LEE 166: Disciplinary Literacies & Integrated Curriculum Syllabus

Fall 2024

Instructor Information

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Course Information

Course Modality: In person
Course ID: 74901
Units: 3.0
Class Meeting Location & Time: Thursdays 9:00am-11:50am
Canvas: fresnostate.instructure.com
Course description: Literacy plays an important role in subject matter instruction and cannot be separated from the learning of academic content. Through literacy practices, students read, investigate, speak, debate and write about the content they study. Recognizing the important role literacy plays in students' abilities to understand and apply disciplinary knowledge, the ***California Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*** and the ***California English Language Arts/English Language Development Framework*** require teachers to develop students' literacy abilities across all content areas. Through an inquiry-based approach to learning, candidates will develop a deep understanding of the literacy practices of various discipline areas (i.e., math, science, social studies, visual/performing arts) and how to support children's understanding of and competence with these disciplinary practices. Applying the 4Es Model of disciplinary literacy instruction (Engage, Engineer, Examine, Evaluate; Moje, 2015), candidates will collaborate to develop and implement a cross-disciplinary inquiry project that blends literacy, technology, visual/performing arts and multiple content areas.

Required Course Materials

Inclusive Pedagogies
Authors: Christina Page; Jennifer Hardwick; and Seanna Takacs OER
Inclusive Pedagogies (pressbooks.pub)
Supporting Secondary Teachers' Critical Disciplinary Literacies
Author:Jeanne Dyches

Introduction – Supporting Secondary Teachers' Critical Disciplinary Literacies (pressbooks.pub)

Here are some recommended texts if you would like to explore the course concepts more deeply:

1. Altieri, J. L. (2011). *Content counts!: Developing disciplinary literacy skills, K–6*. Newark, DE: International Reading Association. **Available for FREE Download through Fresno State E-brary at the following link:** Content Counts
2. Brock, C. H., Goatley, V. J., Raphael, T. E., Trost-Shahata, E., & Weber, C. M. (2014). *Engaging students in disciplinary literacy, K-6: Reading, writing, and teaching tools for the classroom.* New York: Teachers College Press. **Available for FREE Download through Fresno State E-brary at the following link:** Disciplinary Literacy K-6
3. Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms* (2nd edition). San Francisco: Jossey-Bass. **Available for FREE Download through Fresno State E-brary at the following link:** Reading for Understanding
4. Wiggins, G. P., & McTighe, J. (2011). Understanding by design guide to creating high-quality units. Alexandria, VA: ASCD. **Available for FREE Download through Fresno State E-brary at the following link:** Understanding by Design
5. Literacy Leadership Brief: Content Area and Disciplinary Literacy: Strategies and Frameworks (literacyworldwide.org)

Course Specifics

Course goals: Develop candidates' capacity to:

1. 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 (TPE 1.4; 1.6; 3.2; 3.5; 3.6; 6.1, 7.3 I; 7.4 P; 7.9 I)

2. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (TPE 1.5, 7.6 P; 7.7 I)
3. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1, 7.7 A, 7.2 I; 7.4 I, P; 7.8 A)
4. Plan, design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts and digital tools (TPE 1.7; 3.3; 4.8; 6.1)
5. Design and implement assessment practices that reflect the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, including multiple means for students to demonstrate their knowledge, and student self-assessment (TPE 3.4; 4.3; 5.1; 5.3; 6.1, 7.1 P; 7.6 I; 7.10 A)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking (TPE 4.6, 7.6 P)

STUDENT LEARNING OUTCOMES

1. Compare how reading, writing, talking, listening and viewing are used within different disciplines (7.6 I, P)

2. Analyze the student knowledge required for a variety of disciplinary texts and tasks (7.8 I, P, A, 7.9 I, P, A).

3. Adapt generic literacy instructional strategies to meet the reading and writing demands of different discipline areas (7.7 P, 7.11 I, P, A).

4. Design and implement an inquiry project using disciplinary literacy instructional practices that integrates technology, visual/performing arts, and multiple content areas (7.8 I, P, A, 7.9 I, P, A)

5. Design and implement instruction that guides students through the phases of inquiry, including generating questions, gathering and analyzing sources, synthesizing claims and evidence, critically evaluating and revising arguments, and communicating findings (7.1 I, P 7.2 A, 7.3 I, P)

6. Design and implement assessment practices that analyze students’ inquiry skills and content knowledge (7.9 A, 7.10 A)

7. Use assessment information to design and implement instruction that supports identified student needs (7.10 I, P, A)

Major Assignment Descriptions

Disciplinary Literacy Project Report & Presentation

Students will collaborate in subject area or grade level groups to construct a report and presentation regarding the ways that literacy is used within a particular discipline or content area, and how to scaffold and support literacy tasks so that the literacy components, alongside the content components are aligned with both the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects the ELD Standards and ELA/ELD Framework; the concepts of Universal Design for Learning; and the California Dyslexia Guidelines, in such a way that all learners can access disciplinary literacy in grade-appropriate and student-led ways. The project will focus on broad concepts of literacy to include: reading, writing, and communicating. The report and presentation will be based on information collected through interviews, article reviews, and student reflections.

