



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Literacy in Every Classroom

Course Description:

"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of **Content Area Reading: Literacy and Learning Across the Curriculum**

A literacy rich classroom is one that develops young minds to read independently, think critically, immerse themselves in varied texts, communicate effectively to different audiences, objectives, and disciplines through both spoken and written language and critique and evaluate evidence and arguments. Educators in this course will be able to understand the value of a literacy rich classroom, apply the literacy related next generation skills to their instruction, create and employ meaningful and measurable lessons that help to develop our students and will ultimately exit this course with the instructional tools to meet and exceed the literacy demands of the 21st century.

Students will, in turn, benefit from their teachers' new expertise in the purposeful blending of reading and ample opportunities for demonstrating learning, thinking and voice with rich writing opportunities explored and crafted throughout this course. Practicing these skills in tandem are integral to the development of a successfully literate classroom reflecting the Next Generation of skills necessary for success.

Overall Course Objective and Expectation(s):

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching gifted students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

This course is designed to allow participants ample opportunities to evaluate and assess their own instructional practices as well as apply what they are learning during our course with current students as well as future ones. Assignments have been created in order to prompt participants to create activities and lesson plans that will center around both texts and reading and writing skills. Since today's students must complete their schooling with the abilities to think critically, problem-solve, discern between facts and bias, make inquiries, and form opinions and questions, it is necessary for them to engage with texts that require the application of these skills. In order for these results to happen, there must be a balance between fiction and nonfiction texts that can be read with ease and texts that require close reading, deeper analysis, and re-reading. It is also necessary that educators are using literacy skills to further enhance student understanding of content, and content specific materials are used to allow for students to read, write, and speak about their new content learning. Quality

reading instruction models the application of specific reading strategies based on genre, content, and before reading, during reading, and after reading. Students will improve their reading skills if they are expected to read, navigate, comprehend and demonstrate their understanding of both genres across all disciplines. The academic assignments throughout the month reinforce all of these factors and support teachers in their understanding and application of content and pedagogy to consistently improve professionally while the resources included in this course have been carefully selected to ensure that participants have access to current information as well as examples of the materials that they are expected to develop.

Participants will complete this month with a myriad of strategies to support and challenge students, multiple reading, writing, and speaking activities centered around quality fiction and nonfiction texts, a lesson plan that incorporates paired texts across genres, and a lesson plan that incorporates both reading and writing skills, student choice, and assessment. They will be better prepared to design literacy instruction that is engaging, interesting, addresses content specific standards, and improves achievement and growth for their students and themselves.

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

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record 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 1

Topic(s):

- Personal introductions and reasons for taking this course
- Common Core Learning Standards and Literacy Standards and Next Generation Learning Standards
- 21st Century reader
- Content area literacy and reading
- Effective reading instruction
- Literacy rich classrooms
- Text complexity and rigor
- Text selection
- Matching student to text

Objectives:

Participants will be able to

- explain the importance of literacy in all content areas through the examination of the Next Generation Standards and the CCLS and Literacy Standards
- identify the qualities of a 21st Century reader and literacy rich classrooms and assess
- develop and share an activity that incorporates skills that today's students need to be successful
- compare and contrast models of a literacy rich content area classroom with their own to identify possible changes and areas of success
- evaluate text selection process to determine appropriate levels of challenge, complexity, and rigor

Impact on Classroom Instruction:

This week provides the foundation for participants to review and further understand the reasons that reading and writing skills must be incorporated into their instruction on a daily basis. Through the examination of past and current standards and the emphasis in the course resources on the skills that students need to possess to be life-long readers and writers, participants will assess the ways that they use content and literacy as supports for one another instructionally, their own text selection process as well as their students' learning environments. This assessment will force participants to critically evaluate if they have to alter the way that they select supplementary reading materials to use instructionally or if they should continue to use the same guiding principles and reflect on classroom choices to determine if students are entering a classroom that promotes literacy. As a result, they will have immediate feedback to ensure that the texts that they incorporate into their instruction are rich with strong language and craft to be used as models and exemplars, provide opportunities for reading with ease and encountering challenge, require analysis to understand how smaller parts impact the text as a whole, and they can be used to extrapolate vocabulary to identify structure and author's perspective. Students will clearly benefit from exposure to appropriate complex and rigorous texts because they need to

