

Syllabus

Course Overview

This course focuses on the development of comprehension skills, with an emphasis on doing so in content-area instruction in P–12 classrooms. Reading comprehension development in a content-area reading assignment is a challenge for all classroom teachers. To help meet these challenges, this course will provide resources to do the following:

- Link student learning in school to home and community contexts.
- Use technology to develop comprehension.
- Help teachers provide a wide range of informational, fiction, and web texts that can be used in content-area classrooms.

The required texts for this course are intended to support the notion that reading in content-area courses is part of student learning across P–12 instruction. As you synthesize and apply your readings, keep in mind that all students need multiple skills and strategies to be successful in a variety of subject areas across their school careers. Reading comprehension is essential for that learning, and it is essential that, as teachers, you can help all students develop these comprehension skills and abilities.

Field Experience

This course provides the opportunity to complete a field experience at the middle school level. This field experience includes a clinical pre- and post-assessment process to determine instruction leading to achievement. You will be assessed using Minnesota Teachers of Reading (MN TOR) Standard A(10) upon completion of the events required of the field. All learners in the Reading and Literacy program must complete field experiences at the elementary, middle, and high school levels to successfully complete the program.

School Counselor Alternative Assignment: The alternative assignment is for School Counseling learners only. While you are strongly encouraged to complete the middle school field experience as part of this course, it is understood that circumstances may not make this possible. If for some reason circumstances do not permit you to complete the middle field experience as part of ED5552, a School Counseling alternate assignment is required in which you focus on the same MN TOR Standard. You will find the relevant templates in the units in which the field experience assignments are due. Note: No supervisor signature is required.

Other learners who took this course have said the following about their experiences with the course:

- "At the beginning of the course I thought we would only be discussing comprehension as an isolated skill. But, now I see how comprehension is an interwoven, intricate skill that requires the mastery of so many other skills in order to be mastered successfully."
- "I cannot wait to do demonstration lessons with my teachers on these type of strategies so that I can prove to them that there is actually something that the students can do to practice 'reading' besides completing workbooks and worksheets. Even my site supervisor agreed that it would be powerful if that type of strategy for teaching and learning was happening in every classroom."
- "My view has changed in that I now see other strategies, most notably incorporating poetry, that I can do in my classroom to help my students more effectively. I can be more effective with the strategies that I have already tried, such as activating prior knowledge, but have not been as successful with as I would have liked to be. Overall, this course has been a good experience and given me material that I can take back and actually use in my classroom."
- "Peer communication and discussions have been most effective in facilitating my learning. I thrive on collaboration, and it's always inspiring to read comments from other learners and learn from the knowledge, professionalism, and expertise they bring to the class."
- "My view of course topics change with every class I take. I used to think that 'comprehension is comprehension and reading is reading.' That's not necessarily so. There's so much that can be implemented. Reading instruction provides teachers with opportunities for creativity. Students can be motivated to read and can be taught about the enjoyment that reading has to offer. This class has offered suggestions and methods to help develop our students into lifelong readers."
- "I think the most significant learning experience for me has been the use of new strategies for comprehension that have resulted in an improved interest in my students for reading and writing. I know that when you have learned a new skill your enthusiasm shows and is transferred to the students, and that has happened. I also have found that the course books and resource materials for this course have been phenomenal."
- "Everything in this class has been beneficial to me for use in the classroom. I liked hearing about the different literacy centers and schedules to see how I could tweak mine so it will run more smoothly. I also liked the poetry unit. Kids love it, and I need to remember to use it my classroom more. It was nice to come away with different activities to use in the classroom. I also liked reading about all the different imagination things people are doing in their classroom."

Alignment to Standards

For your convenience, the [ED5552 Course Alignment Table \[PDF\]](#) shows the alignment of the unit's activities to MN TOR standards and program outcomes. This table is a critical piece in preparation for your capstone course, ED5559. Use this table as a guide in collecting artifacts for your ePortfolio. Artifacts can be discussions, papers, projects, and other assignments.

The MN TOR standards show evidence that your instruction and assessment practices demonstrate the standards. You will often be asked to align the TOR standards with your state standards.

The following MN TOR standards will be addressed in this course:

- **A:** A teacher of reading must have knowledge of the foundations of reading processes and instruction:
 - **A(1):** Demonstrate the ability to support a philosophy of literacy instruction with theory and research.
 - **A(2):** Indicate knowledge of reading theories and how these translate into effective practices.
 - **A(3):** Apply reading research studies and articulate how these studies impact reading instruction at the elementary, middle, and high school level.
 - **A(4):** Understand the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents as it pertains to reading instruction.
 - **A(5):** Understand the progression of reading development (emergent, beginning, transitional, intermediate, and advanced) and the variations related to cultural and linguistic diversity with a heightened awareness to the needs of struggling readers.
 - **A(6):** Describe developmental progress in oral language and its relationship to reading.
 - **A(7):** Teach and foster emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words convey meaning.
 - **A(8):** Teach and foster word recognition skills including phonics, structural analysis, and contextual analysis.
 - **A(9):** Foster the development of an initial sight vocabulary and an increasingly larger and more complex vocabulary, mastering word-learning strategies such as the use of context and structural analysis, and developing word consciousness.
 - **A(10):** Teach and foster fluency and automaticity in both oral and silent reading.
 - **A(11):** Teach and foster comprehension and appreciation of a wide range of children's and adolescent literature.
 - **A(12):** Teach comprehension strategies such as adjusting reading approach, activating background knowledge, summarizing, generating questions, constructing mental representations, and self-monitoring.
 - **A(13):** Teach and foster critical thinking skills and behaviors such as thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions.
 - **A(14):** Teach writing to advance reading development and learning from text.
- **B:** A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.
 - **B(1):** Organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds.
 - **B(2):** Implement a variety of appropriate grouping strategies including individual, small group, and whole group reading instruction.
 - **B(3):** Implement and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers.
 - **B(4):** Understand and apply instructional and informational technologies, digital literacy, and electronic resources to support literacy.
 - **B(5):** Identify, secure, and use high-quality literature, which meets the interest and reading needs of all readers and represents various cultures and genres.
 - **B(6):** Understand the rationale for using a wide range of texts and show evidence of using multiple texts within instruction, including informational texts, content area texts, electronic texts, and nonprint materials.
 - **B(7):** Understand the structures of texts, both print and electronic, and the challenges presented by these materials, and use this knowledge in lesson design to match materials to the cognitive levels of all readers and across the curriculum.
 - **B(8):** Demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.
- **C:** A teacher of reading must be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction:
 - **C(4):** Demonstrate expertise in using assessment information to plan differentiated classroom instruction for students, including those at different cognitive and developmental stages, and those from different cultural and linguistic backgrounds.
- **D:** A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment.
 - **D(2):** Support students and colleagues in the selection of materials, print and electronic, that match students' reading levels, interests, cultural, and linguistic backgrounds.
 - **D(7):** Use literature to engage students in dialogue, critical thinking, and reflection around issues of social justice.
 - **D(8):** Promote critical literacy by encouraging student to question what they are reading while analyzing texts from multiple viewpoints or perspectives.

