Program Requirements and Prerequisites: This is a required course in the Literacy Specialist 5-12 and B-12 programs. Typically, this course is only offered in the fall semester.
Practicum: 5 hours

Course Description: This course is intended for prospective and practicing consultant teachers and literacy specialists whose job is to support secondary students' subject area knowledge-building in three contexts: the general classroom, academic support classes, and small group or one-to-one tutoring. The course is designed around reading and writing argumentative and explanatory texts. Students will learn knowledge-building literacy practices; assess whole class and individual literacy practices and events; and plan units of study for academic support classes. Students in the literacy programs must receive a B or better in practicum courses before being allowed to take the capstone class.

Attributes

• Literacy as Social Practice**
• Generate Productive Learning Communities*
• Engagement*
• Reciprocal Relationships Across Modes of Communication**
• Strategic Teaching to Promote Self-Extending Learning*
• Assessment of Literacies and Their Development**
• Research Based Professional Learning*
• Respectful Representation of Students, Families and Communities*

Attributes (continued)

• Critical Literacies and Equity
• Disciplinary Literacy/Knowledge Building**
• Data Based Decision Making*
• Technologies and Digital Media
• Materials, Resources and Media*
• Prevention and Intervention**
• Standards**

Core Content

Instructional Contexts and Formats
Q: What are the coaching and teaching roles of literacy specialists in general and supplemental instruction?
Q: What is the Graduated Release Model?
Q: What are common Instructional Formats for teaching reading in science and social studies?
   a. Read Aloud
   b. Guided reading (whole class/sm group)
   c. Shared reading
   d. Partner reading
   e. Jigsaw

Possible Assignments

1. Language and Learning Assessments
   (an ongoing assignment across ⅓ of the semester)

Possible Readings/Materials

Charlotte Danielson’s Framework for Teaching (2011)
Lesson Plan Template (based on edTPA and Danielson’s Framework)
Attributes-Focused Reflection Table
Q: How do we assess teaching and learning, within an instructional format, w/an APPR/EdTA frame?

<table>
<thead>
<tr>
<th>Psychological Processes of Reading</th>
<th>Knowledge Building/Distributed Cognition: Building Academic Discourse Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q: How do we make meaning with texts?</strong></td>
<td><strong>Q: How can meaning making extend across individuals, groups, texts, and artifacts and aid in building academic discourse communities?</strong></td>
</tr>
<tr>
<td>a. Aesthetic and efferent reading (selecting attention; purposes)</td>
<td>a. Knowledge building, using text, talk, writing, and carefully planned tasks</td>
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<tr>
<td>b. Fostering comprehension (literal, inferential, application)</td>
<td>b. Assessing meaning made by individuals and by groups</td>
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<td>c. Fluency</td>
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<td>d. Vocabulary</td>
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<td>e. Formative assessment</td>
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</table>

1. **Discussion**
2. **Plan and/or participate in and Assess Reading/Writing Lessons**

**Psychological Processes of Reading**

Q: How do we make meaning with texts?

a. Aesthetic and efferent reading (selecting attention; purposes)
b. Fostering comprehension (literal, inferential, application)
c. Fluency
d. Vocabulary
e. Formative assessment


**Knowledge Building/Distributed Cognition: Building Academic Discourse Communities**

Q: How can meaning making extend across individuals, groups, texts, and artifacts and aid in building academic discourse communities?

1. **Discussion**
2. **Participate in and assess Knowledge Building lessons**


### Argumentative and Explanatory Writing

**Q:** How can we teach explanatory and argumentative writing within knowledge-building units?

**Q:** How can we assess effectiveness of writing techniques?

**Q:** How can we assess writing in such a way that assessments serve students’ further writing development?

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<tbody>
<tr>
<td>1.</td>
<td>Discussion</td>
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<tr>
<td>2.</td>
<td>Write an argument (or explanatory essay) during knowledge building unit</td>
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<td>3.</td>
<td>Assess own writing process during writing workshop</td>
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<td>4.</td>
<td>Assess written products, in relation to purposes and audiences for writing</td>
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### Adolescents, disciplinary learning, and academic identity

**Q:** What range of literacy practices do students engage across academic disciplines?

**Q:** How is knowledge built across text and practices? How effectively is it built? How do we know?

**Q:** How do academic literacy experiences affect academic identity?

**Q:** In what ways are CCSS evident in adolescents’ work and their discussions about their work?

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<tbody>
<tr>
<td>1.</td>
<td>Practicum</td>
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<td>2.</td>
<td>Academic Literacy and Identity Paper</td>
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### Planning instruction

Use: Danielson Framework for Teaching and edTPA framework

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<tbody>
<tr>
<td>1.</td>
<td>Write a Knowledge Building Unit for supplemental classroom instruction</td>
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**utilize all course readings.**

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**Common Core State Standards**
<table>
<thead>
<tr>
<th>Use: Wiggins and McTighe Unit Planning around Essential Questions</th>
<th>A Beginner's Guide to Text Complexity</th>
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<tr>
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<td>Utilize all readings in the course for research based practices.</td>
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<tr>
<td><strong>Program Attributes</strong></td>
<td>1. Weekly blog entries</td>
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<td></td>
<td>Each week students post a blog entry, discussing how program attributes were reflected in the past week’s class, activities, and readings. Blog entries may be used during the final.</td>
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<tr>
<td><strong>Final</strong></td>
<td>Attributes-Focused Reflection</td>
</tr>
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