- Report & Presentation Rubric

Instructional Activities

Candidates will complete three assignments using the instructional activity learning cycle. This cycle will involve 4 phases: 1. Learning about the core instructional practice through instructor modeling or examining videos and cases; 2. Preparing for and rehearsing the core instructional practice through collaborative planning and microteaching; 3. Enacting the core instructional practice with students in a classroom through co-teaching; and 4. Analyzing the enactment through video analysis and reflective writing and discussion. The Instructional Activities will be assessed based on the candidate's competence in identifying instructional actions (moves), interpreting the impact of these moves, and reflecting on alternative moves to achieve the learning goals.

The 3 core instructional practice assignments are:

1. Initiating Inquiry

This assignment can be the first lesson in the Inquiry Unit assignment (described below). Candidates will develop a lesson to stimulate student curiosity around a topic of relevance. Through strategic questioning and discussion, candidates will guide students to develop and refine meaningful questions to investigate further through the inquiry process.

- Rubric

2. Text/Task Analysis

This assignment can be completed as part of the Inquiry Unit assignment (described below). Candidates will analyze the texts/tasks for one lesson. Through this analysis, candidates will identify the content, textual, language, and disciplinary literacy knowledge demands of the texts/tasks; determine the areas where students will need support; and adapt instruction or materials to support students' successful learning through instructional moves that are aligned with the California Dyslexia Guidelines, as well as the California English Learner Roadmap.

- Rubric

3. Formative Writing Assessment & Instruction

This assignment can be completed as part of the Inquiry Unit assignment (described below). Candidates will describe a writing lesson that they will analyze, then identify systematic ways that the lesson fosters writing in the classroom overall.

A template is provided for the reflection portion of the assignment, as well as a rubric to analyze student writing produced and identify areas of needed support. Candidates will use the state literacy standards and assessment results to guide the development of instruction to support students' successful learning, implement the instruction, and reflect on the outcomes of their instructional moves.

- Rubric

TOTAL ***Interdisciplinary Inquiry Unit***

Candidates will design an instructional unit (5 lessons) focused on a topic an inquiry question. Applying the 4Es Model of disciplinary literacy instruction (Engage, Engineer, Examine, Evaluate; Moje, 2015), Candidates will collaborate to develop and implement a cross-disciplinary structured inquiry project. The project unit will blend literacy, technology, visual/performing arts and multiple content areas to engage students in authentic disciplinary practices. Unit contains 5 lessons: each lesson designed is 60 points-- total 300 points Integration: (across the 5 lessons a variety of subjects are addressed): 50 points Literacy: EVERY LESSON contains the application or development of Literacy skills—50 points

400 POINTS

- Rubric

Text Sets/Picture Book Think Sheet

Students will focus on grades TK - 3. First, they will need to choose a book that they plan to use for this activity that could fit as part of a content themed text set, then think

about each foundational skill area listed in the provided template and briefly describe an activity that could be used with the chosen text to practice that particular foundational skill in context, using the content as a vehicle to engage children in practice. They will also describe scaffolds and supports that may be helpful in providing equitable access through a UDL lens to the activities for multilingual learners and those with reading disabilities. After completing the chart, students will briefly describe a writing activity that can align with the content, help children make meaning of the disciplinary concepts in the chosen text. Students should consult the ELA/ELD Framework and the CA Dyslexia Guidelines to guide their instructional decisions.

- Click here to make a copy of the template
- Rubric

Attendance: All students should attend all courses. If a student is ill or needs to miss, please contact me directly for makeup work and assignments. Please communicate with me to better support you.

Grading policy:

100 points-Disciplinary Literacy Project (11%)
50 points-Disciplinary Presentation (5.5%)
50 points-Lesson 1 (5.5%)
50 points-Lesson 2 (5.5%)
50 points-Lesson 3 (5.5%)
200 points-Reflections/Group Work (22%)
400 points-Final Interdisciplinary Inquiry Unit (45%)
Total- 900 points (100%)

A grade of C or better is required to pass this class.

