

EDU 155/255 ASSIGNMENT #2:
BOOK REVIEW WITH DEVELOPMENTAL LEVEL AND ELA COMPONENT

This assignment provides feedback on the following TPEs

TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science and other disciplines across the curriculum, as applicable to the subject area of instruction.

10 POINTS

Goal

Demonstrate understanding of the California History/Social Science Content Standards or California Visual and Performing Arts Standards **and** English Language Arts Content Standards for your selected grade level by choosing a grade level appropriate text that demonstrates the interconnectedness of academic content areas (ie; history/social science and English language arts, or visual and performing arts and English language arts)

Topical Understanding

“How do we make it more likely-by our design-that more students really understand what they are asked to learn?” (Understanding by Design, pg. 4, Wiggins, Grant & McTighe Jay, 2005)
Weaving content through multiple academic areas allows students to process and grapple with new learning in different ways.

Topical Questions

How can teaching the history/social sciences, or visual and performing arts, help to develop a student's overall understanding of literacy?

How can ELA standards like: reading, listening and/or writing be used to enhance the history/social sciences, or visual and performing arts?

How can you use your chosen text to develop essential questions to promote critical thinking, or build arguments around your chosen standard?

Task : First decide whether you would like the text that you choose to support the history/social science, or the visual and performing section of your final unit design. Then, choose a text that will support a standard that you have chosen to address in your final unit design. Your chosen text must be developmentally appropriate, meet the needs of ALL students in your class and address an English language arts standard of your choosing.

STEP ONE

Consider the questions listed above. Identify an aspect of your chosen standard from your final unit design that could become an opportunity for your students to better understand your chosen history/social science, or visual and performing arts standards AND apply their understanding of

English language arts standard by completing a simple task based on the book that you have chosen

STEP TWO

In paragraph format, describe the standards that your book will address (for both history/social science or the visual and performing arts and English language arts). Write a short summary of your chosen text and EXPLAIN how it will support your chosen standards. Lastly, create a quick task for the students to complete that will demonstrate their understanding of the English language arts standard you have chosen.

For Example:

History/Social Science Standard: 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

English Language Arts Standard:

“1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Vocabulary and Concept Development 1.1
Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meaning of phrases.”

Chosen Text: Pink and Say by Patricia Polacco

Closing Activity based ELA standard: Given a copy of the text and an exit slip, students will work in groups to identify and explain the meaning of as many forms of figurative language as they can in 10 minutes.

STEP THREE

Think of any essential questions from your final unit that you can use to help guide the students' thinking through your chosen text. Also, think: are you going to teach the ELA standard that you have chosen, or will you simply point it out as a quick reteach before, or after your students read the text?

STEP FOUR

Prepare and deliver a 1.5 – 2 pages (double spaced) written paper that incorporates the following:

- A written reflection describing how you will use your chosen text, including the following:

Part I:

- a. Title, author, and a brief summary of your chosen text.
- b. Brief explanation of your chosen history/social science or the visual and performing arts and English language arts standards.
- c. List any essential questions that you may plan to use.

Part II:

- a. A typed one-page individual reflection about the process. Discuss: What did you look for when choosing a text? Is your chosen text developmentally appropriate for your unit's grade level? If not, how will you modify it to meet your student's needs? What are the ELA components within the text that may also be addressed? What

surprised you about the experience? How does this affect your unit plan?

- b. Include a brief description of the activity you have created for your students to complete so that you can check for understanding.

STEP FIVE

1. **Paper Submission:** Submit all written document as a single Word file via the Canvas Drop Box on or before date due. (Scan and merge documents as needed.) Be sure the written reflection is written in full prose and tells the complete story of your experience and considers the topics listed above.

Caution: Eliminate student names on work samples included on posters. Please remember NOT to use photos of students unless you receive written permission from parents.

RUBRIC FOR BOOK REVIEW WITH DEVELOPMENTAL LEVELS & ELA COMPONENTS

Purpose

The purpose of this assignment to:

- Construct an orderly and relevant learning experience while integrating ELA standards
- Find and evaluate resources to be used in the candidate's unit connecting the goals of the History-Social Studies, or Visual and Performing Arts Frameworks and Content Standards
- Demonstrate an understanding of developmental levels by choosing grade-level appropriate text

Process

Read several fiction, or non-fiction, texts that contain appropriate history-social science, or visual and performing arts information which are **simultaneously** developmentally appropriate for your unit's grade-level.

Product:

- Part 1: Identify the way that you will use your chosen text to either teach, or reinforce an appropriate history-social science, or visual and performing arts standard that will be incorporated in your final unit design.
- Part 2: A typed one-page individual reflection about the process. Discuss: What did you look for when choosing a text? Is your chosen text developmentally appropriate for your unit's grade level? If not, how will you modify it to meet your student's needs? What are the ELA components within the text that may also be addressed? What surprised you about the experience? How does this affect your unit plan?

Traits/ Scale	Part 1: Preparation, Select Text, & Identify Standards,	Part 2: Critical Reflection & Analysis
TPEs Addressed	<p>TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science and other disciplines across the curriculum, as applicable to the subject area of instruction.</p> <p>TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>	<p>TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathemtics, science and other disciplines across the curriculum, as applicable to the subject area of instruction.</p> <p>TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>
Weights	40%	60%
3	Chosen text is developmentally appropriate, supports the standards identified for both history-social science, or visual and performing arts and ELA. Modifications are in place, if necessary, to meet student needs. (4 pts)	Reflection of the chosen text in relation to identified standard(s) is strong and is being used to inform the unit planning going forward. (6 pts)
2	Chosen text is mostly developmentally appropriate, supports the standards identified for both history-social science, or visual and performing arts and ELA. Modifications are in place, if necessary, to meet student needs. (3 pts)	Reflection of the chosen text is present and is being used to inform the unit planning going forward. (5 pts)
1	Chosen text is developmentally inappropriate, or tangentially appropriate to the aims of the standards identified for both history-social science, or visual and performing arts and ELA. Modifications may not be in place, but were necessary, to meet student needs. (1-2 pts)	Analysis of the chosen text is simplistic and lacks reflection (2-3 pts)

