University of Texas at El Paso
College of Education – Department of Teacher Education
RED 3342: Content Area Literacy (CRN: 22346)
Spring 2020

Professor: Dr. Erika Mein
Email: elmein2@utep.edu
Phone: 915-747-6378
Office: EDUC 413A
Office hours: Mondays, 2:00-4:30pm,
or by appointment

Course schedule: Thursdays, 9:00-11:50am
Location: EDUC 312

Course overview:

RED 3342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12. The course is focused on the development of critical, engaged, empowered readers and writers across content areas at the secondary level. To that end, this course will provide numerous opportunities to apply literacy instructional strategies, including reading, writing, academic vocabulary, and academic conversational strategies, as aligned with State Board of Education Certification (SBEC) standards for Pedagogy and Professional Practice and English as a Second Language Standards.

Course description (catalog):

Methods and materials for developing maturity in reading and study skills, especially in the content areas from K-12. Special emphasis is given to the development of interest, the matching of students to proper materials, and instructional techniques for integrating the teaching of skills with the teaching of content. Field experience required.

Course objectives:

This course aligns with Texas State Board of Educator Certification (SBEC) standards for pedagogy and professional practice (4-8/7-12), with a focus on integrated literacy instruction in the content areas. In addition, the course aligns with English as a Second Language Standards (as assessed by the TExES 154 ESL Supplemental Exam).

The SBEC standards for Pedagogy and Professional Responsibilities can be found at the following online locations:
- Middle School Certificate Standards – PPR Grades 4-8:
  https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=41
- Secondary School Certificate Standards – PPR Grades 7-12:
  https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=61

SBEC Pedagogy and Professional Responsibilities (Grades 4-12)
Instructional Planning and Delivery
Classroom teachers in grades 4-12 demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.
Knowledge of Student and Student Learning
Classroom teachers in grades 4-12 work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
Content Knowledge and Expertise
Classroom teachers in grades 4-12 exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards.
Learning Environment
Classroom teachers in grades 4-12 interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning
Data-Driven Practices
Classroom teachers in grades 4-12 use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
Professional Practices and Responsibilities
Classroom teachers in grades 4-12 consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

This course will also address the following state English as a Second Language (ESL) Standards and Competencies:

SBEC/TExES English as a Second Language Standards
English as a Second Language Standard III:
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
English as a Second Language Standard IV:
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
SBEC/TExES English as a Second Language Competencies
Competency 005: The ESL teacher understands how to promote students' literacy development in English.
Competency 006: The ESL teacher understands how to promote students' content-area learning, academic language development, and achievement across the curriculum.

This course will address the following ISTE standards:

Learner	Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
Leader	Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
Citizen	Educators inspire students to positively contribute to and responsibly participate in the digital world.
Collaborator	Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
Designer	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
Facilitator	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
Analyst	Educators understand and use data to drive their instruction and support students in achieving their learning goals.

As part of this course, you will also be expected to become familiar with and use relevant Texas Essential Knowledge and Skills (TEKS) for your content area. You can access the TEKS at this link: https://tea.texas.gov/curriculum/teks/.

Professional Responsibilities and Dispositions:

As part of this course, you will have the opportunity to develop and apply your knowledge of the UTEP College of Education's working framework for Professional Responsibilities and Dispositions, which includes the following elements:
- Professional Attributes
- Commitment to the Teaching Profession
- Professional Relationship Skills and Communication
- Beliefs and Students and Learning
- Ethical and Responsible Conduct

At the end of the semester, as part of your final exam, you will submit a self-assessment of your professional dispositions, which will be paired with the professor's assessment of your professional dispositions and submitted to the advising center along with your field experience log.

Student Learning Outcomes:

In alignment with the standards and course goals/objectives outlined above, upon completion of this course, students will be able to:

1. Describe and apply a meaningful definition of literacy in the content areas in the digital age;
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets;

3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning;
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning;
5. Develop a meaningful definition and application of digital literacy, in accordance with ISTE standards for educators;
6. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs;
7. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning;
8. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction;
9. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics (https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Course Readings:

Required books:
Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading.* Portsmouth, NH: Heinneman. ISBN: 978-0-325-05083-6

This book is available at the UTEP Bookstore or can be purchased online through third party vendors.