This course meets the content expectations for three units toward the Reading Certificate program.

Minnesota Standards and Licensure

Capella University's specialization in Reading and Literacy is approved by the Minnesota Board of Teaching as leading to licensure as a Teacher of Reading. Learners who meet all the licensure criteria will be eligible for endorsement for Minnesota licensure. **Note:** This applies to Minnesota learners only.

For non-Minnesota learners, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Non-Minnesota learners are advised to check with their states' licensing agencies to determine whether Capella's program of study will be recognized for licensure. When inquiring, learners should inform their states' licensing agencies that Capella University's specialization in Reading and Literacy is a state-approved program and that the university is regionally accredited. For more information, contact your academic advisor.

Important Message About External Exam Requirement

The Minnesota Teacher Licensure Exam (MTLE) is an important program requirement for Capella learners who enrolled in the MS Reading and Literacy or Early Childhood Education programs, July 2012 and beyond. The MTLE serves as an external validation assessment, and learners must successfully pass the exam to ensure they have gained the necessary knowledge prior to entering clinical practice.

It is ideal that you take the MTLE **immediately following your last specialization course**, so that the information is fresh in your mind and you have the opportunity to re-take the exam, if needed. Your official passing score report will be a component of the graduation audit and will be needed as part of program completion.

Please read the MTLE document [Minnesota Teacher Licensure Exam – FAQs \[PDF\]](#).

Reference

Office of the Revisor of Statutes, State of Minnesota. (n.d.). 8710.4725 Code of ethics for Minnesota teachers. *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.mn.gov/rules/?id=8710.4725>

Alignment to Standards

Course Competency	Specialization Outcome (SO)	EPP Outcomes	CAEP Standards for Advanced Programs	CAEP Key Areas With Corresponding Assignments	Minnesota Board of Teaching (8710.4725 Teachers of Reading)	International Society for Technology in Education (ISTE)	International Literacy Association (ILA)
C1: Increase children's appreciation of a wide range of narratives.	SO 1 and 4	EPP 1, 2, 10, and 12	N/A.	N/A.	MN TOR A(11) and B(7)	N/A.	2.3: Use a wide range of texts (for example, narrative, expository, and poetry) from traditional print, digital, and online resources.
C2: Promote children's ability to learn from expository texts found in a variety of disciplines and content areas in and out of school.	SO 1, 2, and 4	EPP 1, 2, 4, 10, and 12	N/A.	N/A.	MN TOR B(7) and B(8)	N/A.	2.3: Use a wide range of texts (for example, narrative, expository, and poetry) from traditional print, digital, and online resources.
C3: Foster higher-order thinking skills in children.	SO: 1, 2, 4, and 5	EPP 1, 2, 4, 10, 11, 12, and 13	N/A.	N/A.	MN TOR A(13), B(7), D(7), and D(8)	N/A.	2.2: Use appropriate and varied instructional approaches, including those that develop recognition language comprehension, strategic

Course Competency	Specialization Outcome (SO)	EPP Outcomes	CAEP Standards for Advanced Programs	CAEP Key Areas With Corresponding Assignments	Minnesota Board of Teaching (8710.4725 Teachers of Reading)	International Society for Technology in Education (ISTE)	International Literacy Association (ILA)
							knowledge, and reading-writing connections.
C4: Incorporate writing to advance reading development and learning from text.	SO: 1, 2, 4, and 5	EPP 1, 2, 4, 10, 12, and 13	N/A.	N/A.	MN TOR A(14) and B(7)	N/A.	2.2: Use appropriate and varied instructional approaches, including those that develop recognition language comprehension, strategic knowledge, and reading-writing connections.
C5: Apply instructional and information technologies and electronic resources to support literacy.	SO: 1, 2, 4, and 5	EPP: 1, 2, 4, 5, 10, 11, 12, and 13	CAEP: Data literacy technology.	Assignment: u08a1: Using Literature to Improve Comprehension	MN TOR B(4), B(7), and D(4)	<p>Standard 5B: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.</p> <p>Standard 5: Learners and the Literacy Environment: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and</p>	5.1: Design the physical environment to optimize student's use of traditional, print, digital, and online resources in reading and writing instruction.

Course Competency	Specialization Outcome (SO)	EPP Outcomes	CAEP Standards for Advanced Programs	CAEP Key Areas With Corresponding Assignments	Minnesota Board of Teaching (8710.4725 Teachers of Reading)	International Society for Technology in Education (ISTE)	International Literacy Association (ILA)
						motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Increase children's appreciation of a wide range of narratives.
- 2 Promote children's ability to learn from expository texts found in a variety of disciplines and content areas in and out of school.
- 3 Foster higher-order thinking skills in children.
- 4 Incorporate writing to advance reading development and learning from text.
- 5 Apply instructional and informational technologies and electronic resources to support literacy.

