

Course Title: *Getting Messy with Nonfiction*

St. Michael's College

Credits: 3

Dates: January 18 – March 15, 2017, online course

Intended audience: teachers of grades 3-8

Instructor: Ellen A. Thompson, Ed. D., Instructor of Record, with June Golato, M.S., CCC-SLP

This on-line course will allow participants to understand more completely what the expectations are for the teaching of how to read nonfiction texts with the ***English-Language Arts Common Core State Standards*** (ELA CCSS). All participants will use EDU20, a cloud-hosted Learning Management System to gain new content information, contribute to large group and strand discussions, hand in and share assignments, and discuss readings, etc.

A student's ability to read depends largely on his/her ability to get messy with the text. Nonfiction requires that the reader have a goodly amount of background knowledge and is savvy enough to know when to question the text for bias and mistruths. Nonfiction reading depend on the readers' ability to read beyond the four corners of the book. This course will center on the work of Kylee Beers and Robert E. Probst. Participants will read their newest book, ***Reading Nonfiction: Notice & Note: Stances, Signposts, and Strategies*** to build their own understanding of what it takes to really read a nonfiction text well. This course offers teachers an opportunity to learn cutting-edge strategies to use in the classroom with all students, including struggling, gifted, and English-language learners.

Goals:

As a result of active participation in this course, students will:

1. Examine the ELA CCSS standards for content, and teaching shifts
2. Explore nonfiction reading instruction for elementary/middle level students in depth
3. Reflect and discuss the many issues related to the increased use of nonfiction text
4. Consider the implications this work has on classroom practice to map out a strategic plan for classroom-based applications
5. Develop a deep understanding of how the literacy strands within the ELA CCSS and Content Standards interact and support the reading of nonfiction
6. Development of new classroom-based curriculum based on ELA CCSS nonfiction reading expectations
7. Develop an understanding of the use of EDU20.org to support learning of the CCSS and to support the learning of other class participants
8. Use the ELA CCSS to create a meaningful unit of study, investigation, and/or research best practice to promote deeper student understandings for the reading of nonfiction
9. Collaborate with colleagues to develop a community of learners to support this new learning
 1. Reflect and discuss the many issues related to the teaching of reading/writing/assessment/CCSS shifts
 2. Consider the implications this work has on classroom practice
 3. Engage in dialogue concerning current reading/writing policies and practices
 4. Support the learning of others within the digital environment.

Learning Outcomes:

1. Participants will understand the design of the ELA CCSS and Content Literacy Standards and its connection to College and Career Readiness looking through the lens of nonfiction reading instruction
2. Participants will design an instructional unit/investigation in their teaching assignments and/or research best practices to promote deeper student understandings when reading nonfiction text
3. Participants will explore digital technologies to incorporate into their teaching that support reading nonfiction instruction

Required Readings:

For all:

Reading Nonfiction: Notice & Note: Stances, Signposts, and Strategies, Kylene Beers & Robert E. Probst

ELA Common Core State Standards

Articles/visual media: supplied by instructor

Close Reading: A cautionary interpretation, Commentary, Kathleen Hinchman & David Moore, *Journal of Adolescent & Adult Literacy* 56 (6) March 2013 doi: 10.1002/JA AL.163 © 2013 International Reading Association (pp. 441– 450)

Close Reading as an Intervention for Struggling Middle Grade Students, Douglas Fisher and Nancy Frey, *Journal of Adolescent & Adult Literacy* 57(5) February 2014 doi:10.1002/jaal.266 © 2014 International Reading Association (pp. 367–376)

Close Reading in the Elementary School, Douglas Fisher and Nancy Frey, *The Reading Teacher* Vol. 66 Issue 3 pp. 179–188 DOI:10.1002/TRTR.01117 © 2012 International Reading Association 179

Engaging Children in Close Reading: Multimodal Commentaries and Illustration Remix, Bridget Dalton, *The Reading Teacher* Vol. 66 Issue 8 pp. 642–649 DOI:10.1002/TRTR.1172 © 2013 International Reading Association

Course Design:

This is an on-line class. All work will take place in CVEDCVT.edu20.org. Increased understanding will be generated through the connection between the assigned readings/tasks and your ability to tease out important information for each other and yourself. The instructors will read and monitor the discussions to highlight important points and to turn conversations in new and deeper directions.