develop the skill set to read and comprehend all texts that they are expected to read at any stage in their educational journeys. When participants complete this week with insights on how to select texts with a purpose in the future, their students will read the most suitable texts for content and literacy. Participants will also be cognizant of whether or not they are using literacy skills to teach content material and if they are choosing texts based on content as a way to practice literacy skills. If the classroom environment is designed to promote literacy and includes examples of reading and writing it sends a message to students that literacy is important. If the environment is lacking in some of these areas, participants can make different choices and even include students in the decisions to use literacy as a focal point in their learning environment.

Learner Outcomes:

Participants will develop an activity that not only incorporates critical thinking skills, but also has that necessary balance between content and literacy. The evaluation of personal classrooms and whether or not they reflect a literacy rich learning environment will encourage participants to continue with their choices or make changes. Participants will also have the opportunity to consider their text selection process to ensure that it is effective.

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

Academic Assignment Post One~

Please introduce yourself and include your name, the school and district where you teach, the content area(s) and grade level(s) (if applicable), the number of years that you have been teaching, and your reasons for taking this course.

Academic Assignment Post Two~

When designing quality literacy instruction, it is imperative to consider how literacy instruction can enhance student understanding of content and content can be used as a means to address literacy skills. Review the qualities of a 21st Century learner and reader, and the impact this information has on instruction. Develop and share an activity that requires students to apply the high level critical thinking and problem-solving skills that are required of today's students and integrate literacy to teach content and use content as a means to strengthen literacy skills. Please include the grade level, content area, and the title, author, and genre for all texts used in the activity.

Academic Assignment Post Three~

Regardless of the grade level(s) that you teach, it is important that students are consistently exposed to an environment that promotes and encourages literacy. After reviewing the resources and videos on quality reading instruction and a literacy rich classroom, identify three qualities that you believe should exist in every classroom. Compare your own classroom to these examples and share your observations and conclusions. How have you created an atmosphere that fosters literacy? What changes do you need to make in order for literacy to be a focal point?

Academic Assignment Post Four~

Supplementary materials have become a necessity for most educators in addressing literacy skills. Selecting texts that are appropriately complex and rigorous, but also reflect student's reading levels and provide reading challenges is critically important in all grade level and content area classrooms. After reviewing the resources highlighting these insights, share and evaluate your own process when you select supplementary materials for your students. How do you choose specific texts to enhance content? What factors do you consider when adding a text to your curriculum or deciding against using it? How do you assess whether or not a text is too easy or too challenging for a student to read and comprehend and how do you differentiate in order to address these concerns? Do you need to make any modifications to your text selection process? What do you currently have in place that is working and you would like to continue to do in the future?



Week II

Topic(s):

- Genre
- Fiction (literary elements and devices, and specific fiction reading strategies)
- Nonfiction (text features and structures, and specific nonfiction reading strategies)
- Reading strategies (general and content specific)
- Assessment
- Lesson plan with paired texts across genres

Objectives:

Participants will be able to

- Create an activity based on a fiction text
- Create an activity based on a nonfiction text
- Instruct students to recognize literary elements and devices, and nonfiction text features and structures to help read and understand each genre of writing
- Model the application of the most effective strategies based on content and genre and before reading, during reading, and after reading
- Choose to design a formative or summative assessment based on a fiction or nonfiction text
- Develop a lesson plan that incorporates paired texts across genres

Impact on Classroom Instruction:

This week will focus on ensuring that participants consider genre when choosing texts for instruction, especially when supplementary texts are going to be used to support new learning of content. There is often a misconception that an English course is the only time when students should read fiction and that is not the case. Participants are going to select both a fiction and nonfiction text regardless of the content area that they teach to reiterate the importance of having students read both genres in all of their classes. When students have exposure to fiction and nonfiction texts, they begin to develop and strengthen stronger reading skills to recognize text features and structures, define, use, and retain content specific vocabulary, an ability to select and apply the most useful reading strategies for before reading, during reading, and after reading a particular genre and increase their understanding of content.