Required articles [posted in Blackboard]

Course requirements:
Successful completion of this course will be based on your performance on the following assignments/assessments:

Activity/ Assessment	Point Value	Description
Quizzes	10 points (10 quizzes/1 point each)	Quizzes will be administered during class time to assess your knowledge and recall of the readings assigned for that class session. **No make-up quizzes will be allowed**.
Reading Summaries	20 points (10 summaries/2 points each)	Because this is a course focused on academic reading and writing, we will engage in one key academic literacy practice: summary-writing.

		You will be asked to submit weekly summaries of the readings for the course. The summary should be between 150-200 words and should capture the main argument and key point(s) of the assigned reading. Your reading summaries should follow the template provided on Blackboard. **No late submissions will be accepted**.
Reflection on Appreciative Interview	2 points	During the first week of class, you will be asked to submit a written reflection on your experiences with most/least effective teachers during your K-12 schooling. The reflection will be based on an in-class Appreciate Interview activity. Please check course schedule for due dates. Points will be deducted for late submissions.
Language/Literacy Background Questionnaire	1 point	At the beginning of the semester, you will be asked to submit an online questionnaire regarding your own language and literacy practices. Points will be given for complete, on-time submissions. Please check course schedule for due dates.
Adolescent Literacy Inventory and Report	4 points	In order to learn about adolescent literacy practices and ways of getting to know students, you will be asked to conduct a brief interview with a (pre-)adolescent, ages 9-17, on their reading/writing/digital practices. You will then submit a short report of what you found in the interview. Please check Blackboard for interview questions and report template, and please check the course schedule for due date. **No late submissions will be accepted**.
Field observation report and reflection	20 points (4 reports/5 points each)	As part of this site-based course, you will conduct four active observations (2.5 hours/each) in high school classrooms. Three active observations will take place in your designated content area, and one will take place in an ESL classroom. For each observation, you will submit a Field Observation Report and Reflection using the designated template, which can be found in Blackboard. Please check course schedule for due dates. You will need to complete the observation during the scheduled week. **No late submissions will be accepted.**
Field Experience Log and CT Assessment	N/A	At the end of this course, you will be asked to submit a Cooperating Teacher assessment of your field experience. The focus is your professionalism and active participation during on-site classroom observations. Please check

		Blackboard for observation forms. **If either the signed field experience log or CT assessment is not submitted, you will not receive credit for any field experience reports submitted (20 points).**
Pair strategy demonstration	6 points	In order to practice the strategies that we read, learn, and talk about in class, you will work with a partner to develop a strategy demonstration in your content area. You can draw on the readings in class, including Janet Allen's *Tools for Teaching Content Literacy* and *Tools for Teaching Academic Vocabulary* as well as Daniels' et al *Content Area Writing*, to develop your strategies. This demonstration can be thought of as a mini-lesson that incorporates a literacy strategy that would normally be part of a larger, more complete lesson. Your demonstration should last between 5-7 minutes, and you should engage your peers in participatory, hands-on learning. It will be videotaped for your own self-reflection purposes. Prior to your in-class demo, you will be asked to provide a one-page handout summarizing your plan. Please see the handout template in Blackboard for more details, and please check course schedule for pair demonstration due dates. **No make-up dates will be allowed**.
Pair strategy demonstration commentary	2 points	In order to reflect on and extend learning, you will be asked to submit a written commentary on your videotaped pair strategy demonstration. The commentary will be a condensed and adapted version of what is required in the edTPA. Please follow the guidelines, prompts, and requirements provided in Blackboard, and please check the course schedule for due dates. **No late submissions will be accepted.**
Content lesson and presentation	12 points (8 points for lesson/4 points for poster presentation)	As part of this course, you will be asked to develop a TEKS-based content lesson that includes structured reading, writing, and academic talk activities based on what we've learned in the course. The lesson will have two parts: the lesson itself, based on the template provided, and a poster summarizing the lesson to be presented in class to your peers. Please use the lesson template and follow the guidelines – both provided in Blackboard. Check the course schedule for due dates; **no make-up dates will be permitted.**