Course Prerequisites

Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available

only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Gillis, V. R., Boggs, G., & Alvermann, D. E. (2017). *Content area reading and literacy: Succeeding in today's diverse classrooms* (8th ed.). Boston, MA: Pearson. ISBN: 9780133846546.

McLaughlin, M. (2015). *Content area reading: Teaching and learning for college and career readiness* (2nd ed.). New York, NY: Pearson. ISBN: 9780133830958.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Cervetti, G. N., & Hiebert, E. H. (2015). [The sixth pillar of reading instruction: Knowledge development](#). *The Reading Teacher*, 68(7), 548–551.
- Fisher, D., & Frey, N. (2015). [Selecting texts and tasks for content area reading and learning](#). *The Reading Teacher*, 68(7), 524–529.
- Hinchman, K. A., Sheridan-Thomas, H. K., & Alvermann, D. E. (2014). [Best practices in adolescent literacy instruction \(2nd ed.\)](#). New York, NY: Guilford.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Office of the Revisor of Statutes, State of Minnesota. (n.d.). [8710.2100 Code of ethics for Minnesota teachers](#). *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.leg.state.mn.us/rules/?id=8710.2100>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](#) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](#) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Defining Content

Introduction

This course is about teaching comprehension strategies in content-area classrooms. One of your discussions in this unit asks for a definition of literacy. You will see the discussions on this topic evolve with new perspectives forming even as the discussion closes at the end of the unit. As a teacher of reading, let this essential topic open your thoughts to the importance and value of comprehension in the reading-and-literacy process.

This unit introduces the middle school field experience. Plan ahead to meet each of the field experience events as they are assigned.

The focus of the work for your field experience will be MN TOR Standard A(10) at the middle school level, which reads as follows:

Section A: A teacher of reading must have knowledge of the foundations of reading processes and instruction to:

- Teach and foster fluency and automaticity in both oral and silent reading. A(10)

The [ED5552 Course Alignment Table \[PDF\]](#) details the alignment of the unit activities in this course to MS P–12 program outcomes, MN TOR standards, and the Minnesota Standards of Effective Practice. Refer to this document as you collect artifacts in preparation for your capstone course, ED5559.

Reference

Office of the Revisor of Statutes, State of Minnesota. (n.d.). 8710.4725 Code of ethics for Minnesota teachers. *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.mn.gov/rules/?id=8710.4725>

Learning Activities

u01s1 - Studies

Readings

Use your *Content Area Reading and Literacy* text to read the following:

- Chapter 1, "Content Literacy and the Reading Process."

Use your *Content Area Reading* text to read the following:

- Chapter 2, "Teaching and Learning in an Age of Multiple Literacies."

Use the Capella University Library to read the following:

- Cervetti, G. N., & Hiebert, E. H. (2015). The sixth pillar of reading instruction: Knowledge development. *The Reading Teacher*, 68(7), 548–551.

u01s1 - Learning Components

- Understand the connection of students' reading process and comprehension to content.

u01s2 - Self-Assessment and Evidence of Program Outcomes and Standards

As you proceed from course to course in the Reading and Literacy program, it is important to keep track of your progress in meeting the MS P–12 program outcomes, MN TOR standards, and the Minnesota Standards of Effective Practice. You are encouraged to keep track of artifacts and documentation throughout the course for the program outcomes and standards. Your artifacts can include papers, discussions, and other course events that show evidence of your understanding of the program outcomes and standards. You can also include student work and lesson plans you have initiated because of your study. If you have attended professional training, conferences, or workshops sponsored or supported by your school or district, you may also include these as artifacts.

Use the [Self-Assessment of MN TOR Standards \[DOCX\]](#) as you progress through the course to document your artifacts and evidence of program outcomes and reading standards. In Unit 9, you will submit this template, providing the documentation for this course only, but continue to save in your ePortfolio self-assessment documents from other Reading and Literacy courses in preparation for your capstone course, ED5559.

Reading and Literacy Candidate Handbook

Please read the [MS Education Reading and Literacy Candidate Handbook \[PDF\]](#) for important information about your program and program requirements. As needed, review the following Capella multimedia:

- [Reading and Literacy Matrix](#).

u01s2 - Learning Components

- Self-assess one's self and track progress in meeting program outcomes, MN TOR standards, and the Minnesota Standards of Effective Practice.

u01s3 - Field Experience Preparation

Throughout this course, you will have an opportunity to participate in a series of field experience events at a middle school of your choice. This field experience is one of three you will complete in your Reading and Literacy specialization courses:

- ED5551: Elementary school field experience.
- ED5552: Middle school field experience.
- ED5554: High school field experience.

The field experiences at all three grade levels meet the MN TOR standards. They also add value to your professional experience.

If you are unfamiliar with teaching at the middle school level, this field experience will provide the stretch needed to move out of your comfort zone. Since all learners in this course will be completing the middle school field experience, you can collaborate with your planning, resources frustrations, and accomplishments.

During this field experience, you should focus your efforts on demonstrating the MN TOR Standard A(10), which states:

A: A teacher of reading must have knowledge of the foundations of reading processes and instruction to:

- Teach and foster fluency and automaticity in both oral and silent reading. A(10)

Please review the [Self-Assessment of MN TOR Standards \[DOCX\]](#) and [Guide to Course and Capstone Field Experiences \[PDF\]](#) in preparation for your field experience.