In order for participants to design quality and effective instruction, they must collect data based on student performance through both formative and summative assessments. By designing an assessment for one of the genres of text and the activity, participants are determining successful and unsuccessful ways to assess reading comprehension of a text so that they can continue to make positive improvements to future instruction and assessment. It also provides concrete evidence on how to make adjustments to methods of delivery in order for students to be successful. Students need feedback in order to improve academically and an assessment can be used to identify strengths and areas of improvement and set new learning goals.

The creation of the lesson plan with paired texts will motivate participants to reconsider their future text selections and consider new ways to increase the amount of both fiction and nonfiction they incorporate into their instruction. In order for students to read successfully across genres, they must acquire and apply higher

level thinking skills to draw conclusions, formulate questions, make inferences, and extrapolate key details to understand each author's language and craft. Once again, the effort that is required to read and understand key concepts and/or content in both fiction and nonfiction texts results in student growth and development in all areas of literacy.

Learner Outcomes:

Participants will complete this week with a number of different materials that can be used for current and/or future instruction. Each activity is designed for participants to incorporate what they have learned about reading strategies for fiction and nonfiction texts, effective approaches to assess comprehension, and the use of paired texts.

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

Before completing this week's assignments post one and two, please review the resources on genre, fiction and nonfiction, general reading strategies and those specific to genre and content areas to help you.

Academic Assignment Post One~

Create an activity that requires students to apply a reading strategy to comprehend a fiction text and complete a task to show their understanding. In your post please include the objective for the lesson, the title and author of the text(s), and your justifications for choosing the text(s). Please identify the resource or link where the text can be located for others to access it.

Academic Assignment Post Two~

Create an activity that requires students to apply a reading strategy to comprehend a nonfiction text and complete a task to show their understanding. In your post please include the objective for the lesson, the title and author of the text(s), the assessment and your justifications for choosing the text(s). Please identify the resource or link where the text can be located for others to access it.

Academic Assignment Post Three~

Review the course resources on ways to assess comprehension. Design a formative OR summative assessment for the activity that you shared in post one using a fiction text OR the activity that you shared in post two using a nonfiction text. If you are more comfortable using one particular genre, use this assignment as a chance to develop new materials that you can use with your own students.

Academic Assignment Post Four~

Apply what you learned this week about genre, reading strategies, and assessment to develop a lesson plan that requires students to read paired texts across genres. Remember that texts can be paired because of topic, content, theme, author, writer's language and craft and/or use of persuasion or argument. You may choose a lesson plan format of your choice; however, please include the following: the grade level and content area (if applicable), the unit of study, the learning objectives, the title, author, and genre of each text, the reading strategy(ies) that students will utilize to read and comprehend each text, the activity that students will complete using the paired texts, the assessment to show student understanding, and how you will evaluate their work.



Week III

Topic(s):

- Vocabulary
- Talking about text
- Picture books
- Silent sustained reading

Objectives:

Participants will be able to

- develop a vocabulary activity to learn content specific terms OR strategies to improve their vocabulary instruction
- explain the benefits of the strategy, talking about text
- identify how to use talking about text in content areas
- research, select, and share titles of picture books and explain how their usage enhances content
- design an activity to be used with SSR

Impact on Classroom Instruction:

The purpose of this week is to provide additional opportunities for participants to create and develop materials that they can use with their current students or for future ones. This week highlights four different ways to utilize reading instruction in conjunction with content. Many students struggle with vocabulary and therefore, they do not understand a text. Content specific vocabulary can present students with new challenges because they are expected to know terms for each course and that can be very overwhelming. Participants have the choice of designing a vocabulary activity to increase and improve content specific vocabulary recognition, usage, and recall OR an activity that incorporates a strategy to use when students encounter unknown vocabulary in any text. The creation of this task results in participants having further support for their students with vocabulary instruction, especially because they will have access to all of the activities shared on the class forum. The repetition of recognizing and using content specific vocabulary words increases student retention and if they have strategies that can be used when they encounter unknown vocabulary words, they will improve their reading skills and comprehension across all content areas.

