



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

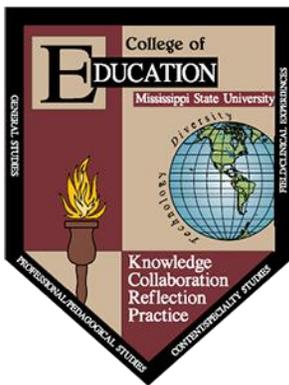
RDG 4133 Integrating Literacy Instruction into the Content Areas

Credit Hours: Three (3) Credit Hours

Method of Instruction: B= Lecture/Lab

Catalogue Description: Two hours lecture. Two hours laboratory. (Pre-Requisites: All Professional Education courses, except EDE 3443; Co-Requisites: EDE 4113, EDE 4123 & EDE 4143) Field based. Selection, organization, teaching, and assessment for integrating literacy across content areas - K-8; general effectiveness of and reflection about instructional practices.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

Upon completion of the course, the student will be able to:

1. Apply national and state standards of literacy instruction in the elementary and middle grades. [INTASC 4, 5; CFPO 1, 12, CAEP 2a; CCRS]
2. Implement integrated teaching and learning experiences with emphasis on writing and reading in the content areas. [INTASC 1, 4, 7, 8; CFPO 3, 4, 7, 10, 11, CAEP 2a]
3. Implement methods of instruction that are developmentally appropriate for diverse elementary and middle school students. [INTASC 1, 2, 3, 7; CFPO 2, 4, 6, CAEP 1a, 1b, 4a; CRT 1.1, 11.1]
4. Explain how and why reading can promote learning in the content areas. [INTASC 1, 2, 7; CFPO 3, 4, CAEP 2a]
5. Explain how and why writing can promote learning in the content areas. [INTASC 1, 2, 7; CFPO 3, 4, CAEP 2a]

6. Explain current educational research in the teaching and learning of literacy integration. [INTASC 4, 8, 9; CFPO 3, 4, CAEP 2a]
7. Discuss the importance of utilizing quality children’s informational text and other print and non-print materials for content area teaching and learning. [INTASC 1, 4, 7; CFPO 3, 7, CAEP 2a, 4a]
8. Use quality children’s informational text and other print and non-print materials in content-area teaching and learning. [INTASC 4, 5, 7; CFPO 3, 10, CAEP 2a]
9. Identify professional organizations such as National Council of Teachers of English and the International Literacy Association and their standards as they relate to integrating literacy across the curriculum and inquiry. [INTASC 9, CFPO 1, 12, CAEP 5c]
10. Evaluate one’s teaching performance in literacy through meaningful, professional reflection. [INTASC 4, 9, CFPO 1, 8, CAEP 5b]
11. Collaborate with peers and classroom mentor teachers in school settings to plan, implement, and assess integrated literacy teaching and learning. [INTASC 1, 4, 9, 10; CFPO 3, 4, 9, 10, 11, CAEP 3c, 3d, 3e, 4a, 4b, 4c, 4e; CRT 9.1]
12. Demonstrate professional behavior aligned to the professional standards in elementary education. [INSTAC 9; CFPO 1, CAEP 5b, ACEI]

Detailed Course Outline/Topics Covered in the Course

1. Module 1: Standards and Best Practices in Literacy Education (2 hours)
 - a. Common Core State Standards (1 hour)
 - b. Exemplary Models of Literacy Teaching (1 hour)
2. Module 2: Reflective Practice and Professional Organizations (2 hours)
 - a. Components of Reflective Practice (1 hour)
 - b. Literacy Professional Organizations at National and State Level (1 hour)
3. Module 3: Diverse Texts (3 hours)
 - a. Informational Texts (1 hour)
 - b. “Non-traditional” Texts (1 hour)
 - c. Text Sets (1 hour)
4. Module 4: Planning and Instructional Models (2 hours)
 - a. Understanding by Design (UbD) (1 hour)
 - b. Gradual Release of Responsibility (GRR) (1 hour)
5. Module 5: Content-Area Literacy (3 hours)
 - a. Content-Area Literacy Defined (1 hour)
 - b. Literacy Integration (2 hours)
6. Module 6: Informational Text Comprehension (4 hours)
 - a. Strategies (3 hours)
 - b. Assessment (1 hour)
7. Module 7: Disciplinary Literacy (10 hours)
 - a. Disciplinary Literacy Defined (2 hours)
 - b. Historical Literacy (2 hours)
 - c. Scientific Literacy (2 hours)
 - d. Mathematical Literacy (2 hours)
 - e. Literary Literacy (2 hours)
8. Module 8: Vocabulary Instruction (2 hours)
 - a. Strategies (1 hour)
 - b. Assessment (1 hour)
9. Module 9: Writing Across the Curriculum (2 hours)