Introductory Module (1)

This module will help you get acquainted with your classmates while learning how to navigate CVEDCVT.edu20.org

Learning Modules (4)

This course is designed around 4 learning modules. Module descriptions with specific expectations will be posted prior to the start date of the next module. Modules are “released” one at a time. Each module contains:

Reading Response Discussion: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 2-4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. Due dates are set in each module.

Assigned Learning Task: This task is given by the instructor. The result is to be shared with others. Participants are expected to respond to 2-4 postings of others. These tasks will support the final project development. Information from these assignments can be added to your final project - but will not fulfill this project’s entire scope.

Each module will be completed within a 1-2 week window of time. Dates will be given for each module. All assigned tasks are due on the date provided. ***If at any time, you feel that you need more time or do not understand the assignment, contact the instructors BEFORE the assigned due date.*** Accommodations of time and more information will be given if requested **BEFORE** the assigned due date. Points will be reduced if assignments are late without previous conversation.

Open Forum Discussions: These are non-graded discussions, but participation is expected. These discussions are a direct link to the instructors and colleagues around your specific questions.

Collegial Collaboration: Within each Learning Module, forums will be used to enhance and extend our collective knowledge. It is expected that each participant will respond substantively to each reading discussion and assigned learning task (4 responses per assignment). We understand that you may want to respond to more in one discussion and less in another. We are looking for on-going collaboration throughout the course.

Final Investigation (1)

Description of Class Assignments with scoring rubrics and point values:

Participants will be graded for:

Introductory module – Getting to know each other

Discussion #1: Create your Bio as a Reader

Please take a few minutes to write about yourself as a reader and/or writer. Consider those times in your life where reading really mattered. How did you become a reader? Are you one? Who are the people who influenced your reading life? Everything and anything is fair game. Do also, include your connections to education, school, family, life, interests, hobbies, foods...you name it!

Due: January 18

Assigned value: 3 points

Points	0 point	1 point	2 points	3 points
Discussion #1: Create your Bio as a Reader	No response	Response not clear, or limited	Clear response, but may be somewhat general in response to the task	Evidence is thoughtful, reflective response and insightful connections made to your life and literacy read

Discussion #2: Introduction through Nonfiction

TRY THIS!

- Consider your own nonfiction reading. Share how you interact with nonfiction in your daily life.
- What data could you collect as evidence of your own nonfiction literacy?
- How does this help define you as a person?
- Please read all of the responses. Reply to at least three posts.

Due: January 18

Assigned value: 3 points

Points	0 Point	1 point	2 points	3 points
Discussion #2: Introduction through Text		Responses not clear, or limited evidence of	Clear responses, evidence of text connections, but may be somewhat	Evidence is thoughtful, reflective responses and insightful

	No response	extending the discussion	general in response to the discussion thread	connections made to the discussion thread.
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Responses to readings – On-line collaboration

Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Assigned value: 20 points (5 points for each reading response)

Points	0 points	2 points	3 points	4 points	5 points
Response to Readings	No response	Little response	Responses not clear, or limited evidence of reading	Clear responses, evidence of reading, but may be somewhat general in response to the text read	Evidence is thoughtful, reflective responses and insightful connections made to the text read

Assigned Learning Tasks: These tasks are given by the instructor in Modules 1-4. The result is to be shared with others. Participants are expected to respond to 4 postings of others. See Assigned Learning Task Rubric below. ***Due dates are assigned in each module description.***

Assigned value: 20 (5 points for each task)

Assigned Task	0 points	1 points	2 point	3 points	4 points
Content	No response	Not a clear topic choice for the task assigned. Makes generalized comments about the task with seemingly little thought and/or reflection.	Clear topic choice but may not explore the task assigned with much breadth of understanding.	Clear topic choice that allows for exploration of the assigned task. Writer may question, critique, and/or reflect upon new learning within course readings. Thinking is pushed to a different level of understanding.	Writer looks at the specific task in depth. Writer has garnered a clear understanding of topic. Writer uses own experiences as well as course readings and more to prove or disprove thesis idea.

