeller, *Literature circles that engage middle & high school students*

8.) Mon., Jan. 13

Extending Meaning: After-Reading Strategies
Tapping the Power of Wide Reading and Language Experience
Beers, Chap. 8
Marzano, Chap. 3

Mid-term Quiz
9.) Tues., Jan. 14

Vocabulary: Figuring Out What Words Mean
Building Academic Background Knowledge Through Direct Vocabulary Instruction

Beers, Chap. 9
Marzano, Chap. 4

Reserve Reading

Hart & Risley, The early catastrophe
White, Slater, & Graves, Growth in reading vocabulary

10.) Wed., Jan. 15

Fluency and Automaticity
Six Steps to Effective Vocabulary Instruction

Beers, Chap. 10
Marzano, Chap. 5

11.) Thurs., Jan. 16

Word Recognition: What’s After “Sound It Out”?
Spelling: From Word Lists to How Words Work
Defining an Academic Vocabulary

Beers, Chaps. 11 and 12
Marzano, Chap. 6

Cognitive strategy presentations

12.) Fri., Jan. 17

Creating Confidence to Respond
Finding the Right Book
Setting Up a Schoolwide or Districtwide Program

Beers, Chaps. 13 and 14
Marzano, Chap. 7

ROUGH DRAFT of Content Area Reading Lesson Plan is due. Make photocopies for small group response.

READ 180 (Scholastic Press)
SYSTEM 44 (Scholastic Press)

Cognitive strategy presentations

13.) Mon., Jan. 20

Dr. Martin Luther King, Jr. Day

University is closed.
14.) Tues., Jan. 21

A Final Letter to George

Return comments on lesson plan ROUGH DRAFTS to colleagues.

Cognitive strategy presentations

15.) Wed., Jan. 22

Final Draft of content area reading lesson plan is due.

Final Quiz

Cognitive strategy presentations

Reserve Reading

Biancarosa and Snow, *Reading next*
Eisner, *Reading and the creation of meaning*

Last day of Winter Term 2014 classes
Content Area Reading Lesson Plan Assignment

Title Page

Include a title for your lesson plan, your complete name; course number and name of course; email address; and telephone number with area code.

Table of Contents

Rationale for Your Content Area Reading Lesson Plan

Why is this particular content area reading topic important for students at the middle school or high school level?

What do I want my students to know and be able to do after completing this lesson plan?

Construct a warranted case (supported by research) for your particular content area topic and the instruction you intend to provide. Make sure you address issues related to inclusion (less able readers) and multicultural issues; recommended trade books for related reading and assignments; and reading and information search strategies on the world wide web (www).

What does the research literature tell you about your content area reading topic and suggest about the reading strategies you will need to use to ensure success for all students?

Read and review scholarly books, articles and textbooks in your content area. Review instructional resources (school district curriculum guides, learned society web sites (IRA, NCTE, NCSS, NCTM, NSTA, etc.), and any other appropriate resources.

Check the web sites of some of our nation’s best public high schools, e.g., The Boston Latin School (MA), The Bronx High School of Science (NY), Evanston Township High School (IL), Highland Park High School (TX), Mayo High School (Rochester, MN), Edina High School (MN), Patrick Henry High School (MN), New Trier High School (IL), Walt Whitman High School (MD), Thomas S. Wootton High School (MD), Winston Churchill High School, (MD), Walter Johnson High School (MD), Bethesda-Chevy Chase High School (MD), Western High School (Baltimore, MD), Baltimore Polytechnic (MD), and Baltimore City College High School (MD). In some instances, you will find comprehensive curriculum guides and course syllabi included on these web sites. Also, check the web sites for the Baltimore County Public Schools (Towson, MD), the Howard County Public School System (Ellicott City, MD), and the Montgomery County Public Schools (Rockville, MD) for curriculum guides.

Conduct an ERIC Search, FIRST SEARCH, MLA Index search, PSYCH LIT search, etc. In addition, check with an education reference librarian and take advantage of your access to the Library of Congress.

What conclusions did you derive after your reading and synthesis of the research literature?

How did those conclusions influence the design of your content area reading lesson plan?

Daily Lesson Plan (one class period (50 or 90 minutes))

What are the Maryland State Department of Education and/or Common Core State Standards performance standards for the day?

What is the specific reading instructional strategy (or strategies) for the day? Be specific. See Beers and Marzano.
What specific reading assignments, information search assignments, trade book assignments, writing assignments, speaking assignments, listening assignments, activities, materials, handouts, and assessments (formative/summative: quizzes, tests, etc.) will be used in this plan?

What specific accommodations have you made to address inclusion and multicultural concerns (see SIOP)?

Your objective is to develop and/or find interesting and challenging material. Again, be as specific as possible.