- a. Strategies (1 hour)
- b. Assessment (1 hour)

Text(s)/Course Materials

Required texts:

Brock, C. H., Goatley, V.J., Raphael, T.E., Trost-Shahata, E., & Weber, C.M. (2015). *Engaging students in disciplinary literacy, K-6*. New York, NY: Teacher College Press.

Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Literacy Association. (Also available online through the MSU Library for free as an e-book)

Recommended texts: (for PLCs—teacher candidates do not purchase each of these; you purchase the one you have been assigned; if Middle School endorsement-your first two choices must be your two endorsement areas; if Early Childhood endorsement, rank in order of interest):

Grant, M., Fisher, D., & Lapp, D. (2015). *Reading and writing in science tools to develop disciplinary literacy* (2nd). Thousand Oaks, CA: SAGE.

Kenney, J.M., Hancewicz, E., Heuer, L., Metsisto, D., & Tuttle, C.L. (2005). *Literacy strategies for improving mathematics instruction*. Alexandria, VA: ASCD.

Ogle, D., Klemm, R., & McBride, B (2007). *Building literacy in social studies*. Alexandria, VA: ASCD.

Philippot, R., & Graves, M.F. (2008). *Fostering comprehension in English classes beyond the basics*. New York, NY: Guilford.

Description of Instruction

B= Lecture/Lab. A variety of methods of instruction will be employed. This class is designed to prepare candidates to integrate literacy into the K-8 content area classroom; therefore, the instructor will model teaching techniques appropriate for the elementary and middle level classroom. Specific instructional methods will include interactive lecture, demonstrations of literacy strategies, class discussion, small group activities, and candidate presentations.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

- Technology will be used in RDG 4133 through Taskstream by Watermark (a course website), Canvas, and Microsoft productivity software (Word, Power Point, etc.). Candidates are expected to have necessary technology skills to efficiently and effectively use these technological resources.

- Candidates must have on-going access to a computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Fire Fox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in Canvas
- Download or upgrade to the latest version of Adobe Acrobat Reader; Adobe Media; Adobe Flash; Shockwave Flash; Java; Quicktime Player; and the “Lockdown Browser” in order to complete assessments.
- Candidates must have an active *Taskstream by Watermark* account. This course requires a subscription to *Taskstream by Watermark*, which is an online portfolio that is used for course assignments and assessment purposes. Assignments required in *Taskstream by Watermark* must be submitted for successful completion of the course. To obtain a subscription, go to <https://www.watermarkinsights.com>.

Diversity

Diversity, within the context of the elementary and middle level language arts classroom, will be addressed throughout the course. It will be discussed in terms of appropriate instructional and assessment strategies as well as the use of different types of texts to meet the needs of diverse learners.

Accommodations for Students with Disabilities

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu>.

Field Component

RDG 4133 includes a field-based practicum that immediately precedes the internship semester. The purpose of the field experience is for teacher candidates to learn to recognize the stages of physical growth and cognitive development of elementary/middle school students by participating in planning, managing, and evaluation elementary/middle school students through active engagement in research-based learning experiences. Teacher candidates are assigned to one elementary/middle school classroom to carry out basic teaching responsibilities under the supervision of MSU Senior Methods Block Faculty and Classroom Mentor Teachers. In terms of expected outcomes, the senior block field experience will provide teacher candidates with opportunities to:

1. Assess personal/social suitability for teaching.
2. Experience the roles of a professional teacher while working primarily with small groups of children.
3. Observe the social and emotional growth of children as they participate in developmentally appropriate activities across the disciplines.
4. Plan structured opportunities for learning using a research-based curriculum to accommodate children at various stages of physical and intellectual development.
5. Apply principles from the knowledge bases of the professional program in order to identify

the influence of physical and emotional maturity on the cognitive development of children in a social setting.