Literacy teaching philosophy paper	6 points	As a culminating assignment for this course, you will be asked to write your own literacy teaching philosophy statement for your content area. Your statement should be 500-750 words and should include key concepts explored during this course. You should cite at least three readings/authors from the course in your paper.
Mid-term and final exams	16 points total (mid-term = 8 points; final = 8 points)	There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the TExES state certification exams that you will take prior to student-teaching/residency. The mid-term will cover all readings and class content from the first six weeks of the course, while the final exam will be comprehensive, covering all readings and class content from the entire semester. Questions will be multiple choice and essay/short answer and will be similar to those found on the TExES exams (PPR + ESL Supplemental). Exam dates are posted in the syllabus. **No make-up dates will be permitted.**
Professional responsibilities and awareness evaluation	1 point	At the end of the semester, you will submit a self-assessment of your professional responsibilities and awareness, based on the activities of this course, in alignment with the UTEP Professional Responsibilities and Awareness rubric. The professor will also conduct an assessment of your professional responsibilities and awareness based on the same rubric. Both evaluations will be submitted to the professor; the professor will submit the completed evaluations to the advising center, where they will be added to your student file.

Grading:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	Below 60 points

Assessment of Student Learning Outcomes:

Student Learning Outcome	Means of Assessment
1. Describe and apply a meaningful definition of literacy in the content areas in the digital age.	• Quiz #1 • Reading Summaries #1-10

	• Field Observation Report and Reflection • Pair Strategy Demonstration • Pair Strategy Commentary • Literacy Teaching Philosophy Statement • Mid-term Exam • Final Exam
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets.	• Quiz #2 • Reflection on Appreciative Interview • Language/Literacy Questionnaire • Adolescent Literacy Interview Report • Pair Strategy Demonstration • Literacy Teaching Philosophy Statement • Mid-term Exam • Final Exam
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning.	• Quiz #4 • Reading Summary #1, 5 • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan Presentation • Literacy Teaching Philosophy Statement • Mid-term Exam • Final Exam
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning.	• Quizzes #3, 5, 6, 7 • Reading Summaries #1-10 • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan Presentation • Literacy Teaching Philosophy Statement • Mid-term Exam • Final Exam
5. Develop a meaningful definition and application of digital literacy, in accordance with ISTE standards for educators;	• Digital Literacy Assessment • Quiz #6 • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan Presentation • Literacy Teaching Philosophy Statement • Mid-term Exam • Final Exam
6. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs.	• Quiz #8 • Pair Strategy Demonstration • Lesson Plan and Presentation
7. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning.	• Quiz #4 • Reading Summary #4 • Field Observation Report and Reflection • Pair Strategy Demonstration • Lesson Plan and Presentation

8. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction.	• Field Observation Report and Reflection • Pair Strategy Commentaries
9. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics.	• Field Observation Report and Reflection • CT Assessment • Pair Strategy Demonstration • Lesson Plan and Presentation • Mid-term Exam • Final Exam • Self-evaluation

Attendance Policy:

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 15% of face-to-face class time) could result in your being dropped from the course.

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal Educational Opportunity:

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.

Academic Ethics:

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Course Schedule:

Week/Date	Topic(s)	Readings & Assignments
Week 1 – January 23	Introduction to the course The power of literacy to promote learning & engagement	Readings prior to class on 1/23: • Syllabus - identify 2 (or more) questions related to course/requirements In-class activities on 1/23: • Appreciative Inquiry Assignments for Week 1: • Summary & reflection from Appreciative Inquiry due on Bb ("Assignments") by 1/26 at midnight
Week 2 – January 30	What is content area literacy? Literacy in the digital age Knowing your students	Readings prior to class on 1/30: • Daniels & Zemelman, Ch. 1, Core purposes of reading [textbook] In-class activities/assessments on 1/30: • Quiz #1 on Daniels & Zemelman • Language/literacy background questionnaire Assignments for Week 2: • Reading Summary #1 on Daniels & Zemelman due by 1/29 at midnight • Adolescent literacy inventory report due on Bb by 2/2 at midnight
Foundational Concepts in Language and Literacy		
Week 3 – February 6	What is reading? Linguistic foundations of reading • Stages of literacy • Phonemic & phonological awareness	Readings prior to class on 2/6: • Moats, Why study language? In-class activities/assessments on 2/6: • School tour at EPHS on 2/6 • Quiz #2 on Moats

