EDUC 445-Strategic Reading and Writing in the Middle Grades  
Instructor: Roberta M. Clarke  
Frampton 113  
Spring 2021

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates.  
The great teacher inspires. ~Ritu Ghatourey  
I hope over the course of this semester, we can inspire one another to be great teachers!

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PUBLIC HEALTH STATEMENT:  
Your health and safety are important. Therefore, during every physical in-person meeting of this course,  
everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

TEXT:  
Various articles and videos will be assigned throughout the semester, which will be distributed by the instructor or posted on Canvas. There will be an ongoing bibliography of suggested professional books which are recommended as resources.

COURSE DESCRIPTION:  
Catalog Description: Continuation of topics from EDUC 316 course including content area reading and writing strategies for middle grades students, disciplinary literacy, creating a literate environment, motivation and engagement of students. This course is offered every semester. Prerequisites: Admission to Phase II or permission of the Department Chair.

The content of this course is based upon the National Council for Accreditation of Teacher Education (NCATE), The International Reading Association’s Standards for Reading Professionals, and the Association of Middle Level Education standards.

PURPOSE OF THE COURSE:  
This course is designed to provide the pre-service teacher interested in middle school teaching with practical experiences pertaining to the integration of reading and writing strategies into the content areas. There will be a focus on developmentally responsive instructional strategies and assessments, as well as inclusive practices. A six week field experience will also be included in which candidates will bridge educational theory to practice and have the opportunity to implement what they have learned on campus to a public school classroom.
### COURSE OUTCOMES:

<table>
<thead>
<tr>
<th>Outcomes- The learner will be able to demonstrate:</th>
<th>Assessments- Learner performance will be measured by:</th>
<th>Conceptual Framework- Outcomes</th>
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<tbody>
<tr>
<td>KNOWLEDGE:</td>
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<tr>
<td>1A Demonstrate knowledge and understanding of early adolescent development including physical, cognitive, and socio-emotional aspects of developmental tasks attainment</td>
<td>Class Readings and Discussion Final Exam</td>
<td>AMLE 1a, c, d INTASC 1</td>
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<td>1B Demonstrate knowledge of current socio-cultural factors that impact adolescent development</td>
<td>Class Readings and Discussion</td>
<td>AMLE 1a INTASC 1, 3</td>
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<td>1C Demonstrate knowledge of the structural and philosophical development and implementation of middle school curriculum as they apply to instructional leadership and team membership in a middle school structure</td>
<td>Discussion Final Exam</td>
<td>AMLE 3a</td>
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<td>1D Demonstrate knowledge of local, state, national and Common Core middle level education standards</td>
<td>Content Area Writing Lesson Plan Strategies in Action</td>
<td>AMLE 2a, b ILA 2.1, 1.2 INTASC 4, 5</td>
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<td>1E Demonstrate knowledge of how to motivate and engage young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources, based on assessment results</td>
<td>Class Discussion RAFTs and Choice Boards</td>
<td>AMLE 4d ILA 1.1 INTASC 2, 3</td>
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<td>1F Demonstrate knowledge of disciplinary literacy and how this differs from content area reading, from the research base</td>
<td>Jigsaw Activity Strategies in Action</td>
<td>AMLE 2c, 4b ILA 1.2 INTASC 3</td>
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<td>1G Demonstrate knowledge of the strategies which assist students in reading challenging texts</td>
<td>Strategies in Action</td>
<td>AMLE 4b ILA 2.2 INTASC 8</td>
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<td>1H Demonstrate knowledge of interventions which assess and respond to the strengths and needs of individual learners</td>
<td>Case Study: Assessment-instruction Cycle</td>
<td>AMLE 4c ILA 2.2 INTASC 2, 6</td>
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<td>1I Demonstrate understanding of literacy demands of the content area and how to support the various “literacies”, including electronic literacy, for digital natives</td>
<td>WebQuests</td>
<td>AMLE 2a; 4a, b INTASC 8</td>
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<td>1J Demonstrate an understanding that</td>
<td>Strategies in Action</td>
<td>AMLE 2c; 4a, b</td>
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<tr>
<td>Skill</td>
<td>Description</td>
<td>Delivery Method</td>
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<td>ST</td>
<td>Students need opportunities to integrate their use of literacy through reading, writing, speaking, and listening across the curriculum.</td>
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<td>1K</td>
<td>Demonstrate an understanding of how contextual factors in the school can influence student learning, specifically reading</td>
<td>Class Discussions</td>
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<td>1L</td>
<td>Demonstrate an understanding of how to effectively integrate writing into the content area classrooms</td>
<td>Content Area Writing Lesson Plan</td>
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<td>SKILL:</td>
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<td>2A</td>
<td>Demonstrate skill in planning and implementing reading and writing strategies that are developmentally responsive</td>
<td>Strategies in Action</td>
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<td>2B</td>
<td>Demonstrate skill and planning in implementing classroom management strategies</td>
<td>P2P Classroom Management Module</td>
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<td>2C</td>
<td>Demonstrate skill in using a wide range of texts to match students with appropriate reading materials on students’ instructional reading levels</td>
<td>Literate Environment Plan</td>
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<td>2D</td>
<td>Demonstrate skill in evaluating and incorporating technology and multimedia materials into content area instruction</td>
<td>Webquests</td>
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<td>2E</td>
<td>Demonstrate skill in creating a literate environment, both physical and social, that fosters interest and growth in all aspects of literacy and optimizes students’ opportunities for learning to read and write.</td>
<td>Literate Environment Plan</td>
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<td>2F</td>
<td>Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes.</td>
<td>Literate Environment Plan</td>
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<td>2G</td>
<td>Model when and how to use multiple comprehension strategies including comprehension monitoring, questioning strategies, connecting prior knowledge with new information, and ensuring that students can use various aspects of text to gain comprehension.</td>
<td>Strategies in Action</td>
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<td>2H</td>
<td>Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.</td>
<td>Strategies in Action</td>
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<td>DISPOSITION:</td>
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<td><strong>3A</strong> Believe in the unique value and experiences of adolescence as shaping forces in the development of character and learning styles of young adolescents. Case Study</td>
