

EDU 168/268 Content-Based Reading Instruction & Content Area Modules Syllabus

English

General Overview

The Mount Saint Mary's University Secondary Teacher Preparation Program has been designed to provide deep and consistent study of content-specific pedagogy and to allow candidates to apply their understandings with secondary students through interrelated fieldwork experiences.

Each professional preparation course consists of two modules, one guided by a Mount Saint Mary's University faculty member, and a second by an expert teacher in the candidate's content area. Each course module leads candidates to demonstrate competence in specific Practice and Opportunity Tasks aligned with the TPEs. **Each module represents 30 hours of interrelated instruction and fieldwork.**

Course Objectives

Content Area Course Modules in each discipline area (mathematics, science, social science, English/Language Arts, the arts, physical education, World Languages and health) are designed to address the following objectives.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy (TPE Revisions 2016)

Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

English Language Development in Relation to Subject-Specific Pedagogy (TPE Revisions 2016)

Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).

Subject-Specific Pedagogical Skills (TPE Revisions 2016)

Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

ENGLISH: Beginning Single Subject Science teachers

Beginning Single Subject English Language Arts (ELA) teachers understand and use the California Standards in English Language Arts, Literacy, and English Language Development (ELD) as required resources for planning and implementing instruction with students.

Understand and use the California Standards in English Language Arts, Literacy, and English Language Development (ELD) as required resources for planning and implementing instruction with students.

Observe, and practice the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills.

Understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.

Understand principles of language acquisition and learning (including first, dual, and multiple languages as well as Standard English), consistent with the principles of the ELA/ELD Framework.

Demonstrate how to make English Language Arts comprehensible to students at various English language proficiency levels and they model and encourage the use of all forms of language as tools for thinking, learning, and communicating, including academic discourse and structured conversations across disciplines.

Know how to determine or assess the skill level of students through the use of meaningful indicators of literacy proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform and adjust instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students.

Be able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed.

Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

Help students understand that meaning making is the central purpose of reading, writing, oral/signed language, and all other forms of communication in all subjects.

Effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests).

They design lessons that capitalize on and enrich students' knowledge and language, draw on and expand students' interests and experiences, and help motivate students' interest in the content of the curriculum. Teach literal and inferential comprehension of text as well as reading with a critical lens.

Teach students to recognize and use text features and structures to facilitate and communicate meaning, and they teach them to cite specific evidence when offering an oral or written analysis of a text or presentation and supporting an argument with claims.

Identify challenges posed by complex texts and support students' ability to navigate text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, graphics, charts, timelines, images, and multimodal text such as podcasts and videos), to read strategically, analytically, critically, and with a critical lens, and to monitor their understanding as they become increasingly independent in reading texts inside and outside of class.

Employ teaching strategies throughout the instructional cycle—before, during, and after students engage with text as readers and writers—that promote meaning making and integrate the language arts (i.e., reading, writing, listening, and speaking).

Design instruction and create environments that foster language development for all students, including English learners.

Provide opportunities and models for students to develop oral and written communication skills.

Understand the importance of well-developed vocabulary as well as its role in literacy development and knowledge acquisition, and they understand how to teach vocabulary both explicitly through word study (including examination of morphology and etymology) and indirectly through the use of wide reading of high quality literature and other text, rich oral language interactions, and context.

Employ teaching strategies throughout the instructional cycle—before, during, and after students engage with text as readers and writers—that promote meaning making and integrate the language arts (i.e., reading, writing, listening, and speaking).

Learn how to facilitate students' deeper understandings of syntax (i.e., the way that words are combined into phrases and sentences and the way that sentences are structured and ordered to convey particular meanings) and the structure of complex texts.

Plan for and foster students' use of general academic and subject-specific language across the content areas.

Demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), and culturally and linguistically sustaining instructional practices.

Understand the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, as well as the importance of transfer between languages, and they are able to support their students in transferring skills across their multiple languages.

Teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments.

Teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically.

Select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. T

Provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions).

Support students in learning to critically view their own writing, to strengthen the focus or controlling idea, to improve support and organization, and to edit or proofread text for correctness, for logical progression and connection of ideas, syntax, grammar, punctuation, and spelling.

Demonstrate an understanding of the value of translanguaging⁴ techniques as an effective practice when supporting the development of expression in a variety of contexts.

Understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of literary and informational texts.

Demonstrate the ability to pair literary and informational texts and integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication across text genres.

Use strategies for capitalizing and extending students' background knowledge and language relevant to a particular text genre

Promote students' engagement in research, inquiry, and project-based learning and help students develop research questions, locate information from multiple sources, and evaluate its credibility.

Plan opportunities for students to read independently across genres in ways that build on and expands students' interests and fosters engagement.

Model and assist students to develop digital literacy, and integrate information technology, and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines (including but not limited to social media, blogs, and academic publications).

Beginning single subject ELA teachers demonstrate understanding of the crucial role of the foundational skills of reading in reading and writing development.

Promote students' ability to read multisyllabic words and guide students in applying the foundational skills in a variety of reading and writing learning experiences.

Model and assist students to develop digital literacy, and integrate information technology, and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines (including but not limited to social media, blogs, and academic publications).

Apply their knowledge of the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development.

Support students in being metacognitive about their own problem-solving strategies while reading.

Able to identify students who need additional support with foundational skills and make appropriate referrals for assistance while supporting their continued practice and development within their grade-level English language arts classroom.