	Literacy and the structure of English	• Language diagnostic <u>Assignments for Week 3:</u> • Reading Summary #2 on Moats due by 2/5 at midnight
Week 4 – February 13	Why readers struggle Dyslexia	<u>Readings prior to class on 2/13:</u> • Beers, Assessing dependent readers' needs • Wilson Language Training, Dyslexia <u>In-class assessments on 2/13:</u> • Quiz #3 on Beers and Wilson website <u>Assignments for Week 4:</u> • Reading Summary #3 on Beers and Wilson due by 2/12 at midnight • Field Experience Report & Reflection #1 due by 2/16 at midnight
Week 5 – February 20	How effective readers approach reading Working with readers who struggle	<u>Readings prior to class on 2/20:</u> • Daniels & Zemelman, Ch 2 [textbook] • Tovani, The realities of reading <u>In-class assessments/activities on 2/20:</u> • Quiz #4 on readings <u>Assignments for Week 5:</u> • Reading Summary #4 on Tovani and Daniels & Zemelman due by 2/19 at midnight • Field Experience Report & Reflection #2 due by 2/23 at midnight
Week 6 – February 27	Second language acquisition English Language Proficiency Standards Sheltered English instruction	<u>Readings prior to class on 2/27:</u> • Wright, Language learning and teaching • English Language Proficiency Standards (ELPS) <u>In-class assessments/activities on 2/27:</u> • Quiz #5 on Wright & ELPS <u>Assignments for Week 6:</u> • Reading Summary #5 on Wright due by 2/26 at midnight
Week 7 – March 5	**MID-TERM EXAM**	<u>In-class assessments/activities on 3/5:</u> • Mid-term exam in-class

Effective Instructional Practices for Promoting Literacy Across the Curriculum		
Week 8 – March 12	Selecting meaningful, purposeful texts in the content areas Digital literacy	<u>Readings prior to class on 3/12</u>: • Daniels & Zemelman, Ch 3-4 [textbook] <u>In-class assessments/activities on 3/12</u>: • Quiz #6 on readings • Digital literacy assessment <u>Assignments for Week 8</u>: • Reading Summary #6 on Daniels & Zemelman due by 3/11 at midnight • Field Experience Report & Reflection #3 due by 3/15 at midnight
March 19	**SPRING BREAK**	No class
Week 9 – March 26	Effective strategies for reading comprehension	<u>Readings prior to class on 3/26</u>: • Bean, Readance, & Baldwin, Comprehension: Principles and Integrated Approaches <u>In-class assessments/activities on 3/26</u>: • Quiz #7 on reading <u>Assignments for Week 9</u>: • Reading Summary #7 on Bean, Readance, & Baldwin due by 3/25 at midnight • Field Experience Report & Reflection #4 due by 3/29 at midnight
Week 10 – April 2	Academic language and vocabulary development	<u>Readings prior to class on 4/2</u>: • Fisher & Frey, Word for word <u>In-class assessments/activities on 4/2</u>: • Quiz #8 on Fisher & Frey <u>Assignments for Week 10</u>: • Reading Summary #8 on Fisher & Frey due by 4/1 at midnight • Pair strategy demonstration plan due by 4/5 at midnight
Week 11 – April 9	Reading-writing connection Writing-to-Learn	<u>Readings prior to class on 4/9</u>: • Daniels et al, Ch 2 <u>In-class assessments on 4/9</u>: • Quiz #9 on Daniels <u>Assignments for Week 11</u>:

		• Reading Summary #9 on Daniels due by 4/8 at midnight
Week 12 – April 16	The importance of talk: academic conversations Pair strategy demonstrations	Readings prior to class on 4/16: • Zwiers & Crawford, ch 2 In-class assessments on 4/16: • Pair strategy demonstration Assignments for Week 12: • Reading Summary #10 on Zwiers & Crawford due by 4/15 at midnight • Pair strategy demonstration commentary due by 4/19 at midnight
Week 13 – April 23	Understanding and applying the TEKS and content literacy	Readings prior to class on 4/23: • Cain and Laird, Lesson frames • Choose one TEK for your content area to create lesson In-class assessments on 4/23: • Quiz #10 on Cain and Laird Assignments for Week 13: • Submit content area lesson draft by 4/26 at midnight (use edTPA template found in Blackboard)
Week 14 – April 30 **Online class**	Creating content lessons based on TEKS/ELPS with integration of academic reading/writing/talk	Readings for Week 14: • TEKS for your content area (choose grade level) Assignments for Week 14: • Submit revised content area lesson draft by 5/3 at midnight [revisions based on instructor feedback] • Create lesson plan poster for in-class presentation on 5/7
Week 15 – May 7	Lesson plan presentations	In-class activities/assessments on 5/7: • Lesson plan poster presentation Assignments for Week 15: • Philosophy of literacy teaching paper due by 5/10 at midnight
Week 16 – May 14	Final exam	Final exam

Syllabus is subject to change.