6. Assess the progress of children as they engage in the learning process through formative and summative means of evaluation.
7. Develop skills in diagnosing and solving psychosocial problems of children at various levels of cognitive development.
8. Communicate about and discuss all phases of the experience with Classroom Mentor Teachers and Senior Methods Block Faculty.
9. Receive feedback from structured observations, including conferencing and suggestions for improvement, from Classroom Mentor Teacher and MSU Senior Methods Block Faculty.
10. Practice the knowledge, dispositions and performances of beginning teaching required by the Core Principles of the Interstate New Teacher Assessment and Support Consortium.
11. Become an actualized professional teacher through self-evaluation and reflection about teaching.

Required Materials:

- Senior Block Field Experience Handbook and Calendar
- 3 ELA Structured Observation Forms (3 specified per course)
- ELA Field Experience Time Sheet (signed by you and your Mentor Teacher)
- MSU College of Education Teacher Education Professional Dispositions document (description of process and evaluation form)
- Mississippi Educator Code of Ethics and Standards of Conduct document

Required Activities for RDG 4133:

- Completion of 18 hours of field experience in the assigned ELA classroom, as prescribed on the Senior Block Field Experience Calendar, to occur over the course of the eleven weeks of the field experience (the equivalent of 2 hours of ELA per week for 8 of the 11 weeks and 1 hour of ELA on two Fridays).
- Completion of 6 hours of “Other” elementary teacher experiences; e.g. duty, recess, PE, art, music, lunch, etc. One of these hours must be spent with elementary students in a “special subject” – library.
- Completion of an ELA Field Experience Time Sheet submitted to your RDG 4133 instructor in hard copy, signed and dated each week by the teacher candidate and Mentor Teacher.
- Participation in field experience activities at the assigned field experience classroom on Tuesdays and Thursdays from 8:00 to 2:30, at a minimum; during this time, at least 2 hours each week must be engaged in ELA experiences; participation in field experience activities at the assigned field experience classroom on various Fridays (see Senior Block Field Experience Calendar).
- Completion of 5 hours of literacy seminars and 1 hour of general seminar for a total of 30 hours of Lab Hours for RDG 4133 (See Tentative Senior Block Field Experience Calendar).
- Completion of 3 structured observations: Assessment, Content Delivery, and Communication
- Implementation of 1 whole class ELA lesson, assuming all responsibility for the teaching of this lesson; teaching may only occur after approval of the lesson plan by the RDG 4133 instructor.
- When not teaching the whole class lesson, teacher candidates are to assist the ELA mentor teacher by working one-on-one or with small groups of students or by assessing

student performance each Tuesday or Thursday over the course of the 11-week Field Experience.

- Completion of a Final Reflection submitted on Taskstream by Watermark. Failure to submit a final reflection through Taskstream by Watermark by the last day of classes will result in a deduction of 15 points from the Professionalism and Attendance points of the field experience.
- Completion of 2 daily reflections (DARs – see protocol that follows) for a ELA lesson where specific ELA content was taught; one during the first 5 weeks of the field experience and one during the second 5 weeks of the field experience. Each 2-page DAR should describe, in detail, your interactions with students and the impact of teaching on student achievement in ELA. The focus of each DAR should be on teaching and learning ELA. While various aspects of classroom management can be included, the focus should not be classroom management. DARs should not be completed for days for which only assessment of content is occurring (i.e. Test Fridays, etc.); DARs should be completed only for days during which content-specific instruction is experienced. The date (a single day) of the experiences being reflected upon should be included in the header.

D.A.R. Reflections: Describe, Analyze, Reflect

- Describe – Describe the instruction you see. Discuss the instructional practice observed and the student responses to the instruction practice taking place.
 - Analyze – Make at least 3 connections between what you experienced and current research findings that you were taught in RDG 3113/RDG 3123 (Early Block Literacy), RDG 3413/RDG 3423 (Middle Block Literacy), or RDG 4133 (Senior Block Literacy); Remember by definition a “connection” connects two “things”; in this case, one of the “things” occurs in the field experience classroom and the other “thing” occurred on campus in an elementary education required course.
 - Reflect – How does your experience impact you professionally? What did you learn from this experience?
- Completion and submission of an ELA Field Experience Folder which includes a TIAI for the ELA lesson taught and a Dispositions Form completed by the assigned ELA mentor teacher and a timesheet documenting hours of field experience spent with the assigned ELA mentor teacher (see Senior Block Field Experience Calendar for deadline).

