



LILIE, LLC Course Information

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Title of Course (*45 hours*):

Selecting Common Core Sources: Understanding Genre and Complex Text

Course Description:

The importance of literacy in all content area classrooms is a founding principle of the Common Core Learning Standards. This course will discuss the most prevalent genres being seen on assessments, provide strategies for assessing the rigors and opportunities of texts and model the various ways in which you can instruct students to understand the pieces themselves and cull information and understanding from complex pieces.

Overall Course Objective and Expectation(s):

- Explain the importance of literacy in all content areas
- Examine the use of genre on state assessments
- Select appropriate complex and rigorous texts according to the CCLS
- Identify strategies to be used when reading content area texts
- Model and explain the process of how to approach a complex text and read it for students
- Apply the researched content area specific strategy to a classroom activity and/or lesson
- Examine previously used texts against CCLS criteria to determine effectiveness
- Identify the challenges of selecting appropriate texts and how to remedy the problems
- Choose appropriate grade level texts based on CCLS, rigor, complexity, genre, and curriculum
- Create and plan lessons that incorporate complex texts and strategies
- Evaluate what has been learned throughout this course and how this information will be useful and utilized in planning, instruction, and assessment

Opportunities for Common Core Standards Alignment:

Course work will, when applicable, demonstrate the practice of common core standard shifts. This practice by instructors of LILIE courses may act as a model for implementation of learned information and skills into common core aligned classroom practice. Depending on the nature and thrust of the course objective, the course will make attempts to balance informational and literary texts, provide for deeper and more critical knowledge in the discipline(s), provide for a staircase of complexity, offer ways in which to demonstrate text-based answers, offer opportunities of writing from various sources applicable to course content and offer tiered academic vocabulary through resources, assignments and instructor-peer and peer-peer dialogues.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and

relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Required Readings (*subject to change*):

Navigating the Implementation of the Common Core State Standards: Getting Ready for the Common Core Handbook Series Douglas B. Reeves and Maryann D. Wiggs

Pathways to the Common Core: Accelerating the Achievement Lucy Calkins, Mary Ehrenworth, and Christopher Lehman

Strategies that Work: Teaching Comprehension for Understanding and Engagement Stephanie Harvey and Anne Goudvis

Text Complexity: Raising Rigor in Reading Nancy Frey

Texts and Lessons for Content Area Reading Harvey Daniels and Nancy Steineke

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I- The Foundation

Topic(s):

- Literacy
- Common Core Learning Standards
- State assessments(3-8)/ Regents exams and the use of genre
- State assessments(3-8)/Regents exams and text complexity and rigor

Objectives:

Participants will understand the role of literacy in every classroom and how the Common Core Learning Standards are a shift in the way educators approach literacy. Through the examination of the CCLS and state assessments and Regents exams, participants will be able to recognize that this shift in literacy is evident in these assessments by determining the use of genre as well as text complexity and rigor among all content area and grade level exams.

Impact on Classroom Instruction:

This week will provide participants the foundation to understand the necessity for each content area to teach and promote literacy. A review of the CCLS will highlight the expectations that all students must successfully read complex and rigorous texts in all content areas to be more effectively prepared for college and a career. After analyzing and discussing both state assessments and Regents exams, participants will better understand how appropriate text complexity and rigor need to be a consideration when selecting genres of texts for their students.

Learner Outcomes:

- Explain the importance of literacy in all content areas in connection to the CCLS
- Discuss the Common Core Learning Standards and the impact on instruction
- Analyze both state assessments and Regents exams to identify format and use of genre
- Recognize text complexity and rigor among the various assessments

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Introduce self to classmates and share the reasons for taking this course
- An accurate explanation of the reasons that literacy is an integral component in every content area classroom in accordance with the CCLS
- Share one specific grade level and content area assessment's use of genre and text complexity
- Examine a variety of state assessments and Regents exams in another content area to discuss the genres of texts being used and their complexity levels



Week II- The Impact Of Our Findings

Topic(s):

- Observations from cross-curricular/grade level analysis of assessments
- Genres
- A balance among genre?
- Ways to improve instruction

Objectives:

As a result of making cross-curricular connections among the state assessments, participants will be able to formulate a plan on how to better support students as they approach these same genres in all content area classrooms. Understanding the use of genre in all areas will strengthen students' abilities to successfully read, analyze, and comprehend any text in all content areas.