Talking about text is an instructional approach that has clear and specific guidelines in order to guide students through a deeper understanding of a text that will result in quality discussions. Some participants may use this strategy currently and may use the resources to provide new insights or suggestions on how to change up their current approach. For participants who do not use an organized format for students to engage in discussions about text, they have this method to implement and determine its effectiveness for them and their students. Many students like to speak about a text rather than write about it and there is enough structure in this activity to guide students who may feel unsure about what to say or how to begin, but it remains open ended enough that students can engage in a Socratic Seminar when they are ready for that level of discussion.

Picture books are a resource that are often under-utilized at the secondary level. This assignment is designed to motivate all grade level and content area teachers to consider incorporating picture books into their instruction. Students usually respond positively to them because of their length, their writing style, the use of visuals (even in higher level picture books), and their variety. Hopefully, all participants will find examples of books that they can add to improve student understanding of content and can be used for both reading and writing tasks and the last strategy, talking about text.

The final assignment for this week is to highlight the benefits of having students choose a text that they want to read and to focus solely on reading it. Assessments can be given where students can write or talk about what they have read and their work can be evaluated in many different ways depending on the purpose of the reading and/or the task. Students enjoy selecting their own books to read, especially in classes where they are frequently assigned reading materials; it is a personal outlet for them. When students read for enjoyment and based on their interests, there is an increase in their motivation and engagement. It is another instructional approach to increase student involvement and encourage students to read. Creating the activities and sharing them offers all the participants immediate options to incorporate to their own SSR tasks or new ideas for reading fiction or nonfiction texts.

Learner Outcomes:

Participants will design activities that focus on vocabulary, a picture book to teach content, and silent sustained reading. In addition, participants will also examine the possibility of using the strategy, talking about text. This week prompts participants to develop additional resources that can be used for current and/or future instruction.

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

Academic Assignment Post One~

Students often struggle to understand a text because of its vocabulary. Design and share a vocabulary activity that is designed to strengthen student understanding of content specific vocabulary OR an activity that includes a strategy for students to apply to understand vocabulary based on its usage in a text.

Academic Assignment Post Two~

Even though literacy predominantly focuses on reading and writing skills, it is equally important for students to be able to talk about text. Review the course resources on this strategy and explain an example of how you can use it in your content area. What guidelines would you implement? How would you organize students to engage in their discussions (flexible grouping, random grouping, partnerships)? How would students be responsible for sharing what they have learned? What methods would you use to record their progress?

Academic Assignment Post Three~

Picture books are a valuable way to teach students content. There are numerous picture books available for all grade levels and content areas. Research and share two titles of picture books that you can use with your students in a current or upcoming unit of study and explain how each one will enhance student understanding of the content. If possible, consider selecting a fiction and nonfiction picture book on the same topic to provide students additional exposure to genre.

Academic Assignment Post Four~

Silent sustained reading is another reading strategy that is often incorrectly associated with English courses. It is a fantastic way to differentiate for students and teach them the joy of reading. Please review the course resources on this topic and explain whether or not you would incorporate this idea into your own class and how often. In addition, create one activity that students would have to complete based on their SSR.

**Topic(s):**

- Writing tasks
- Graphic organizers
- Assessment
- Reading and writing together to enhance understanding of content and skills
- Lesson plan with reading and writing tasks
- Reflection

Objectives:

Participants will be able to

- design a writing task to show understanding of content material
- research and share a graphic organizer to be used before, during, or after reading a text OR to prepare for completing a formative or summative writing task
- develop a lesson plan that incorporates course content (appropriate high-quality text selection, incorporation and application of reading strategies, writing task, formative or summative assessment, and evaluation)
- assess the course and identify specific areas to improve in the future

Impact on Classroom Instruction:

This final week is another opportunity for participants to apply what they have learned. When possible, they can use the materials that they have created and use them during a current unit of study and then evaluate their instruction to continue to grow professionally. Participants are going to design a writing task that is based on a text. Since all content area teachers are expected to address literacy, which includes both reading and writing skills, it is valuable to practice creating one within this forum with support and feedback. If necessary, modifications can be made to the original activity or if it is successful, it can be assigned to students. Once again, the practical application of creating materials based on what is being taught in class allows for participants to have the hands-on experience.