Performance Requirement:

You must obtain a minimum of 70 points out of the 100 possible field experience points to pass the Lab component of RDG 4133, which includes attendance in five RDG 4133 literacy-specific seminar hours (See Senior Block Field Experience Calendar).

Evaluation of Student Progress

Student Activities/Assessments:

<i>Language Arts Content Assignments</i>	900 points
Class Participation (15 @ 7 points each)	105 pts
Text Set	65 pts
Lesson Plans (4 @ 80 points each)	320 pts
Lesson Plans Reflective Essay/Work Samples	100 pts
Assessments (1, 2, 3-Final Exam) (3 @ 65 points each)	195 pts
Dispositions	7 pts

Professional Learning Community Pre/Post-Reflection Journal (2 @ 10 pts each)	20 pts
Literacy Community Engaged Learning Reflection	45 pts
Professional Learning Community Professional Development/Workshop Presentation	43 pts
Language Arts Field Experience	100 pts
Total Points	1000 pts

Evaluation of ELA Field Experience: 100 points (Determined by assigned University Supervisor)

- 3 ELA Structured Observations (4 pts each): 12 pts
- Dispositions: 7 pts
- 2 ELA DARs: 8 pts
- Professionalism: 15 pts
- Time Sheet & Attendance: 22 pts
- ELA TIAI: 36 pts (Mentor Teacher)

Overview of Student Activities/Assessments:

Class Participation (7 points each / 105 points total): Various in-class and out-of-class activities based on the course content will be completed throughout the semester. In order to successfully complete RDG 4133, full participation must be demonstrated. Prior to each class, an admit slip must be created on the assigned course readings. You will answer the essential question (see course calendar) in your admit slip. Your admit slip must be a least 5-7 sentences in length and include the essential question and your 5-7 sentence response. This will be used to help guide class discussion and turned in as part of your class participation. In class, various best-practice discussion strategies will be implemented in class. It is the candidate's responsibility to read the assigned course readings prior to coming to class and come to class prepared to discuss what was read. Class time will be used primarily for demonstration lessons, engaging in research-based activities appropriate for classroom use, as well as follow up discussions. (Course Objectives: 4, 5, 6, 7, 9)

Text Set (65 points total): Each teacher candidate will be responsible for the creation of one text set containing a outline of strategy, skill(s), and textual sources to be used when teaching the integrated literacy/content area (social studies or science) unit. The ELA mentor teacher will assign you a social studies or science topic that you will use to design your text set. A template with specific prompts, cues, and guiding questions will be provided. This assignment is part of your professional portfolio artifacts for this course and must be uploaded to Taskstream. (Course Objectives: 8, 11)

Lesson Plans (80 points each / 320 points total): Each teacher candidate will create four lesson plans focused around a specific science or social studies topic. Each lesson must address the Mississippi standards for both content areas (science or social studies and English language arts). The lessons must be interactive and involve practice with language arts skills and processes. You must pick from the strategies from your textbook (Buehl, D. *Classroom strategies for interactive learning*) for your content area literacy lesson plans and you must refer to the readings on disciplinary literacy and the strategies your instructor has chosen for your disciplinary literacy lesson plan. A template with prompts, cues, and guiding questions along with a rubric will be provided. The lesson plans are part of your professional portfolio artifacts

for this course and must be uploaded to Taskstream by Watermark. (Course Objectives: 1, 2, 3, 4, 11)

Lesson Plans Reflective Essay/Work Samples (100 points total): Each teacher candidate will reflect on the lessons taught and submit work samples per lesson showing students at different stages of the learning process. Teacher candidates will reflect upon their impact on student learning based on the work samples collected. Teacher candidates will be asked to note areas of strength and areas for growth in their lesson planning and teaching skills. Specific prompts and a rubric will be provided. This assignment is part of your professional portfolio artifacts for this course and must be uploaded to Taskstream by Watermark. (Course Objective: 10)