Reference

Office of the Revisor of Statutes, State of Minnesota. (n.d.). 8710.4725 Code of ethics for Minnesota teachers. *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.mn.gov/rules/?id=8710.4725>

u01s3 - Learning Components

- Seek an educational professional to work with you to collaborate and evaluate your field work.

u01s4 - Learner Ethical Guidelines

You must conduct yourself in an ethical and professional manner at all times when interacting with students, site supervisors, school and district staff, faculty instructors, colleagues, and fellow learners. You are expected to be familiar with current ethical guidelines of their professional education associations as well as the state laws and standards of practice specific to their fieldwork sites.

Use the Internet to read the following:

- Office of the Revisor of Statutes, State of Minnesota. (n.d.). [8710.2100 Code of ethics for Minnesota teachers](#). *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.leg.state.mn.us/rules/?id=8710.2100>

u01s4 - Learning Components

- Self-assess one's self and track progress in meeting program outcomes, MN TOR standards, and the Minnesota Standards of Effective Practice.

u01s5 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01s5 - Learning Components

- Self-assess one's self and track progress in meeting program outcomes, MN TOR standards, and the Minnesota Standards of Effective Practice.
- Participate in and learn from field experience events.

u01d1 - Literacy Definition for School and Society

Introduce yourself to other learners by providing a brief description of how you learned to read. Then, using the readings and your personal experiences, define literacy. Does your definition differ in school and community contexts? Explain your position, using your readings to support your writing.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Understand the connection of students' reading process and comprehension to content.

u01d2 - Role of Technology in Literacy Instruction

Technology is a part of students' lives both in and outside school settings. Should electronic literacy become part of our definition of literacy? Use your readings to support your position.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Discuss and justify whether electronic literacy should become part of our definition of literacy.

Unit 2 >> Comprehension: Theories and Processes

Introduction

This unit focuses on comprehension theories that are the basis of reading instruction. As you will see, the current research in the field presents multiple perspectives on how comprehension and literacy skills should be developed. The unit readings will present these perspectives and provide a means for you to examine how each perspective might shape comprehension instruction. In the field of reading, theory and instruction are strongly intertwined. It is critical that you, as a reading professional, understand the range of theories that drive practice and understand how that will impact the decisions that are made about how students learn to read.

In this course, you will focus on reading in content-area instruction. This means that not only will theories be key in understanding how comprehension skills are developed, but also how comprehension skills can be applied in the learning of content in a variety of different subject areas. To do this, it will be important to help students learn how to comprehend a wide range of different types of texts using processes and strategies that work best for each content area. As you examine the theories presented in this unit, it will help to think about how different subject areas require learners to apply different comprehension strategies and skills.

In this unit, the field experience begins. To get started on the option you have chosen, you will be asked to provide information about your site and site supervisor for the field experience. The goal of the field experience requires you to build collegial relationships with other learners in this course and with other professionals who can help you build and reflect on your practices as reading teachers.

Learning Activities

u02s1 - Studies

Readings

Use your *Content Area Reading and Literacy* text to review the following:

- Chapter 1, "Content Literacy and the Reading Process."

Use your *Content Area Reading* text to read the following:

- Chapter 4, "Comprehending Content Area Text."

u02s1 - Learning Components

- Understand the connection of students' reading process and comprehension to content.

u02a1 - Field Experience Event 1

For this assignment, you will turn in the paperwork needed to begin your field experience. You will need to select an educational professional to work with who will collaborate with you and evaluate your work.

Field Experience

As part of completing the field experience, work with your site supervisor on providing a copy of your site supervisor's education license. Site supervisors need to hold a current teaching license in reading or a closely related field.

For this assignment, submit the documentation of a graduate degree for your site supervisor along with your Clinical Practice Access Agreement, Site Description Form, and the Event 1 Field Experience Template (linked in Resources).

Review the Field Experience Event 1 Scoring Guide to ensure you understand and meet the grading criteria for this assignment.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

Event 1 Field Experience Template [DOCX]

Site Description Form [DOCX]

Clinical Practice Access Agreement [PDF]

Guide to Course and Capstone Field Experiences [PDF]

[ePortfolio](#)

u02d1 - Reading Process Theories

There are multiple theories about how the reading process occurs and how reading instruction needs to be structured for literacy learning to occur. Discuss two of these theories and how each theory would shape reading instruction.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Discuss reading process theories and how reading instruction and how they shape reading instruction.

u02d2 - Role of Reading Comprehension in Content-Area Instruction

What is the role of reading comprehension in content-area instruction? What comprehension skills do all students need to learn in content-area classes? List the skills you believe are most important, and discuss why these are essential for all students.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Graduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Discuss reading process theories and how reading instruction and how they shape reading instruction.

Unit 3 >> Instruction: Writing to Improve Comprehension

Introduction

This unit examines the use of writing to improve reading comprehension. The integration of writing and reading is at the heart of literacy, as well as the heart of your field experience for this course. In this unit, you will learn strategies that have application to a variety of content areas and to diverse learners within content classrooms.

In this unit, you will design a differentiated lesson focusing on writing as a means to advance comprehension, and you will start thinking about what writing strategies might become part of your field experience.

Learning Activities

u03s1 - Studies

Readings

Use your *Content Area Reading and Literacy* text to read the following:

- Chapter 10, "Writing to Learn."
- Chapter 11, "Writing to Inquire."

Use your *Content Area Reading* text to read the following:

- Chapter 10, "Writing in the Content Areas."
- Chapter 12, "Inquiry: Key to Critical and Creative Thinking in the Content Areas."

u03s1 - Learning Components

- Examine the use of writing to improve reading comprehension.
- Understand students' content literacy and the reading process and comprehension.

u03a1 - Writing Strategies Lesson

Design a lesson for middle-school-age learners that focuses on writing strategies that would prepare students for an authentic writing task for a specific content course (for example, lab report, math proof, or history outline). Select one content area and one writing task that will be used by the entire class as part of the normal instruction in that course.