Appendix A: Rubrics

Appreciative Interview Reflection	
Element	Possible Points
Provides a clear description of experiences with most and least effective teachers; provides relevant details; uses descriptive rather than evaluative language.	0.5
Provides a clear analysis of experiences; clearly highlights characteristics and practices of most and least effective teachers based on experience; cites evidence from own experience.	0.5
Provides a thoughtful reflection on the experiences; includes commentary on the kind of teacher they would like to be based on these experiences and analysis.	0.5
Clearly written; well-organized; stays within the 400-500 word limit; few structural or grammatical errors.	0.5
Total	**2**

Adolescent Literacy Inventory and Report	
Element	Possible Points
Results from each question item submitted as part of OneDrive form	2
Thoughtful, clearly-written account of what was learned from adolescent literacy interview provided	2
Total	**4**

Reading Summary	
Element	Possible Points
Clearly and accurately captures the main argument and key points of the reading.	1
Well-written and free of mechanical/grammatical errors	.5
Adheres to word length (150-200 words)	.5
Total	**2**

Pair Strategy Demonstration: Plan and Implementation	
Element	Possible Points
Pair Strategy Demonstration Plan	
Plan addresses required elements: content/grade level, TEK, purpose, procedures, adaptations	0.5
Revisions made based on feedback from instructor [if applicable]	0.5
Pair Strategy Implementation	
Designs and implements a clear, well-organized, and well-sequenced literacy strategy that aligns with the lesson and that is appropriate for diverse learners.	1
Uses instructional approaches that encourage student engagement and higher-order thinking in connection to relevant content.	1
Demonstrates knowledge of linguistically- and culturally-responsive approaches to teaching literacy strategies in the content area	1

Creates the conditions for a safe, accessible, and engaging learning environment	1
Establishes, communicates, and maintains clear expectations for student behavior.	1
Total	**6**

Pair Strategy Demonstration Commentary	
Element	Possible Points
Clearly articulate the central focus of the strategy demonstration	.5
Analyze how you created a learning environment of mutual respect, appropriate challenge, and support for all learners; provides evidence from video in support of claims	.5
Clearly explain how your instruction engaged students in developing the essential literacy strategy and higher-order thinking; provides evidence from video in support of claims	.5
Reflect on and identify changes that would you make to your instruction to better support student learning of the central focus	.5
Total	**2**

Lesson Plan (using template provided)	
Element	Possible Points
All sections of the lesson plan template are complete and include sufficient detail.	1
The lesson has a clear standard to which it's aligned, clear content/language objectives aligned to standard, and a clear, well-aligned lesson frame.	1
The lesson procedures are clear, well-developed, well-paced, and align with the objectives. The lesson procedures include appropriate opening, modeling, guided practice, independent practice, and closing.	2
The assessment strategies are clearly explained and align with the lesson objectives.	1
The literacy and academic language supports are clearly explained and align with the lesson objectives.	1
Lesson plan draft was submitted and changes were made based on feedback provided.	1
Revisions were made to improve the lesson based on instructor feedback on draft	1
Total	**8**

Lesson Plan Presentation with Poster	
Element	Possible Points
The lesson objectives are clearly articulated in a student-friendly manner that catches the attention of the audience. Presentation includes We will/I will framing.	.5
The lesson materials and procedures are clearly explained in a step-by-step way, and include clear explanation of appropriate opening, modeling, guided practice, independent practice, and closing.	1

The assessment strategies are clearly articulated and shows alignment with the lesson objectives and procedures.	.5
The literacy development component of the lesson is well-developed and clearly-articulated.	1
The visual representation of the lesson plan (i.e. poster) is well-organized, with visually-appealing layout and design, and includes all required components. The poster is also free of errors.	1
Total	**4**