Assessment 1 & 2 (65 points each / 130 points total): Each teacher candidate will respond to two assessments to ensure mastery of class content throughout the course. All assessments are online and announced on the course calendar. The assessments will assess current understanding of appropriate elementary/middle level content-area literacy and disciplinary literacy instruction (e.g., assessments are not cumulative). A study guide will be provided to you for each assessment. (Course Objectives: 4, 5, 6, 7)

Dispositions (7 points total): Each teacher candidate will be assessed using the College of Education dispositions instrument regarding behavior in class. (Course Objective: 12)

Professional Learning Community Pre/Post Journal Reflection (10 points each / 20 points total): The purpose of the pre/post journal reflections is to help you understand how your vision of disciplinary literacy is developed over the course. The prompts and rubric will be provided to you in class. (Course Objective: 6)

Literacy Community Engaged Learning Reflection (45 points total): You will participate in a community engaged learning experience (CEL) in this class. Upon completion of the CEL you will write a critical reflection on the experience. (Course Objective: 10)

Professional Learning Community Professional Development/Workshop Presentation (43 points total): Group. Each member of the PLC will present a disciplinary literacy strategy pertaining to their literacy (historical, scientific, mathematics, or literary) in class and the group will create a handout on their particular disciplinary literacy to share with their colleagues. The group members will assess each other's participation in the creation and presentation of the PLC presentation. (Course Objective: 6)

Final Exam/Assessment 3 (65 points total): Individual. Each teacher candidate will respond to a final exam to ensure mastery of the class. The final exam/assessment 3 will be online and a study guide will be provided to you. The final exam/assessment 3 is not cumulative. (Course Objectives: 4, 5, 6, 7, 9)

Grading Scale

RDG 4133 uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. Your grade will be determined by the points earned in both class work and field work.

1000 – 900 = A

899 – 800 = B

799 – 700 = C

699 – 600 = D

599 below = F

Attendance Policy

Per AOP 12.09 – Classroom Attendance and Reporting Absences, you are required to attend all RDG 4133 class meetings and field experience days, including all literacy seminars. You are

granted one absence for an emergency situation (personal illnesses and other related situations) in RDG 4133 without providing documentation. In the case of illness or a death in the family on a field experience day, you must contact the mentor teacher, the MSU block supervisor, and field experience partner as early as possible, but no later than 7:30 a.m. on the day of the absence. For each subsequent emergency absence, you must submit appropriate authoritative documentation to the instructor for approval for an excused absence. Each non-emergency absence will result in a 25-point deduction from your overall point total for RDG 4133. In order for an absence to be considered excused, proper documentation must be submitted to the instructor within 24 hours of returning to campus. If you are absent from RDG 4133 for an extended period of time, your circumstances will be considered on an individual basis after returning to class and you will be required to meet with Elementary Education faculty to discuss your future in RDG 4133 for the current semester. Additionally, you should be punctual to class and field experiences. If you are tardy to class, a 10-point deduction from your overall point total will result. A tardy occurs when you arrive to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. You should contact the instructor in advance (prior to the start of class that day) if a test will be missed. A make-up test will only be approved in documented emergency situations or under extreme circumstances. If you are absent from a "general" seminar, a 15-point deduction from your overall point total will result in each of the four senior block courses. Any field experience or seminar hours missed must be made up, regardless of the reason for the absence.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IIEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

The code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical

conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 Standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

Candidates enrolled in RDG 4133 will be provided with a copy of the Mississippi Educator Code of Ethics during one of two general field experience seminars. Senior Methods Block faculty will discuss each of the 10 Standards of the code with candidates prior to the start of any field experiences. Candidates will be expected and required to adhere to the 10 Standards of the code throughout the duration of the Senior Method Block field experience.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Candidates enrolled in RDG 4133 develop a deep conceptual understanding of the critical concepts, principles, and practices of ELA content and appropriate pedagogy through in-class content-specific activities, assigned course readings, and field experience assignments which address the Mississippi College and Career-Ready Standards. During field experiences, candidates apply what they have learned to advance the learning of their elementary students with regards to the college and career-readiness standards.

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