Assignments and Grading

Assignment	Points	Student Outcomes	TPEs
Disciplinary Literacy Project Report	100	1, 4	3.1
Disciplinary Literacy Project Presentation	50	1, 4	3.1

IA 1: Initiating Inquiry	50	2, 5	1.5; 1.7; 3.1; 3.3; 4.6; 4.8
IA 2: Text/Task Analysis	50	1, 3, 4	1.4; 1.6; 3.2; 3.3; 3.5; 3.6; 6.1
IA 3: Formative Writing Assessment/Instruction	50	4, 6, 7	3.1; 3.4; 4.3; 5.1; 5.3; 6.1
Interdisciplinary Inquiry Unit	100	1, 2, 3, 4, 5, 6, 7	1.4; 1.5; 1.6; 1.7; 3.1; 3.2; 3.3; 3.4 3.5; 3.6; 4.3; 4.6; 4.8; 5.1; 5.3; 6.1
Total	400		

Grades will be posted on Canvas so you can monitor your progress. Final grades will be determined according to the following scale: 90%= A, 80-89%= B, 70-79= C, 60-69%= D, 59% or below = F. (See the rubrics in the syllabus for further clarification on grading

Course Policies & Safety Issues

Please review University Policies to ensure coherence with any classroom policies and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

The campus recommends that all individuals who access any in-person program or activity (on-or off-campus) operated or controlled by the University follow COVID-19 vaccine recommendations adopted by the U.S. Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH) applicable to their age, medical condition, and other relevant indications and comply with other safety measures established by each campus.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that

would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL be available for your viewing.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at Fresno State Student Ratings for Instruction (SRI)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning

and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- Adding and Dropping Classes
- Cheating and Plagiarism
- Computers
- Copyright Policy
- Disruptive Classroom Behavior
- Honor Code
- Title IX

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.
Students can report incidents of alleged sexual misconduct to either or both of the following resources:
Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003
Fresno State Police Department | fresnostate.edu/police | 559.278.8400
Students can access confidential support from two separate resources on campus:
Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796
Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

University Services

The following University services can be found on the web at:

- Associated Students, Inc.
- Students with Disabilities
- Dream Success Center
- Library
- Learning Center Information
- Student Health and Counseling Center
- Academic Success Coaching
- Survivor Advocacy
- Writing Center

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Course Calendar

Tentative Course Schedule
Fall 2024

	Date	Topic	Reading Assignment
1	**August 22**	• Inquiry Overview • Culturally Responsive Teaching • How would you describe Disciplinary Literacy and how does it prepare children/students for a global society? • Collaborative Discussion Strategy: Read-Pair-Share	**Review Syllabus; Module 1** **Key in-Class Texts for Collaborative Discussion:** • *Content counts!: Developing disciplinary literacy skills, K–6*. Chapter 1 (course required text) - 6 Word Stories to Process • In the Classroom - Inquiry based learning (aitsl.edu.au) ○ (small group discuss how foundational reading skills, including phonological awareness modeling, were integrated into the multidisciplinary literacy (video w/notice and wonder) • Introduction – Supporting Secondary Teachers' Critical Disciplinary Literacies (pressbooks.pub) (3rd -8th Focused) (Read-Pair-Share) or • Approaching Interdisciplinary Teaching: Using Informational Texts During Social Studies | NAEYC (TK-3rd Focused) (Read-Pair-Share)
2	**August 29**	• Critical Learning Conditions ○ Creating spaces to support students' literacy development • Disciplinary Literacy Inquiry Project • Disciplinary Literacy Instruction	**Module 2** **Key In-Class Texts for Collaborative Discussion:** **Using Read Alouds with Critical Literacy Literature in K-3 Classrooms | Reading Rockets**