Collegial Collaboration: Within each Learning Module, forums will be used to enhance and extend our collective knowledge. It is expected that each participant will respond substantively to each reading discussion and assigned learning task (4 responses per assignment). We understand that you may want to respond to more in one discussion and less in another. We are looking for on-going collaboration throughout the course that would include 32+ responses.

Assigned Value: 24 points

Points	0 points	6 points	12 points	18 points	24 points
Response to Colleagues: Readings, Assigned Tasks, Open Forums	No response	Some response; depth is lacking And/or Responds less than 20 times across course forums	Responses have evidence of reading, but are somewhat general in response to the discussion thread And/or Responds less than 28 times across course forums	Clear responses, evidence of reading, but may be somewhat general in response to the discussion thread And/or Responds 28-35 times across course forums	Evidence is thoughtful, reflective responses and insightful connections made to the discussion threads And/or Responds 36+ times across course forums

Final Project: Investigation (1)

Participants will consider the readings and discussion to design an investigation of choice. Participants will choose one area of their current literacy instruction to incorporate a deeper response for **nonfiction reading instruction**. This investigation should help maximize the use of this information within their classroom/school context. This project could take the form of, but is not limited to:

- preparing a unit of study
- integrating technology, content, and literacy within a unit of study
- creating a project-based learning unit
- design and facilitate a set of workshops for your colleagues/parent group that underscores the importance of nonfiction reading, with resources
- more

Participants should include in a written-digital format:

- Context and rationale for the project
- Explicit connections made to ELA/Content Literacy CCSS, specifically those related to nonfiction/content literacy
- Detailed description of the project
- In depth plans as appropriate for the project design
- Common assessment – how will you know when your students understand?
- Any other pertinent information that will help clarify the project
- Bibliography of references used, at least 3

- Reflection on the project as it aligns with the overarching strand concepts
These projects will be posted before the last “class” to the instructor.

Participants will present a “short” version of their investigation to the group Investigation forum, March 13th.

Assigned value: 30 points

Due: March 29

Final Project Rubric:

Parts of Unit	4 points	6 points	8 points	10 points
Context & Rationale plus learning goals for this investigation are clear	Very little information about students and setting. Student assessment information is not provided or explicitly connected to the investigation created.	Some information about students and setting. Student assessment information is provided with little analysis or connection to the investigation created.	Information provided about students and setting. Analysis of student assessment information is provided to answer the question: why this student? Why this investigation?	Explicit information provided about students chosen and their context. Specific analysis of student assessment information is provided to answer the question: why this group? Why this investigation?
	4 points	6 points	8 points	10 points
Detailed development of the investigation outlining: Goals, CCSS standards selected, & detailed plans for the investigation	ELA CCSS are identified for the investigation. Teacher has not made individual or small group plans designed to move students in their reading of nonfiction. Learning goals somewhat	ELA CCSS are identified and loosely connected to the investigation. Teacher has made individual, small & whole group plans designed to move students in their reading of nonfiction, but detail is lacking.	Understanding of the ELA CCSS is supported by evidence from an exploration of the investigation standards. Teacher has discussed individual and small & whole group plans designed to move students in their	Deep understanding of the ELA CCSS is supported by evidence from an exploration of the investigation standards. Teacher has provided much detail for individual, small & whole group plans designed to move students in their reading of nonfiction. Established learning goals are clearly differentiated to meet learners needs; match to the intent of the CCSS;

	established; link to CCSS intent is not quite there; planning is minimal; student engagement in process is not clear	Learning goals are established; more could be done with intent of CCSS; student engagement in process is minimal	reading of nonfiction. Established learning goals are clearly created to meet learners needs; match to the intent of the CCSS; student engagement in process is clear	plans explicitly for the gradual release of responsibility for the action plan; pushes the transfer of learning to new situations; student engagement in process is clear
	4 points	6 points	8 points	10 points
Reflection	Reflection is not detailed and does not connect this action plan development to new learning from the course discussions and readings. Little evidence of new learning.	Reflection is less detailed and connects this action plan development to new learning from the course discussions and readings. Evidence of new learning is less clear.	Reflection connects this action plan development to new learning from the course discussions and readings. There is evidence of new learning with some connection back to action plan components.	Reflection is detailed and connects this action plan development to new learning from the course discussions and readings. Evidence of new learning is clear. Reflection includes connections to action plan components.