<td>AMLE 4a,b,c ILA 3.1 INTASC 6</td>
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<td><strong>3B</strong> Reflect positive attitudes about the value of social connection as a means for collaborative bridge building within a community of learners. Class Discussions</td>
<td>AMLE 5d INTASC 2, 9</td>
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<td><strong>3C</strong> Value the uniqueness of the middle school structure as a means of responding to the developmental needs of the middle school learner Class Discussions Final Exam</td>
<td>AMLE 3b, 5d</td>
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<td><strong>3D</strong> Display positive dispositions related to their own reading and writing and the teaching of reading and writing Class Discussions</td>
<td>AMLE 5d ILA 6.2</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics to be covered</td>
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<td>Week 1</td>
<td>January 22 and 28</td>
<td>*Course introduction &amp; syllabus review&lt;br&gt;*The 5 Reasons Teaching Middle School is the Best and Worst <a href="https://www.youtube.com/watch?v=qSzcyz2Dnns">https://www.youtube.com/watch?v=qSzcyz2Dnns</a>&lt;br&gt;*Becoming a highly effective middle grades teacher&lt;br&gt;*Why Students Should Write in All Subjects <a href="https://www.edutopia.org/article/why-students-should-write-all-subjects">https://www.edutopia.org/article/why-students-should-write-all-subjects</a>&lt;br&gt;*How Important is Teaching Literacy in All Content Areas? <a href="https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance#:~:text=There%20are%20an%20endless%20number%20of%20skills%20in%20communication.">https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance#:~:text=There%20are%20an%20endless%20number%20of%20skills%20in%20communication.</a>&lt;br&gt;*Response to articles assignment (DUE: February 2)&lt;br&gt;*AMLE standards&lt;br&gt;*Review of Strategy Notebook/Strategy Notebook Assignment&lt;br&gt;Strategy of the Day (Review): Jigsaw</td>
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<td>Week 2</td>
<td>February 2 and February 4</td>
<td>*The Power of Picture Books in the Middle School Classroom—Picture Book Assignment (DUE: February 23)&lt;br&gt;*Book Tasting -- review professional books with strategies to utilize and add to Strategy Notebook (utilize FRAME to collect information) DUE: Feb. 9&lt;br&gt;Strategies of the Day:&lt;br&gt;One Word <a href="https://www.youtube.com/watch?v=QuM1rY3QQPk">https://www.youtube.com/watch?v=QuM1rY3QQPk</a>&lt;br&gt;Word Collector <a href="https://www.reynoldstlc.org/blog1/2020/5/29/pzl293vosn8cbae09exmij1kwlyq">https://www.reynoldstlc.org/blog1/2020/5/29/pzl293vosn8cbae09exmij1kwlyq</a>&lt;br&gt;Assignment DUE: Feb 9</td>
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<td>Week 3</td>
<td>February 9 and February 11</td>
<td>*Introduction to classroom management PowerPoint&lt;br&gt;*Classroom Management Scenarios (discussion)&lt;br&gt;*Classroom Management Theorist Jigsaw Activity&lt;br&gt;*Possible guest speaker – Restorative Practice&lt;br&gt;Strategy of the Day (Review): Carousel</td>
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| Week 4  | February 16 and February 18 | *Motivation and engagement:  
*Cultivating motivated students  
[https://www.youtube.com/watch?v=v2eRnhBvL1](https://www.youtube.com/watch?v=v2eRnhBvL1)  
[https://www.weareteachers.com/ways-to-encourage-good-behavior/?utm_content=1547755261&utm_medium=social&utm_source=facebook&fbclid=IwAR02VA8xie_YDup7v4aTJ7TYDOTfmvsNMvWPYHve46w_k9GpTycHgeHuOwM](https://www.weareteachers.com/ways-to-encourage-good-behavior/?utm_content=1547755261&utm_medium=social&utm_source=facebook&fbclid=IwAR02VA8xie_YDup7v4aTJ7TYDOTfmvsNMvWPYHve46w_k9GpTycHgeHuOwM)  
*WebQuests and other interactive online activities  
DUE: March 2  
*Integrating technology into the Unit  
(Maryland Technology Literacy Standards) | Restorative Practices 3-2-1 (10 points)  
Classroom Management  
Theorist Jigsaw Activity (20 points) |
| --- | --- | --- | --- |
| Week 5 | February 23 and February 25 | *Share Picture book integration assignments  
*RAFT and Choice Boards | Picture Book Assignment Due (20 points) |
| Week 6 | March 2 and March 4  
Internship placements begin this week. We **will** meet on March 2. | Writing in the Middle School Classroom  
*Genres of writing; The writing process;  
Interactive writing resources for teachers and students  
*Various strategies/materials for writing that work in the middle school classroom  
*Integrating writing into the Unit  
Assignment: Lesson Plan the incorporates literacy strategies into content specific lessons  
(DUE: April 20) | WebQuest (40 points)  
Analyzing Webquests (20 points) |
| Week 7 | March 9 and March 11  
Through Week 11  
April 6 and April 8 | Field Experiences |  |
| Week 12 | April 13 and April 15  
**WE WILL MEET ON THURSDAY APRIL 15** | *Debriefing from field experiences  
*Genres of writing; The writing process;  
Interactive writing resources for teachers and students  
*Various strategies/materials for writing that work in the middle school classroom  
*Integrating writing into the Unit  
*assessing learning:  
*The assessment-instruction cycle  
*Using data for instructional decision-making  
*Pre-tests/Post-tests  
*Impact on student learning | **RAFT and Choice Board (20 points)  
**Strategy Notebook Assignment Due (100 points) |
| Week 13 | April 20 and April 22 | We will utilize this class to continue sharing any activities that haven’t been shared thus far. | Literacy Strategies lesson plan (20 points) |
**Week 14**  
April 27 and April 29  
“Get Stuff Done” class—  
This evening will be dedicated to answering questions and finishing up any assignments that were not previously completed.