Reference Section

Use an American Psychological Association (6th edition) format.

Appendices

Use appendices for multiple page instructional materials that are too long to include with your daily lesson plans.

Due Dates

Check your EDCI 463 course syllabus for due dates.
**Content Area Reading Lesson Plan Rubric**

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<td>2. Supported rationale with relevant research:</td>
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<td>3. Specified appropriate <strong>Common Core State Standards</strong> performance objectives:</td>
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<td>4. Included specific pre-reading strategy or strategies:</td>
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<td>5. Included specific during-reading strategy or strategies:</td>
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<td>6. Included specific after-reading strategy or strategies:</td>
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<td>7. Selected appropriate materials for content area instruction:</td>
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<td>8. Incorporated specific content for inclusion (less able readers), English Language Learners (ELLs) and multicultural/diversity issues:</td>
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<td>9. Implemented a variety of instructional strategies:</td>
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<td>10. Included recommended trade books/articles for related reading and assignments:</td>
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<td>11. Included reading and information search assignments on the world wide web (www):</td>
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<td>12. Incorporated appropriate performance assessments (formative/summative: presentations, discussions quizzes, tests, etc.):</td>
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<td>13. Prepared a literate document (typed, proofread, page nos. correct, title page, table of contents, reference section (see APA, 6th ed.):</td>
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</table>
TEACHER PERFORMANCE ASSESSMENT (TPA)
LESSON PLAN TEMPLATE (see SIOP Model)

Use the TPA Lesson Plan format posted in CANVAS.

Selected References for Instructional Planning


Sheltered Instruction Observation Protocol (SIOP) Lesson Plan

Center for Applied Linguistics (CAL)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Grade/Class/Subject:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit/Theme:</th>
<th>Standards:</th>
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</table>

Content Objective(s):

Language Objective(s):

Key Vocabulary:

<table>
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<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Group Options</th>
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<tbody>
<tr>
<td>- Adaptation of content</td>
<td>- Modeling</td>
<td>- Whole class</td>
</tr>
<tr>
<td>- Links to background</td>
<td>- Guided practice</td>
<td>- Small groups</td>
</tr>
<tr>
<td>- Links to past learning</td>
<td>- Independent practice</td>
<td>- Partners</td>
</tr>
<tr>
<td>- Strategies incorporated</td>
<td>- Comprehensible input</td>
<td>- Independent</td>
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<table>
<thead>
<tr>
<th>Integration of Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reading</td>
<td>- Hands-on</td>
<td>- Individual</td>
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<tr>
<td>- Writing</td>
<td>- Meaningful</td>
<td>- Group</td>
</tr>
<tr>
<td>- Speaking</td>
<td>- Linked to objectives</td>
<td>- Written</td>
</tr>
<tr>
<td>- Listening</td>
<td>- Promotes engagement</td>
<td>- Oral</td>
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</table>

Lesson Sequence:

Reflections:

Refer to the Center for Applied Linguistics (CAL), Sheltered Instructional Observation Protocol (SIOP) web site: [http://www.cal.org/SIOP/resources/lessonplans.html](http://www.cal.org/SIOP/resources/lessonplans.html)
EDCI 463: Reading in the Secondary School

Reader Response (RR) Form

Full Name:

Date (MM/DD/YY):

Title of Reading (use format in Tentative Schedule and Syllabus):

Thesis:

Claims:

Counterclaims (if any):

Supports:

Conclusion(s):

Reader (Your) Response(s) to the Reading:

Reader (Your) Questions about the Reading Content:
EDCI 463: Reading in the Secondary School  
W. Slater  
Winter 2014

Mid-Term/Final Quiz Rubrics

Rubric for Scoring Definition of Terms

A: The student demonstrates a complete and detailed understanding of the term. The student constructs details, explanations, and descriptions of the term and uses the term in context.

B: The student demonstrates a complete understanding of the term and generates explanations and descriptions of the term.

C: The student demonstrates an incomplete understanding of the term or some misconceptions about the meaning of the term. However, the student demonstrates a basic understanding of the term.

D: The student demonstrates so many misconceptions about the term that the student cannot be said to understand the term.

F: Not enough information to make a judgment.

Rubric for Scoring Essay Response Questions

A: The student demonstrates a thorough understanding of the important concepts or generalizations, provides supporting details from the text (s), and provides new insights into some aspect of that information.

B: The student demonstrates a complete and accurate understanding of the important concepts or generalizations and provides some supporting details from the text (s).

C: The student demonstrates an incomplete understanding of the important concepts and generalizations and has included some notable misconceptions.

D: The student demonstrates major misconceptions about the concepts and generalizations.

F: Not enough information to make a judgment.