	Date	Topic	Reading Assignment
3	**September 5**	Disciplinary Literacy Inquiry Project Introduction to discussion strategies to develop oracy within a disciplinary literacy context (define, practice in small groups, and consider in context through small group discussion) Introduction to California Dyslexia Guidelines: ● Review/Read Guidelines ● Share implications of guidelines for designing Disciplinary Literacy experiences for children with literacy disabilities to ensure equitable access to inquiry-based and disciplinary-based literacy. ● Consider the informed action/service learning components from the C3 Hub and how they nurture reading and writing skill sets	**Module 3** **Key In-Class Texts for Collaborative Discussion:** ● California Dyslexia Guidelines students engage in "Close Reading" in class and share out.) ● Hubs - C3 Teachers (In-class activity to explore and analyze Social Studies Inquiries and discuss the literacy tasks in those units, as well as noticings around the curated texts sets and how those can help spark inquiry cycles - Socratic Seminar in grade level ranges) ● *Content counts!: Developing disciplinary literacy skills, K–6*. Chapter 3
4	**September 12**	**Service-Learning as Pedagogy of Inquiry**	**Module 4** **Key In-Class Texts for Collaborative Discussion:** ● WHAT'S SERVICE-LEARNING GOT TO DO WITH SOCIAL JUSTICE? (naspa.org) ● **The Power of Literacy: Read,...** ● **10 creative service learning projects to inspire your students - Serve Learn** ○ (Students discuss literacy tasks that will align with the projects and break them down to identify specific literacy skills that need to be present/pre-taught)
5	September 19	**Designing Integrated Curriculum Units**	**Module 5**

	Date	Topic	Reading Assignment
		● **DLP report/presentations due**	**Key In-Class Texts for Collaborative Discussion:** ● **Backward Design | Center for the Advancement of Teaching Excellence | University of Illinois Chicago (uic.edu)** ● *Content counts!: Developing disciplinary literacy skills, K–6*. Chapter 5) ○ (students discuss what skills they may assess in writing and how they might assess them throughout a unit - Talking Chips to Discuss) ● "What to teach and how to teach it: Elementary teachers' views on teaching inquiry-based, interdisciplinary science and social studies in urban settings (available in Module) ● How to build a healthy asses... ○ *Students watch individually but then review specific points through round robin discussion in small groups/chatbox interaction ● Literacy Assessment: Definitions, Principles, and Practices - National Council of Teachers of English (ncte.org) (Break into sections and use autodraw to create a share-out) **DLP report/presentations due**
6	September 26	**Using Complex Texts - Vocabulary Development**	**Module 6** **Key In-Class Texts for Collaborative Discussion:** ● Linking the Language: A Cross-Disciplinary Vocabulary Approach | Reading Rockets

	Date	Topic	Reading Assignment
			● Linking the Language: A Cross-Disciplinary Vocabulary Approach | Reading Rockets ○ (Jigsaw with article using IdeaBoardz) ● Instructional Components graphic explained and discussed to model how to teach vocabulary in context of multidisciplinary literacy (available in module) ○ Students practice word mapping in small groups ● Using Movement to Teach Vocabulary ○ (discuss in small groups with sample content topics about how to apply in a disciplinary literacy unit of that topic)
7	October 3	**Using Complex Texts**	**Module 7** **Key In-Class Texts for Collaborative Discussion:**
8	**October 10**	**Designing Integrated Inquiry Units Continued**	**Module 8** **Content Text Set Think Sheet/Analysis Due** **Click here for the Text Set Think Sheet** **Achievethecore.org :: Text Complexity** *Content counts!: Developing disciplinary literacy skills, K–6*. Chapter 6) **A Framework for Inclusivity: Project-Based Learning for Black and Brown Communities (definedlearning.com)** (Small group discussion on this article and how we foster success by knowing our student data and using

	Date	Topic	Reading Assignment
			appropriate supports, scaffolds, and pre-teaching. We will also discuss why we don't level group students in disciplinary literacy in relationship to ideas from the above article)
9	October 17	**Comprehension Development Continued** ● Comprehension Across Disciplines ● Selecting texts ● Text & Task Analysis	**Module 9** **Key In-Class Texts for Collaborative Discussion:** Module-embedded morphemic/structural analysis infographic with small group discussion questions The Power of Literacy: Read, Write, Think, Discuss—Disciplinary Literacy - YouTube
10	October 24 How do you foster multidisciplinary writing across content areas?	**Developing Writing Across Disciplines** ● Using Content Based Text Sets to Enhance Foundational Skills in Early Literacy PreK-4: Students work in teams to analyze picture books related to Science/SS for disciplinary content, options in the texts for modeling/teaching foundational skills and disciplinary writing, and for culturally sustaining characters/environments. ● Click here for the analysis tool Strategies for Teaching Language Conventions	**Module 10/Lesson 1 Due** CA Common Core State Standards for ELA and Literacy in History, Social Studies, Science, & Technical Subjects **Key In-Class Texts for Discussion:** ● Culham, R. (2014). Modes, genres, and formats, oh my! *The Reading Teacher* ● Teaching Elementary School Students to Be Effective Writers | Reading Rockets ● What Are Genres & Genre Cheat Sheets (1).pdf - Google Drive ● Genres.pptx (accompanies reading handout) ● Teaching Language Conventions blogpost ● Teaching Writing Conventions for Effective Communications ● Promoting Strong Writing Skills with Digital Instruction
11	October 31	Civic Education	**Module 11** **Key In-Class Texts for Discussion:** Civic Education Infographic (embedded in module)