This assignment focuses on MN TOR Standard C(4):

Demonstrate expertise in using assessment information to plan differentiated classroom instruction for students, including those at different cognitive and developmental stages, and those from different cultural and linguistic backgrounds.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Use the Unit 3 Lesson Plan Template (given in the resources) to complete this assignment.

Reference

Office of the Revisor of Statutes, State of Minnesota. (n.d.). 8710.4725 Code of ethics for Minnesota teachers. *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.mn.gov/rules/?id=8710.4725>

[ePortfolio](#)

Unit 3 Lesson Plan Template [DOCX]

u03d1 - Writing Strategies and Critical Thinking for Diverse Groups

Discuss one strategy from your readings that you feel is appropriate for all students when writing is used to support comprehension of subject-area content. In what ways can writing support special needs learners and English language learners (ELLs) develop critical thinking skills? Cite your readings in support of your writing.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Apply writing strategies and practices to advance reading development.
- Understand students' content literacy and the reading process and comprehension.

Unit 4 >> Assessment in Content-Area Classrooms

Introduction

In this unit, you will learn more about assessing literacy in content-area classrooms as well as applying what you learn to your field experience. Because students in content areas represent a wide range of literacy skills and abilities, it is essential that assessment—before, during, and after instruction—can be used by both teacher and students as part of the learning process. Your readings will deal with many types of assessment. In your assignments, you will apply assessments that deal with determining writing strengths and needs of students.

Learning Activities

u04s1 - Studies

Readings

Use your *Content Area Reading and Literacy* text to read the following:

- Chapter 4, "Assessment of Students and Textbooks."

Use your *Content Area Reading* text to read the following:

- Chapter 14, "Course-Based Assessment, Evaluation, and Reporting."

Use the Capella library to read the following:

- Hinchman, K. A., Sheridan-Thomas, H. K., & Alvermann, D. E. (2014). *Best practices in adolescent literacy instruction (2nd ed.)*. New York, NY: Guilford.

- Chapter 19, "Assessment for Literacy Growth and Content Learning in Secondary Schools."

u04s1 - Learning Components

- Describe how you would analyze both individual and group assessments.
- Select pre-assessments to use in diagnosing students' writing abilities for individuals and groups.

u04a1 - Field Experience Event 2

For the second field experience event, you will choose pre-assessments to use in diagnosing students' writing abilities. You will be required to choose both individual and group assessments.

Field Experience

Choose two pre-assessments:

- One that will be used to assess writing abilities of an individual student.
- One that will be used to assess writing abilities of a group of learners at the middle school level.

One of the two pre-assessments must be appropriate for use with diverse learners. Your site supervisor will have to approve and sign off on your choices for pre-assessment before you administer them in your field placement setting.

Once you have administered the two pre-assessments, you will score and analyze the results. Include student scores and your analysis in your assignment submission. You may present student scores in chart form. In addition, include artifacts such as student work or copies of assessment protocols. These artifacts are important to include in your ePortfolio to document your field experience work.

Once you have analyzed the pre-assessment results of both the individual and the group, you will use these results to begin the design of the lessons that are part of the next field experience event.

Complete the Event 2 Field Experience Template as part of this assignment.

Review the Field Experience Event 2 Scoring Guide to ensure you understand and meet the grading criteria for this assignment.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

Event 2 Field Experience Template [DOCX]

u04d1 - Choosing Appropriate Assessments

Based on your unit readings, reflect on specific issues, concerns, and factors related to assessment of literacy in content-area instruction. Select two assessments to discuss:

- One assessment, either formal or informal, that would be appropriate to use in a specific content area of your choice with average middle school students.
- One assessment, either formal or informal, that would be appropriate to use with ELLs and/or special needs students to assess their current literacy abilities.

In your discussion, indicate how these assessments would help you to determine future instruction for these students.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Develop a complete lesson plan that includes differentiation for all diverse learners.

Unit 5 >> Using Technology for Literacy Learning

Introduction

This unit offers instruction and discussion on the use of technology in literacy teaching and learning across the curriculum. It examines the new technologies that are available for use in classrooms, their applications to literacy learning, and the considerations and issues for use of these technologies as part of instruction.

In this unit, you will design an Internet project that includes the use of children's and adolescent literature to help develop students' ability to think critically about an issue of social justice in either a contemporary or historical setting. This unit will employ not only web-based resources and materials, but a variety of text-based resources as well so that the project can be made appropriate for students at diverse skill and ability levels in a content-area class.

This unit also includes the first of two discussion participation reflections that you will complete in this course. This reflection asks you to evaluate your participation in the discussions in Units 1 through 5. Your reflection will be used by your instructor to determine your participation grade in these units.

Learning Activities

u05s1 - Studies

Readings

Use your *Content Area Reading* text to read the following:

- Chapter 11, "Using Technology in the Content Areas."

u05s1 - Learning Components

- Apply instructional and informational technologies and electronic resources to support literacy.

u05a1 - Internet Project Design

Using the information in Chapter 11 of your *Content Area Reading* text, design a WebQuest, virtual field trip, or web-based research project for a particular content area and grade level that is based on one or more children's or adolescent literature texts that are appropriate for that content or grade level. The text or texts you choose as the focus of this project must ask students to think critically about an issue of social justice, either past or present. This project must be designed so that all students, at a variety of literacy developmental levels, can successfully complete it.

Your lesson should include:

1. **Title** of the project.
2. **Grade level** of students completing the project. (Can be any grade level P–12.)
3. **Content area** of the project.
4. **Children's or adolescent literature texts** used as the foundation of the project.
5. **Approximate length** of the project.
6. **Grouping** for the project.