Graphic organizers are an extremely useful tool to help students with organization and planning, but they can also be used as a means to offer support and even challenge to students depending on the type of organizer and the way that it is used. This week's second assignment will offer participants numerous examples of organizers and ideas (from their peers' posts) that they will be able to use with their own students. Students who are easily disorganized or distracted like the simplicity of an organizer and for those students ready for additional challenge, they can complete an organizer that will illicit further analysis and understanding of a text. The completion of this assignment results in many new and useful materials that can be used immediately.

The final lesson plan is a culminating activity to incorporate quality text selection, literacy skills centered around reading and writing, assessment, and the evaluation of text comprehension and writing. Participants can design a lesson plan for a current unit of study or a future one and will have the option of implementing it immediately or based on peer and instructor feedback and insights, tweak the plan. It is a chance for participants to design

instruction that supports and challenges students to meet learning goals and standards with appropriate instructional approaches and resources.

Learner Outcomes:

This week focuses on the importance of including writing tasks into all content area classrooms. Graphic organizer is an amazing tool that can be used in multiple ways. Participants will be able to create an activity that centers around an organizer as either a means of support or to offer more challenge. The creation of a lesson plan brings all new learning from this course together and through the evaluation of the course, participants are able to reflect on modifications that they would like to make in their own instructional practices.

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

Academic Assignment Post One~

Design a writing task for students to demonstrate their understanding of a text. Please include the grade level and content area (if applicable) the objective, the title, author, and genre of the text, the writing task and how it will be assessed. Explain how this particular task also helps to assess student understanding of content.

Academic Assignment Post Two~

Graphic organizers are a wonderful tool to differentiate instruction by providing both support and/or challenge for a particular student. Research and share a graphic organizer that can be used either before reading, during reading, or after reading a specific text OR as a means to prepare students to complete a formative or summative writing task. Please include the grade level and content area (if applicable) the name of the graphic organizer, its purpose in this activity, and how you can differentiate it in response to students' needs.

Academic Assignment Post Three~

Develop and share a lesson plan that uses literacy skills to teach new content and content materials as a way to address literacy skills. You may choose the lesson plan format of your choice; however, please include the following: the grade level and content area (if applicable), the unit of study, the learning objectives, the title, author, and genre of the text(s), the reading strategy(ies) that students will utilize before they read, while they read, and/or after they read, the writing activity that students will complete based on the text, the formative or summative assessment to show understanding of the text, and how you will evaluate their work.

Academic Assignment Post Four~

Please reflect on what you have learned during this month and share changes that you will make to your planning, instruction, and assessment. What are you excited to implement in your literacy instruction for your students?

Graduate Assignments

Assignment One~

Select a supplementary text of your choice (fiction or nonfiction) and design a lesson plan that incorporates the topics of our first two weeks: quality text selection, the inclusion of critical thinking skills, specific reading strategies based on genre, and appropriate and effective use of assessment. You may choose the lesson plan format of your choice; however, please include the following: grade level and content area, the unit, title, author, and genre for each text, objective(s), the ways that students will prepare to read, the specific reading strategy(ies) to apply to read and understand the text, and the steps they will complete after reading the text, and how students will be assessed.

Assignment Two~

Pretend that you are responsible for creating and presenting a professional development workshop on literacy instruction. What information from our course is essential for you to highlight and explain to your colleagues? Why? What materials, resources, and/or links will be valuable to share with them? Since none of us enjoy being bored during PD and based on what you have learned this month, how will you ensure this does not happen for your colleagues? How will you organize and present this information and keep your “audience” interested and entertained?

Assignment Three~

Write a three to five-page research paper on literacy or any topic related to it. The topic of this assignment is very open ended to allow flexibility for each of you to decide on a specific area of literacy that you would like to study further. You can use resources from our course home page in addition to ones that you locate on your own. Please remember to cite your sources and use MLA format.