Impact on Classroom Instruction:

This week participants will identify genres used among state assessments and recognize that even though the CCLS does want students to learn and read both informational and literary texts, nonfiction texts are predominant among all of the content areas. Having a balance in all content areas between both literary and informational texts is crucial to adequately prepare students for assessments as well as college and a career. Participants will also be provided with additional tools to support them in teaching students to recognize both kinds of texts and develop a plan on how to read them.

Learner Outcomes:

- Compare/contrast the use of genre among various content area and grade level assessments
- Evaluate current text selections in classroom and determine if there is a balance
- Critique instructional strengths and weaknesses with literary and informational texts
- Modify planning and instruction based on this week's assignments and reflections

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- After examining various assessments last week, summarize your observations in regards to use of genre. What does this tell you about the impact of the instructional shifts due to the CCLS?
- Discuss the types of supplementary materials that you use with your students in terms of genre. Is one genre dominant? Why?
- Reflect and share your strength(s) and weakness(es) teaching literary texts and informational texts
- Describe how you can use both literary and informational texts in your classroom



Week III- The Texts

Topic(s):

- Text complexity and rigor
- Quantitative measures of text complexity
- Qualitative measures of text complexity
- Lexile levels
- Text selection

Objectives:

Participants will complete this week with the ability to choose appropriate texts for their students that adhere to the CCLS, text complexity and rigor, and genre. They will be able to create lesson plans that revolve around such texts that require students to critically think about their learning and therefore, be better prepared for any assessment. At the same time, participants will understand the necessity for offering students the necessary support and instruction to be able to read these texts successfully.

Impact on Classroom Instruction:

This week participants will thoroughly examine text complexity and rigor in regards to the CCLS. As a result, participants will be able to assess the current process they use when selecting texts and determine ways to streamline this process to successfully address the demands of the CCLS. The participants' personal reflection will allow them to improve their planning and instruction to ensure their students are exposed to and reading high-level genres of text to become independent critical thinkers and learners.

Learner Outcomes:

- Define text complexity
- Explain the role of quantitative and qualitative in the text selection process
- Select texts that meet the CCLS requirements, reflect quantitative and qualitative measures, genre, and text complexity and rigor
- Create a lesson that highlights an appropriate text and instruction that supports all students' learning needs

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

-Reflect and respond on how you currently determine whether or not a specific text is appropriate to use with your students.

-After assigned readings, explain the process that should be used when considering an appropriate grade-level text and critique your own process. What have you learned?

-Research and find one nonfiction text and one fiction text that you can use in your classroom that meet the CCLS demands of text complexity and rigor and genre.

-Develop and share a lesson or activity that demonstrates how you would use one of your two researched texts



Week IV- Application

Topic(s):

- Reading strategies
- Matching readers to texts
- Close reading/Text dependent questions
- Bloom's Taxonomy
- Lessons
- Reflection

Objectives:

Participants will be able to integrate reading strategies to scaffold instruction and support students as they engage in complex and rigorous texts. Part of the text selection process is understanding the importance of matching readers to text and the teacher's role during this process. Participants will be more cognizant in the future of selecting texts with this criteria in mind. Through the practice of developing an activity that incorporates close reading and text dependent questions, participants will be able to apply these same skills in future lessons. As a result of this course, they will return to the classroom better educators with an intent focus on text selection based on genre and appropriate complexity and rigor.

Impact on Classroom Instruction:

This week participants will be provided with strategies that they will be able to use with their students to support them as they read these more challenging and complex literary and informational texts. In addition, participants will be asked to reflect on the previously posted lesson (week three) and determine whether or not it is an example of best instructional practices and what should remain in the lesson and what can be added to it. As a conclusion to the course, they will be able to share what they have learned and explain how they will apply this new knowledge to improve their planning, instruction, and assessment.

Learner Outcomes:

- Identify strategies that can be used to support students to approach, read, analyze, and understand both literary and informational texts
- Match suitable texts to readers based on a set of criteria
- Explain close reading and how to develop text dependent questions to address CCLS
- Incorporate the higher levels of Bloom's Taxonomy when developing questions to scaffold learning for students
- Design a lesson that incorporates a reading strategy, close reading and text dependent questions, and either a literary or informational text (must be different from week three)
- Assess what has been learned during this course and how this information will be utilized in planning, instruction, and assessment

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Review the strategies and state how the use of specific strategies will assist both you and your students
- After completing assigned readings on matching readers to texts, close reading and text based questions, reflect on week three's lesson and critique it. What would you keep? What would you change?
- Research and select a new text or use the remaining text from week three and create a lesson that includes a close reading activity, text dependent questions, and demonstrates an understanding of what you have learned from this course.
- Share what this course will impact your planning, instruction, and assessment in the future.