7. **Resource list for the project:** This set of resources should include a wide range of paper texts and resources as well as web-based resources. You should include at least 5–10 resources in this section. This will allow learners to access materials and resources that are developmentally appropriate for their particular skill and ability levels. In your resource list, identify which resources are appropriate for students at different levels of literacy development.
8. **Task:** Include the specific directions and instructions to students about what they will do during this project and what products or artifacts you want them to produce at the end of the project that can be used to evaluate their work.
9. **Process or sequence of steps for students to follow in completing the project:** Include the differentiation of project steps, artifacts, and resources for each group of students for this project, so it is clear that the needs of all students are met through the project plan.
10. **Rubrics for evaluating student work:** Your rubric should span at least three different performance levels (for example, low, average, or high) and include both how you will evaluate students' progress through the steps of the project as well as what they produce as artifacts at the end of the project.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

Internet Project Template [DOCX]

u05d1 - Integrating Technology Into Literacy Instruction

What are three ways that technology can be integrated into literacy classrooms to meet the literacy development needs of all learners, including ELL and special needs students? What ethical considerations need to be addressed when using technology for learning in P–12 classrooms?

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Apply instructional and informational technologies and electronic resources to support literacy.

u05a2 - Discussion Reflection 1

This is the first of two discussion reflections that will determine your discussion participation grade. Thank you for your participation in the discussions in Units 1 through 5. Your collaborative contribution to the learning experience is invaluable. In the Comments area of this assignment, please post a brief summary and rating of 1 (low) to 3 (high) on each of the following grading criteria:

- Apply relevant course concepts, theories, or materials correctly.
- Collaborate with fellow learners, relating the discussion to relevant course concepts.
- Apply relevant professional, personal, or other real-world experiences.
- Support position with applicable knowledge.

After you submit this assignment, your instructor will assess your reflections and your participation in the unit discussions and post a grade based on the Discussion Reflection 1 Scoring Guide.

Portfolio Prompt: You are required to save this activity to your ePortfolio.

ePortfolio

Unit 6 >> Comprehension Strategies

Introduction

In this unit, you will look at comprehension strategies and their applications to a variety of content areas. Discussions will focus on choosing strategies that fit both students and subject areas at the elementary, middle, and high school levels. You will also be asked to select a strategy and link it to the research on comprehension.

As part of the Field Experience Event 3 assignment, you will design lessons based on data from pre-assessments. Your lesson should focus on these two important sub-competencies of MN TOR Standard A(10):

- Apply writing strategies and practices to advance reading development. A(10a).
- Apply writing strategies and practices to advance learning from text. A(10b).

Reference

Office of the Revisor of Statutes, State of Minnesota. (n.d.). 8710.4725 Code of ethics for Minnesota teachers. *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.mn.gov/rules/?id=8710.4725>

Learning Activities

u06s1 - Studies

Readings

Use your *Content Area Reading and Literacy* text to read the following:

- Chapter 5, "Preparing to Read."
- Chapter 6, "Reading to Learn."
- Chapter 8, "Reflecting on Reading."

u06s1 - Learning Components

- Use relevant, ethical, professional, personal, and other real-world experiences to promote students' needs.

u06a1 - Field Experience Event 3

For this field experience event, you will develop lessons based on the pre-assessments you selected in the Field Experience Event 2 in Unit 4.

Field Experience

For this assignment, you will develop and teach a lesson based on your pre-assessment results. Your site supervisor will have to approve and sign off on this lesson before you teach it. He or she will also evaluate your lesson presentation. A lesson plan template is given in the resources. When you submit this assignment, be sure to include artifacts from your lesson that can be used to document your work in this field experience. This lesson and artifacts will become part of your ePortfolio.

Complete the Event 3 Field Experience Template as part of this assignment.

Review the Field Experience Event 3 Scoring Guide to ensure you understand and meet the grading criteria for this assignment.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

[ePortfolio](#)

Event 3 Field Experience Template [DOCX]

Unit 6 Lesson Plan Template [DOCX]

u06d1 - The Link Between Research and Strategy Selection

Select a strategy and link it to the research on comprehension from your readings. In what ways will this build comprehension? What implications for use of this strategy with ELLs need to be considered?

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Explore comprehension strategies and their applications to a variety of content areas.

u06d2 - The Right Strategies

Can all comprehension strategies be used in all content areas? How do you determine what the right strategies are to use in different content areas and with diverse learners?

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Explore comprehension strategies and their applications to a variety of content areas.

u06a2 - Critical Thinking Skills Lesson Plan

For this assignment, use your readings to design a lesson plan that meets MN TOR Standard A(13):

Teach and foster critical thinking skills and behaviors such as thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions.

This lesson asks you to differentiate instruction for three levels of learners. You may choose to use a textbook, a trade book, or a combination of reading materials as the basis for this lesson plan. The lesson plan template for this assignment is given in the resources. Please cite your resources and texts that you use in creating this critical thinking lesson plan.

Course Resources

Unit 6 Lesson Plan Template [DOCX]

Unit 7 >> Informational Text

Introduction

In this unit, you will design an activity that ties the comprehension of informational texts and other informational resources such as maps and graphs to real issues in a community to help students make a connection between their learning in content classes and their lives outside of school. You may use your own community and issues in that community as the focus for this assignment.

Reference

Office of the Revisor of Statutes, State of Minnesota. (n.d.). 8710.4725 Code of ethics for Minnesota teachers. *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.mn.gov/rules/?id=8710.4725>

Learning Activities

u07s1 - Studies

Readings

Use your *Content Area Reading and Literacy* text to review the following:

- Chapter 6, "Reading to Learn."