	Date	Topic	Reading Assignment
			(students discuss the infographic and try to solution seek around how they can implement within their current realities) Why Does Literacy Matter? | EDC (students choose a quote about literacy to focus on in small groups and identify ways that it ties into the intentions of civic education and the overall protection of democracy)
12	November 7	Social Studies	**Module 12** **Key In-Class Texts for Discussion:** **History-Social Science Framework - History-Social Science Framework (CA Dept of Education)** **What is Inquiry-Based Social Studies? (inquired.org)** (view the 2nd grade example from article and break down what kind of literacy skills will be needed in the different steps/tasks) Inquiry Stations: Integrating Social Studies and ELA Engaging in focused conversations related to social studies curriculum
13	November 14	Role Play/Art	**Module 13/Lesson 2 Due** **Key In-Class Texts for Discussion:** ● What is Arts Integration for Educators? ● (Whole group discussion with powerpoint) Choose one of the following to engage in and discuss in text-based small groups with Idea Boards 1. Interdisciplinary Meaning Making: Linking Literacies and the Arts - Arts Education Partnership (aep-arts.org) (article)

	Date	Topic	Reading Assignment
			2. Pairing Process Art and Early Literacy Experiences - Learn With Less (podcast) 3. Arts Education, Literacy, and English Language Learners (article) 4. Role Playing | Center for Innovative Teaching and Learning | Northern Illinois University (niu.edu)
14	November 21	STEM	**Module 14** **Key In-Class Texts for Discussion:** **Scaffolding Literacy Through STEM Instruction for All Learners | Edutopia** (socratic circles if in person - six word stories in small groups if class is on zoom)
15	November 28	Happy Thanksgiving	**Lesson 3 Due**
16	December 5	Integrated Curriculum & Disciplinary Literacies in Action	**Module 16** ****We will not introduce new texts but will instead work in small groups on your units and the instructor will provide guidance on text sets and help you with additional resources to support your work.**
	December 12	Integrated Curriculum & Disciplinary Literacies in Action	**Consultation Days**
	December 19	Theory into Practice	**Final Presentations/Final Due**

Rubrics

Disciplinary Literacy Project Report Rubric			
	Excellent- 20 points	Fair- 11-19 points	Poor- 2-10 points
Literature Review	1-2-page summary and analysis for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis accurately links common	1-2-page summary and analysis for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis does not clearly link all areas (common findings,	1-2-page summary and analysis is not completed for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis does not clearly link all areas (common findings,

	findings, differences, critiques, and implications for classroom instruction across all 4 articles	differences, critiques, and implications for classroom instruction) across all 4 articles	differences, critiques, and implications for classroom instruction) across all 4 articles
Expert Interviews	2 Expert interview transcripts are included. Synthesis accurately identifies similarities/differences and unique discoveries across both interviews, using quotes as evidence. Synthesis accurately identifies implications for classroom instruction	2 Expert interview transcripts are included. Some similarities/differences and unique discoveries are not clearly linked across interviews and/or lack quotes as evidence. Implications for classroom instruction are not clearly linked to interview data	2 Expert interview transcripts not included. Report lacks identification of similarities and differences and unique discoveries across interviews and/or lacks quotes as evidence. Implications for classroom instruction are not clearly linked to interview data and/or are inaccurate
Summary of Disciplinary Literacy Practices	Summary demonstrates thorough understanding of the literacy practices of the discipline, including all areas of reading, writing, communicating, and habits of thinking. Summary findings clearly supported by data sources	Summary demonstrates moderate understanding of the literacy practices of the discipline and includes most areas of reading, writing, communicating, and habits of thinking. Summary findings not clearly supported by data sources	Summary demonstrates minimal understanding of the literacy practices of the discipline and/or includes few areas of reading, writing, communicating, and habits of thinking. Summary findings not clearly supported by data sources
Instructional Implications	3-4 critical insights about specific implications for classroom practice that supports disciplinary literacy, including a minimum of one of the critical insights related specifically to Universal Design for Learning for students identified as having Dyslexia ensuring equitable access to disciplinary literacy/inquiry. Insights must be aligned with current and peer reviewed research, including but not limited to the California Dyslexia Guidelines.	Vague implications for classroom practice are presented or are not supported by report evidence, and/or there are not any insights that tie back to the California Dyslexia Guidelines.	Classroom implications are lacking.
Writing Mechanics	Organization is logical. Report is carefully written and edited, free of serious convention errors. All citations provided in body of text and reference section accurately adhere to APA style	Organization is adequate but at times difficult to follow. Minor convention errors do not interfere with comprehensibility. Minor errors in APA style	Report is disorganized and difficult to follow. Serious convention errors. APA style is not followed