May 4 or May 5  
EXAM  
**THIS WILL BE COMPLETED AND SUBMITTED AS AN ASSIGNMENT IN CANVAS**

**Dates subject to change.**  
**Anything in bold print will be turned in for a grade on that date.**

Note: Candidates will be engaged in a six week field experience that will enable the bridging of educational theory to classroom practice. A part of the P2P Classroom Management Module, you will be completing a Teacher Observation and Interview and the Classroom Management Utilization Chart with Reflection. This will be submitted on Canvas, as well as Taskstream.

**COURSE EVALUATION:**

**Strategy Notebook (100 points)**  
Candidates will be required to supplement the Live Binder with additional strategies learned and researched during this course. You will NOT submit the entire Strategy Notebook, only the new strategies as outlined in class. Candidates will also be required to implement at least one (1) of the new reading and one (1) of the new writing strategies into lesson plans. Detailed information will outlined during the first class for this assignment. Candidates will be asked to participate in a professional book “Book Tasting” to research and discuss ideas for incorporating reading/writing strategies into their content area.

**Book Tasting FRAME: 10 points**  
Students will organize new strategies gathered from the Book Tasting activity.

**One Word/Word Collector Activity: 20 points**  
Candidates will create a mini project related to their specific content area based on the directions and modeled activity.

**Power of Picture Books: 20 points**  
Candidates will create a mini-lesson incorporating picture books to enhance materials for their specific content area.

**Classroom Management Jigsaw: 20 points**  
Candidates will perform a short focused research on a behavior theorist and be prepared to share findings with the class.

**3-2-1 Exit Strategy: 10 points**  
Candidates will complete a 3-2-1 Exit Ticket after participating with a guest speaker discussing the topic of Restorative Practices as a method of behavior management.
WebQuest Critiques: 20 points (10 points each)
Candidates will select and evaluate 2 existing WebQuests using the provided rubric. This assignment will prepare candidates for designing their own WebQuests - See below.

WebQuest: 40 points
Candidates will create a WebQuest on a topic within their chosen discipline. WebQuests will be created using zunal.com, a free web design site, and will be designed so that middle grades students could access and complete them on their own and must include an introduction, task, process, evaluation, and conclusion.

RAFT and Choice Board: 20 points (10 points each)
Candidates will create a RAFT and Choice Board for use in the content area to showcase understanding of disciplinary literacy.

Literacy Lesson: 25 points
Candidates will create a lesson that and a literacy focus (reading, writing, speaking, and listening) and detail the standards that would be met through the lesson.

Final Exam

GRADING SCALE:
A – 93 - 100% - Reflecting outstanding achievement
B – 83 - 92%- Praiseworthy performance; above average
C – 73 - 82% - Average performance; satisfactory
D – 66 - 72%- Meets expectations minimally
F – below 72%- Unsatisfactory performance

COURSE POLICIES

Attendance and Class Participation: Students are expected to attend all classes and participate actively. To earn points, students need not only attend but be prepared to discuss topics, answer questions when called upon, and participate in classroom activities and discussions. The classroom activities will be worth 10 points each. If you miss class, you will not have the option to make up class activities without a valid excuse. If more than 1 class is missed without a valid excuse (doctor’s note, funeral, FSU sporting event, or court appearance), the final grade may be lowered by 10% (one full letter grade)

Meeting deadlines: Assignments are due when scheduled. Ten points will be deducted from the point-value of the assignment for each day the assignment is late. Assignments will not be accepted after 3 days.

Cell Phones: Please turn phones off during class and when we are on field trips. If you are expecting a call, please let me know at the beginning the class so that you can put the phone on vibrate.

Email: I will communicate with you via email and text messages. Please check both regularly.

Academic Dishonesty:
The University considers academic dishonesty to be impermissible and subject to disciplinary actions. "Academic dishonesty” is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript.” (The Pathfinder, Frostburg State University)

Student Conduct:
Students are expected to conduct themselves in a professional manner. You must show courtesy, respect and consideration towards the professor and other students at all times. The Faculty Handbook (2009) states:

“The University will not tolerate disorderly, disruptive, or unsafe conduct, which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environmental of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course. A faculty member may require a student to leave the classroom for disruptive behavior or conduct which may impact the health and safety of other students.”

Reporting of Child Abuse:
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project. Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments. If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.
Recommended Resources:


Billmeyer, R., & Barton, M. L. (2002). *Teaching reading in the content areas. if not me, then who?* Aurora, CO: McREL.