Total value of all assignments: 100 points

Schedule of Learning Modules /Investigation

Pre-Week - Week 1: January 11-18

Introductory Module

Learning Goals:

- Learn how to navigate within edu20.org
- Meet class members and instructors
- Understand how nonfiction literacy is ever present
- Define nonfiction

Assigned Reading:

Introduction & Chapter 1, Reading Nonfiction: Notice & Note: Stances, Signposts, and Strategies

Discussion #1 Create your Bio as a Reader:

- Please take a few minutes to write about yourself as a reader. Consider those times in your life where reading really mattered. How did you become a reader? Are you one? Who are the people who influenced your reading life? Everything and anything is fair game. Do also, include your connections to education, school, family, life, interests, hobbies, foods...you name it! Please read all of the responses. Reply to at least three posts.

This activity will be completed in the Introductory Module. Click on Introductory Module. You will find Bio as a Reader inside. All responses should stay in Bio as a Reader.

Discussion #2: Introduction through Nonfiction

TRY THIS!

- After reading chapter 1, consider Beers & Probst's definition of nonfiction compare to yours?
- Consider your own nonfiction reading. Share how you interact with nonfiction in your daily life.
- What data could you collect as evidence of your own nonfiction literacy?
- How does this help define you as a person?
- Please read all of the responses. Reply to at least three posts.

Add your entry to Introductory Module, Click on Introductory Module. You will find Introduction through Nonfiction. All responses should stay in Introduction through Literacy.

Week 1-2:

Learning Module #1: Issues to Consider

Learning Goals:

- Be able to define nonfiction
- Understand the issues involved when reading nonfiction
- Understand that text demands change as reading becomes more challenging

- Understand the importance of reading a lot of nonfiction text
- Understand the use of rigor and relevance as it applies to nonfiction reading
- Understand how student talk leads to deeper understanding
- Understand that a text can change your view of a topic

Assigned readings:

Finish Part 1: (Chapter 2- 10) Reading Nonfiction: Notice & Note: Stances, Signposts, and Strategies

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #1, Reading Discussion.

Assigned Learning Task: Respond in Forums, Learning Module #1, Assigned Learning Task.

Response Essay: Complete Figure 14 on pages 50-51: Complexity and Readability with a book or article that you have used or plan to use in your classroom. Consider the text, task and your readers. What do you think? Did your choice match up? Is it a complex text? Does it work? What questions do you still have? Do respond to at least 4 other posts with substantive commentary. **Respond in Learning Module #1, Assigned Learning Task with Classroom Try Out.**

Open Forum

Add a question or comment to the Module #1 “Open Forum.” This is your place to chat with the instructors about the questions & thoughts that you have as you experience the readings, assigned tasks, and/or your own teaching environment. This is a “non-graded” forum. Participation is expected.

Week 3:

Learning Module #2: The Importance of Stance

Learning Goals:

- Understand the importance of stance
- Understand what a questioning stance is
- Create a questioning stance in my students

Assigned readings:

Part II, Chapters 1-3, *Reading Nonfiction: Notice & Note: Stances, Signposts, and Strategies*

Please read 1 of the following:

***Close Reading as an Intervention for Struggling Middle Grade Students*, Douglas Fisher and Nancy Frey, Journal of Adolescent & Adult Literacy 57(5) February 2014 doi:10.1002/jaal.266 © 2014 International Reading Association (pp. 367–376)**

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #2, Reading Discussion.

Assigned Learning Task: Respond in Forums, Learning Module #2, Assigned Learning Task.