Disciplinary Literacy Project Presentation Rubric			
	Excellent- 13 points	Fair- 7-12 points	Poor- 1-6 points
Project Elements	All elements of report clearly presented, including literature review, expert interviews, and classroom applications	Most elements of report clearly presented	Few elements of report are clearly presented
Literacy Practices Analysis	Presentation demonstrates clear understanding of the literacy practices of the discipline, including reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates a moderate understanding of the literacy practices of the discipline and includes most areas of reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates a minimal understanding of the literacy practices of the discipline and includes few areas of reading, writing, communicating, and habits of thinking. Analysis is not clearly supported by specific reference to data sources
Literacy Practice Examples	Presentation includes 2-3 examples/models to illustrate the literacy practices of the discipline and a minimum of one example of how to scaffold and support using UDL for all learners within the context of disciplinary literacy experiences as aligned to the California Dyslexia Guidelines . Examples effectively engage the audience and enhance audience understanding of the literacy practices	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does effectively engage the audience and enhance audience understanding of the literacy practice	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does not effectively engage the audience nor enhance audience understanding of the literacy practices
Mechanics	keeps eye contact with audience most of the time; speaks clearly; All team members participate equally	makes infrequent eye contact; speaks clearly most of the time; Most team members participate equally	does not look at audience; mumbles or speaks too quickly or slowly; Few team members participate

Instructional Activity: Initiating Inquiry Rubric			
	Proficient- 10 points	Emerging- 5-9 points	Beginning- -1-4 points
Questioning Techniques	Candidate is able to identify various forms of questioning (open/closed; high/low cognitive) and clearly articulate intention for using different forms to support initiating inquiry, including assessing prior knowledge; prompting elaboration and justification; and redirecting	Candidate is able to identify various forms of questioning (open/closed; high/low cognitive) but struggles to clearly articulate intention for using different forms to support initiating inquiry	Candidate struggles to identify various forms of questioning (open/closed; high/low cognitive) and to clearly articulate intention for using different forms to support initiating inquiry
Discussion Techniques	Candidate is able to identify various facilitation and grouping procedures and clearly articulate intention for using these procedures to foster inquiry discussion, including student involvement, student encouragement, and student interaction	Candidate is able to identify various facilitation and grouping procedures but struggles to clearly articulate intention for using these procedures to foster inquiry discussion	Candidate struggles to identify various facilitation and grouping procedures and to clearly articulate intention for using these procedures to foster inquiry discussion
Developing Inquiry Questions	Candidate is able to identify the form of inquiry and instructional moves that guided the refinement of the driving question, making clear connections between the entry event and the learning goals	Candidate is able to identify the form of inquiry & some stages of formulating the driving question but struggles to make clear connections between the entry event and the learning goals	Candidate struggles to identify the form of inquiry and/or stages of formulating the driving question and to make clear connections between the entry event and the learning goals

Impact of Instructional Moves	Candidate is able to accurately interpret the impact specific instructional moves had on all areas of student interest, engagement, and learning	Candidate is able to accurately interpret the impact specific instructional moves had on some areas of student interest, engagement, and learning	Candidate struggles to accurately interpret the impact specific instructional moves had on any of the areas of student interest, engagement, and learning
Reflective Action	Candidate is able to determine specific instructional adjustments for subsequent inquiry initiating lessons and articulates strong rationale for the adjustments to enhance student interest, engagement and learning	Candidate is able to determine specific instructional adjustments for future inquiry lessons, but does not articulate strong rationale for the adjustments to support student interest, engagement and learning	Candidate struggles to determine specific instructional adjustments for subsequent inquiry initiating lessons and to articulate strong rationale for adjustments to support student interest, engagement and learning