Use the Capella library to read the following:

- Hinchman, K. A., Sheridan-Thomas, H. K., & Alvermann, D. E. (2014). *Best practices in adolescent literacy instruction* (2nd ed.). New York, NY: Guilford.
 - Chapter 16, "Multimodality and Literacy Learning."
- Fisher, D., & Frey, N. (2015). *Selecting texts and tasks for content area reading and learning*. *The Reading Teacher*, 68(7), 524–529.

u07s1 - Learning Components

- Describe ways technology can be integrated into literacy classrooms to meet the needs of all students, including ELL and special needs students.

u07a1 - Comprehension Building

Create a lesson that will help link students to problem solving in real-world situations and that uses higher-level comprehension strategies in the creation of a project or presentation. Examples include a formal debate, a group presentation on a local community issue, writing a literature review, creating a social science or science fair project, or some other project that requires students to research (activating background knowledge) and support their findings (summarizing and answering the generated questions). Provide a rubric with this lesson that could be used to evaluate the project or presentation that learners will create.

This activity must include differentiation plans for diverse learners and focus on MN TOR Standard A(12):

Teach comprehension strategies such as adjusting reading approach, activating background knowledge, summarizing, generating questions, constructing mental representations, and self-monitoring.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

u07d1 - Analyzing Text Structures

For this discussion, you will be taking part in small group discussions to complete a chart that analyzes text structures. Once your small group completes the chart and posts it, you must then review and offer feedback to one other small group on their completed chart. Each small group will be assigned another group to review and respond to about their work.

Your initial small group post of a completed chart is due by midnight CST Thursday. Your group response is due by midnight CST Sunday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

Analyzing Text Structure [DOCX]

u07d1 - Learning Components

- Use comprehension strategies and differential plans for diverse learners.

u07d2 - Linking Home and Community

What authentic experiences can be brought into content-area classrooms to improve comprehension of informational texts? How can family and community become involved?

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Design an activity that ties the comprehension of informational texts and other informational resources to help students make a connection between their learning in content and real-world issues.

Unit 8 >> Using Literature to Improve Comprehension

Introduction

In this unit, you will examine ways of integrating children's, adolescent, and adult literature into content-area instruction. Literature can play important and multiple roles in content-area learning, and this unit will focus on how these roles can develop reading comprehension skills.

In this unit, you will focus your attention on MN TOR Standard A(5):

Understand the progression of reading development (emergent, beginning, transitional, intermediate, and advanced) and the variations related to cultural and linguistic diversity with a heightened awareness to the needs of struggling readers.

Event 4 for your field experience will focus on post-assessment. You will be asked to compare results of pre- and post-assessments to make decisions about further instruction for students. This event will complete the assessment-instruction cycle that is the center of all field experience assignment work. In the fifth and final event, you will complete your final reflections on your experiences this quarter. You will be asked to schedule conference calls with your site supervisor and instructor at this time.

Reference

Office of the Revisor of Statutes, State of Minnesota. (n.d.). 8710.4725 Code of ethics for Minnesota teachers. *Minnesota Administrative Rules*. Retrieved from <https://www.revisor.mn.gov/rules/?id=8710.4725>

Learning Activities

u08s1 - Studies

Readings

Use your *Content Area Reading and Literacy* text to read the following:

- Chapter 12, "Developing Lifetime Readers: Literature in Content Area Classes."

u08s1 - Learning Components

- Examine ways of integrating children's, adolescent, and adult literature into content-area instruction.
- Employ a wide range of literature for child and adolescent readers of many different reading levels as a means of providing a broader and deeper understanding of content.

u08a1 - Using Literature to Improve Comprehension

For this assignment, you will prepare a short unit of study, including lesson plans for a content area such as science, social studies, or math in which a wide variety of comprehension strategies and readings contribute to the lesson and target the improvement of reading comprehension within that content area.

This assignment must employ a wide range of literature for child and adolescent readers of many different reading levels as a means of providing a broader and deeper understanding of content, and to help appreciate how literature can enhance learning. The lesson you create must include the following genres of literature:

- Narrative fiction.
- Personal narratives.
- Poetry.
- Non-fiction, including biography and autobiography.

For this assignment:

1. Develop a lesson plan for a range of reading abilities for a grade level or levels at which you currently do not teach. Please use the lesson plan format given in the resources.
2. Include an annotated bibliography of at least 10 books from at least four different genres of children's or adolescent literature you will be using in this unit. You may use the Annotated Bibliography Template given in the resources.

Course Resources

Annotated Bibliography Template [DOCX]

Unit 8 Lesson Plan Template [DOCX]

u08a2 - Field Experience Event 4

For this event, you will use post-assessments to evaluate the progress of individual and groups of middle-school students.

Field Experience

Use the same assessments you used in the Event 2 as post-assessments for your lesson presentation. You may administer the post-assessments directly after your lesson presentation or conduct it at another time. Once you have administered and scored the post-assessment, compare and analyze the results with the pre-assessments. You may use charts to post scores for students and to show comparisons between the pre- and post-assessments. Discuss your analysis of all students' achievement now that the lesson has been completed.

Complete the Event 4 Field Experience Template as part of this assignment. Your site supervisor will be asked to evaluate your post-assessment analysis and sign off on it. When you submit this event, attach artifacts from the post-assessment that will document your work. This event and the artifacts will become part of your ePortfolio.

Review the Field Experience Event 4 Scoring Guide to ensure you understand and meet the grading criteria for this assignment.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

Event 4 Field Experience Template [DOCX]

u08d1 - Literature for Building Comprehension

Why is it critical that all students comprehend and appreciate a wide range of narratives? How can reading a wide range of literature be supported in content-area classrooms?

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Apply a wide range of literature to improve a comprehension strategy or strategies appropriate to a grade level.

u08d2 - Choosing Appropriate Literature

What considerations need to be taken when choosing children's or adolescent literature for use in content-area classrooms? How can you ensure that choices are appropriate for all students in a classroom?

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Understand the connection of students' reading process and comprehension to content.

Unit 9 >> Motivation for Content-Area Reading

Introduction

In this unit, you will analyze factors and situations that are likely to promote or diminish learners' intrinsic motivation in content-area classes. You will also examine strategies that help students with self-motivation and support successful learning.