Response Essay: Watch the video segment for each question (3). These can be located by using a Qreader on your phone. QR codes are located on pages 88, 97, & 105. What are your take aways from these clips? What surprised you? What did the videographer feel that you knew already? What challenged, changed or confirmed what you already knew? Do respond to at least 4 other posts with substantive commentary. **Respond in Learning Module #2, Assigned Learning Task with Classroom Try Out.**

Open Forum

Add a question or comment to the Module #2 “Open Forum.” This is your place to chat with the instructors about the questions & thoughts that you have as you experience the readings, assigned tasks, and/or your own teaching environment. This is a “non-graded” forum. Participation is expected.

Week 4:

Learning Module #3: The Power of Signposts

Learning Goals:

- **Understand the importance of signposts when reading nonfiction**
- **Understand and recognize nonfiction signposts of Contrasts and Contradictions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, and Word Gaps**
- **Understand the importance and use of anchoring questions with use of signposts**

Assigned readings:

Part III, Chapters 1-5, ***Reading Nonfiction: Notice & Note: Stances, Signposts, and Strategies***

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your

stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #3, Reading Discussion.

Assigned Learning Task: Respond in Forums, Learning Module #3, Assigned Learning Task.

Response Essay: Watch the video segment for this section of the book (2). These can be located by using a Qreader on your phone. QR codes are located on pages 131, & 143. What are your take aways from these clips? What surprised you? What did the videographer feel that you knew already? What challenged, changed or confirmed what you already knew? Do respond to at least 4 other posts with substantive commentary. **Respond in Learning Module #3, Assigned Learning Task with Classroom Try Out.**

Open Forum: Use this Open Forum to share your investigation ideas with the class. **Final Project: Investigation Update:** Share topics with a brief outline of your project design with class members; discuss. Share resources. This is a “non-graded” forum. Participation is expected.

Week 5:

Learning Module #4: The Role of Strategies

Learning Goals:

- Understand how Beers and Probst define and use the term strategy
- Use strategies to make the thinking visible
- Understand the importance of before, during, and after strategy use

Assigned readings:

Par IV, Chapters 1-7, *Reading Nonfiction: Notice & Note: Stances, Signposts, and Strategies*

Please read:

Close Reading: A cautionary interpretation, Commentary, Kathleen Hinchman & David Moore, Journal of Adolescent & Adult Literacy 56 (6) March 2013 doi:10.1002/JA AL.163 © 2013 International Reading Association (pp. 441– 450)

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #4 Reading Discussion.

Assigned Learning Task: Respond in Forums, Learning Module #4, Assigned Learning Task.

Response Essay: Watch the video segment for this section of the book (3). These can be located by using a Qreader on your phone. QR codes are located on pages 190, 210, & 239. What are your take aways from these clips? What surprised you? What did the videographer feel that you knew already? What challenged, changed or confirmed what you already knew? Do respond to at least 4 other posts with substantive commentary.

Respond in Learning Module #4, Assigned Learning Task with Classroom Try Out.

Open Forum

Add a question or comment to the Module #4 "Open Forum." This is your place to chat with the instructors about the questions & thoughts that you have as you experience the readings, assigned tasks, and/or your own teaching environment. This is a "non-graded" forum. Participation is expected.

Week 6-7:

Final Investigation: Putting it all Together!

This is a work module! Use what you have learned to prepare your final investigation.

Participants should include in a written-digital format:

- Context and rationale for the project
- Explicit connections made to ELA/Content Literacy CCSS, specifically those related to nonfiction/content literacy
- Detailed description of the project
- In depth plans as appropriate for the project design
- Common assessment – how will you know when your students understand?
- Any other pertinent information that will help clarify the project
- Bibliography of references used, at least 3
- Reflection on the project as it aligns with the overarching strand concepts

These projects will be posted before the last "class" to the instructor.

Participants will present a "short" version of their investigation to the group Investigation forum, August 15th. ***Post "short" version of investigation to the Investigation Open Forum. Read others – respond to others.***

Post Completed Investigation to Assignments, Final Project: Full Investigation