Instructional Activity: Text/Task Analysis Rubric			
	Proficient- 13 points	Emerging- 7-12 points	Beginning- 1-6 points
Analyzing Text/Task Demands	Candidate is able to identify the 4 key knowledge demands (content, textual, language, and disciplinary literacy) for a particular lesson	Candidate is able to identify some of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) for a particular lesson	Candidate struggles to identify most of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) for a particular lesson
Instructional Strategies	Candidate is able to design lessons using instructional strategies and grouping structures to provide students support with all 4 key knowledge demands (content, textual, language, and disciplinary literacy) and to clearly articulate intention for using these practices.	Candidate is able to design lessons using instructional strategies and grouping structures to provide students support with most of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) but struggles to clearly articulate intention for using these practices	Candidate struggles to design lessons using instructional strategies and grouping structures to provide students support with most of the 4 key knowledge demands (content, textual, language, and disciplinary literacy) and struggles to clearly articulate intention for using these strategies
Impact of Instructional Moves	Candidate is able to accurately interpret how both specific instructional strategies and grouping structures influenced both student engagement and learning Instructional moves referenced strongly align with the California Dyslexia Guidelines and the California English Learner Roadmap	Candidate struggles to accurately interpret how both specific instructional strategies and grouping structures influenced both student engagement and learning Instructional moves referenced somewhat align with the California Dyslexia Guidelines and the California English Learner Roadmap	Candidate struggles to accurately interpret how any specific instructional strategies or grouping structures influenced either student engagement or learning goals Instructional moves referenced do not align with the California Dyslexia Guidelines and the California English Learner Roadmap

Reflective Action	Candidate is able to determine specific instructional adjustments for subsequent lessons and articulates strong rationale for how adjustments will support all areas of content, textual, language, and disciplinary literacy knowledge demands of texts/tasks	Candidate is able to determine specific instructional adjustments for subsequent lessons, but does not articulate strong rationale and/or address all areas of content, textual, language, and disciplinary literacy knowledge demands of texts/tasks	Candidate struggles to determine specific instructional adjustments for subsequent lessons regarding most areas (content, textual, language, and disciplinary literacy knowledge demands of texts/tasks) and struggles to articulate a strong rationale for the adjustments provided

Instructional Activity: Formative Writing Assessment Rubric			
	Proficient- 13 points	Emerging- 7-12 points	Beginning- 1-6 points
Analyzing Writing	Candidate selects appropriate rubric for genre of writing (narrative, explanatory, argumentative) and is able to identify strengths and weaknesses across all 3 domains (Purpose/Organization; Evidence/Elaboration; Conventions)	Candidate selects appropriate rubric for genre of writing (narrative, explanatory, argumentative) and is able to identify strengths and weaknesses for most domains (Purpose/Organization; Evidence/Elaboration; Conventions)	Candidate selects inappropriate rubric for genre of writing (narrative, explanatory, argumentative) and/or struggles to identify strengths and weaknesses for most domains (Purpose/Organization; Evidence/Elaboration; Conventions)
Instructional Strategies	Candidate is able to design lessons using instructional strategies and grouping structures that address specific state standards and support identified needs. Instructional strategies include attention to text production, language use, and mechanics. Candidate is able to clearly articulate intention for using these practices	Candidate is able to design lessons using instructional strategies and grouping structures that address specific state standards and support identified needs. Instructional strategies include some attention to text production, language use, and mechanics. Candidate struggles to clearly articulate intention for using these practices	Candidate struggles to design lessons using instructional strategies and grouping structures to support identified needs and/or that are connected to specific state standards. Instructional strategies include minimal/no attention to text production, language use, and mechanics. Candidate struggles to clearly articulate intention for using these practices

Impact of Instructional Moves	Candidate is able to accurately interpret the impact specific instructional strategies and grouping structures had on student learning	Candidate is able to accurately interpret the impact instruction had on student learning, but struggles to connect the outcome with specific instructional strategies and/or grouping structures	Candidate struggles to accurately interpret the impact instruction had on student learning and to connect the outcome with specific instructional strategies and/or grouping structures
Reflective Action	Candidate is able to determine specific instructional adjustments for subsequent lessons and articulates strong rationale for the adjustments to support student learning	Candidate is able to determine specific instructional adjustments for subsequent lessons, but does not articulate strong rationale for the adjustments to support student learning	Candidate struggles to determine specific instructional adjustments and to articulate rationale for adjustments to support student learning