In the unit readings, you will choose and read one of the four listed chapters from your *Best Practices in Adolescent Literacy Instruction*, and use the material from your chosen chapter as the basis for participation in a small-group discussion. Each chapter focuses on a different type of student and their needs for motivational support.

In this unit, you will also complete a self-assessment of your progress in meeting program outcomes and standards. It is appropriate for this self-assessment to be part of this unit as it is intended to motivate reflection and plans for continued success in the Reading and Literacy program.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following:

- Hinchman, K. A., Sheridan-Thomas, H. K., & Alvermann, D. E. (2014). *Best practices in adolescent literacy instruction (2nd ed.)*. New York, NY: Guilford.
 - Chapter 3, "The Role of Motivation in Engaged Reading of Adolescents."
 - Chapter 14, "Literacy Support in English/Language Arts Classrooms."

In preparation for the unit discussion, read one of the following chapters from your *Best Practices in Adolescent Literacy Instruction* text. You will use your selection to join a small group discussion about how to motivate reading in content-area classes:

- Chapter 2, "Meaningful Discipline-Specific Language Instruction for Middle School Students for Whom English Is an Additional Language."
- Chapter 15, "Assisting Struggling Readers With Textbook Comprehension."
- Chapter 17, "Traveling Together Over Difficult Ground: Negotiating Success With a Profoundly Inexperienced Reader in an Introduction to Chemistry Class."

- Chapter 18, "Differentiating Literacy Instruction for Adolescents."

u09s1 - Learning Components

- Develop writing strategies and practices to advance student's reading comprehension from the text.

u09a1 - Portfolio Check on MN TOR Standards

In this assignment, you will ensure that you have completed and posted all the necessary assignments to your ePortfolio. The assignments from this course document your progress in meeting the MN TOR standards that are the foundation of your master's program. The ED5552 MN TOR Standards Portfolio document, given in the resources, gives you a list of the standards that were targeted in this course, the assignments that document your work toward meeting the standards, and the place in your ePortfolio in which each assignment should be saved.

Provide the score you received for each listed assignment in the second or third column. When you turn in this assignment, your instructor will check your ePortfolio to make sure that your assignments have been saved to the appropriate category and that you have met each of the standards listed, as documented by the work you have done for each assignment.

Please note: If it is determined that you have not met one or more of the standards, your instructor will assign you an incomplete grade for the course and you will be given one quarter to do further study and assignments to document that you have met the standard.

Course Resources

[ePortfolio](#)

ED5552 MN TOR Standards Portfolio [DOCX]

u09d1 - Motivating Reluctant and Struggling Readers

From your readings, what are some strategies that can be used to help reluctant and struggling readers in content-area courses? Choose two strategies and discuss how they can support motivation for students.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Develop writing strategies and practices to advance student's reading comprehension from the text.
- Develop writing strategies and practices to advance reading development and differentiation plans for diverse learners in the activities.

Unit 10 >> Content-Area Comprehension Inside and Outside the Classroom

Introduction

In this final unit, you will be identifying and analyzing ways to connect reading in content-area courses to home and community contexts for comprehension development. This will involve reflecting on your learning from each unit of this course.

This will also be the unit in which you submit your final reflections from your field experience. This reflection is the last event for these assignments.

Finally, you will complete the final discussion reflection for this course. This reflection will be the basis for your participation grades in Units 6 through 10.

Learning Activities

u10s1 - Studies

Review your course readings and reflect on what you, as a reading professional, can do to help build links between home and school that will support growth in the literacy skills of students.

u10s1 - Learning Components

- Reflect on your field experience and what you have learned from it.
- Identify and analyze ways to connect reading in content-area courses to home and community contexts for comprehension development.
- Reflect on how you would apply relevant professional, personal, or other real-world experiences.

u10a1 - Field Experience Event 5

For this assignment, reflect on your field experience work for this course and have your site supervisor or professional colleague do a final evaluation of this work. Use the Event 5 Field Experience Template to complete this assignment.

Field Experience

Before you can submit this final reflection, you must complete a conference call with your site supervisor and course instructor. You are responsible for arranging the time for the call and providing the means for the conference call to take place. When you submit your final reflection, you will also turn in your time log that must document at least 10 hours of field experience work. This reflection will become part of your ePortfolio.

Review the Field Experience Event 5 Scoring Guide to ensure you understand and meet the grading criteria for this assignment.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

Event 5 Field Experience Template [DOCX]

u10d1 - Building a Strong Home-School Connection

From your review of the materials for this course, list your three favorite suggestions for linking home and school. Explain your choices.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST **Friday**.

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Identify and analyze ways to connect reading in content-area courses to home and community contexts for comprehension development.

u10d2 - Course Reflection

Please address the following:

- How does what you learned from this course link to what you have learned in other courses you have taken as part of this program?
- How does what you have learned in this course connect with your teaching practices? Identify one significant takeaway from this course.

Complete your initial post by midnight CST Wednesday.

Response Guidelines

Respond to two other learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references as needed to support your response. Limit responses to 300 words. Complete your response by midnight CST **Friday**.

Graduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Self-assess one's self and track progress in meeting program outcomes, MN TOR standards, and the Minnesota Standards of Effective Practice.

u10a2 - Discussion Reflection 2

This is the final discussion reflection for this course that covers discussions in Units 6–10. This reflection will be used in determining your participation grade for these units. In the Comments area of this assignment, please post a brief summary and a rating of 1 (low) to 3 (high) for each of the following grading criteria:

- Apply relevant course concepts, theories, or materials correctly.
- Collaborate with fellow learners, relating the discussion to relevant course concepts.
- Apply relevant professional, personal, or other real-world experiences.
- Support position with applicable knowledge.

Your instructor will assess your reflections and your participation in the unit discussions and post a grade based on the Discussion Reflection 2 Scoring Guide.

Portfolio Prompt: You are required to save this activity to your ePortfolio.

[ePortfolio](#)