Text Sets/Picture Book Think Sheet Rubric			
	Proficient- 13 points	Emerging- 7-12 points	Beginning- 1-6 points
Analyzing Texts for Foundational Skills Opportunities	Candidate is able to describe how to use a disciplinary picture book to model and have children practice 4 key foundational skills in developmentally appropriate, and contextually relevant ways.	Candidate is able to describe how to use a disciplinary picture book to model and have children practice 3 of 4 key foundational skills in developmentally appropriate, and contextually relevant ways.	Candidate struggles to describe how to use a disciplinary picture book to model or facilitate practice of foundational skills in developmentally appropriate, and contextually relevanrt ways.
Text Choice and Standards Alignment	Candidate is able to identify a disciplinary picture book that authentically provides opportunities for the teacher to highlight and facilitate foundational skills development and that is also aligned to a content standard at the targeted grade level.	Candidate is able to identify a disciplinary picture book that authentically provides opportunities for the teacher to highlight and facilitate foundational skills development, but was unable to connect the book to a content standard at the targeted grade level.	Candidate struggled to identify an appropriate text or standard as outlined in the assessment.
Writing Activity	Candidate is able to develop a disciplinary writing activity that aligns to the grade level writing standards and is connected authentically to the disciplinary text chosen.	Candidate is able to develop a disciplinary writing activity that aligns to the grade level writing standards but unable to connect the writing and the chosen text authentically.	Candidate struggles to develop grade-appropriate disciplinary writing activities.

Interdisciplinary Inquiry Unit Rubric

Rubric adapted from Galileo Education Network (2016)

	Excellent- 17 points	Adequate 10-16 points	Poor 2-9 points
Authenticity	The scope of the unit emanates from a question, problem, issue or exploration that builds connections beyond the school, is meaningful and relevant to students, and provides students opportunities to share their findings with an authentic disciplinary and/or community audience	The scope of the unit is determined primarily by the mandated curriculum. Though students' interests are considered, there is a lack of authentic connections to disciplinary practices and/or the community	The scope of the unit is determined solely by the mandated curriculum and lacks relevance to students' interests, disciplinary practices and the community
Academic Integration	The unit clearly integrates multiple, specific disciplinary, literacy, and visual/performing arts standards in a cohesive manner, where all identified standards are integral to the inquiry process and culminating product	The unit includes multiple, specific disciplinary, literacy, and visual/performing arts standards, but the identified standards are not cohesively linked to support the inquiry process or product	The unit is designed around a single set of disciplinary standards
Assessment	Assessment is dynamic and embedded in the design of the unit from the onset, using a range of strategies, including peer and self-evaluation, to guide students' learning and teachers' instruction. Assessment reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the	Assessment is embedded in the design of the unit from the onset and is used to guide students' learning and teachers' instruction. Assessment may be limited in reflecting the interconnectedness of content and skills development across discipline areas, providing students multiple means to demonstrate knowledge, and/or providing	Assessment is embedded in the design of the unit, but focuses on content knowledge acquisition, does not clearly guide instruction, and solely uses closed tasks to evaluate student learning

	curriculum, and provides students multiple means to demonstrate their knowledge	opportunities for peer and self-evaluation	
Digital Tools	Digital tools are used in ways that are appropriate to their use in the discipline(s); students use digital tools to gather and communicate information.	Digital tools are used in effective ways by the teacher to present content and support student engagement; students use digital tools primarily to access information	Digital tools are used solely by the teacher and solely to present content and promote student engagement
Connecting with Community Expertise	The teacher coordinates and designs opportunities for students to engage with and observer experts beyond the classroom to deepen their content knowledge, improve their inquiry skills, and refine their culminating product	The teacher coordinates and designs opportunities for experts to visit the class as guest speakers to deepen student content knowledge	Teacher does not draw upon disciplinary/community experts to enhance the inquiry unit
Disciplinary Literacy Instruction (Moje 4Es) (Engage, Elicit/Engineer, Examine, Evaluate)	Instruction throughout the unit applies all 4 components to support student learning of both disciplinary concepts and disciplinary literacy practices. Assignments, activities, and tasks **Engage** students to develop knowledge through techniques central to the discipline (i.e. field work, labs, interviews, studio work, construction, etc.). Teachers **Engineer** or design lessons that provide students support with all 4 key knowledge demands (content, textual, language, and disciplinary literacy). Assignments, activities, and tasks within the unit require students to **Examine** and **Evaluate** disciplinary language that encourage them to ask	Instruction throughout the unit applies most of the 4 components to support student learning of both disciplinary concepts and disciplinary literacy practices, but some components are not evident	Instruction throughout the unit applies few of the 4 components to support student learning of both disciplinary concepts and disciplinary literacy practices

	questions of: evidence (how do we know what we know?); viewpoint (who is speaking?); pattern and connection (what causes what?); supposition (how might things have been different?); why it matters (who cares?); and when, why, and how disciplinary language is and is not useful		