Course Description
This course focuses on recent issues, materials, methods, and strategies considered essential for effective reading instruction in the elementary school content areas. Components of the course will include comprehension strategies, vocabulary development, reading-writing connections, and word study. Prerequisite: READ 3320 or READ 3321. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development.

Rationale
This course is designed to provide undergraduate pre-service teachers an opportunity to: (1) analyze and synthesize information regarding content area reading, and (2) demonstrate knowledge of various ways to help students succeed in reading to learn and the acquisition of study skills.

EC6 Standards, Chapter 149 Standards
Standard III: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
3.6s Provide learning experiences that promote students’ ability to read critically and evaluate information presented in nonliterary texts.

Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.
4.7k the importance of reading as a skill in all content areas;
4.8k the use of technology in promoting literacy; and
4.5s Engage students in story reading experiences and encourage young students to interact with others about stories;
4.7s Assist young readers in selecting their own books for independent reading;
4.8s Teach students about authors and their purposes for writing;

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);
7.4k reading comprehension as an active process of constructing meaning;
7.5k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);
7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;
7.8k the use of metacognitive skills in reading comprehension;
7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
7.11k know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text’s content, characters, and use of language);
7.12k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;
7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;
7.16k different purposes for reading and associated reading strategies;
7.17k how to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs);
7.18k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;
7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);
7.3s Guide students in developing and using metacognitive skills;
7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
7.6s Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
7.8s Use instructional strategies that help increase students’ reading vocabulary;
7.10s Provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;
7.11s Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;
7.12s Teach elements of literary analysis, such as story elements and features of different literary genres;
7.13s Provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;
7.14s Provide frequent opportunities for students to engage in silent reading at home through the development and maintenance of classroom libraries and home libraries;

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
8.2s Teach purposeful, meaningful writing in connection with listening, speaking, and reading;
Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.
11.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; and interpreting and using graphic sources of information);
11.2k instructional practices that promote students’ acquisition and use of study and inquiry skills across the curriculum;
11.3k grade-level expectations and procedures for assessing students’ study and inquiry skills; and
11.3s Provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum;

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.
12.1k characteristics and functions of different types of media (e.g., film, and print);
12.2k how different types of media influence and inform;
12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
12.4k procedures for producing visual images, messages, and meanings to communicate with others;
12.5k instructional practices that promote students’ ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;
12.6k grade-level expectations and procedures for assessing students’ skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;
12.1s Use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students’ needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;
12.3s Evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;
12.4s Teach students to analyze visual image makers’ choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;
12.5s Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;
12.6s Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;
12.7s Teach students how to select, organize, and produce visuals to complement and extend meanings;
12.8s Provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;

Other State Requirements
- Detection & Education of Students with Dyslexia
- Ensure that these categories are covered: Phonics, phonemic awareness, fluency, vocabulary, comprehension (TAC 228.30) [RDG 318: comprehension; RDG 320: All 5; RDG 322: vocabulary, comprehension]
TexES Competencies

- The following TExES competencies are covered in this course:
  - The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
  - The teacher creates a learner-centered community; the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
  - The teacher responds appropriately to diverse groups of learners.
  - While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
  - The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Technology Competencies

1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics
2.2k how to deliver a product electronically in a variety of media
2.2s participate in electronic communities as a learner, initiator, and contributor
2.3s employ technological collaboration such as sharing information through online communications to complete tasks
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats
3.2k how to evaluate and validate acquired electronic information
3.3k how to access and use online help
3.2s apply appropriate electronic search strategies in the acquisition of information to guide inquiry, including keyword and Boolean search strategies
3.3s use online help and other documentation
3.4s determine and employ methods to evaluate electronic information for accuracy and validity
3.5s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources
3.6s identify the source, location, media type, relevancy, and content validity of available information; and
**Student Learning Objectives**

- Students will articulate an understanding for and apply a content area framework of instruction. These will include the following:
  - The use of prior knowledge to construct purposes for reading.
  - The establishment of strategies that assist in reading increasingly complex levels of text.
  - The interpretation of text, and the opportunity for reflection on what has been learned.
  - Demonstrate an understanding for the English Language Arts and Reading TEKS and use them to design appropriate lessons.
- Students will analyze texts that are used in class for factors that make them easier or more difficult to comprehend.

**Instructional Methods and Activities**

Methods and activities for instruction include:
- Lecture and discussion
- Teaching demonstrations
- Direct experience
- Student microteaching and presentations

**Assignments**

Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

- **Interactive Reflections**
  - Insightful responses based on the chapter, corresponding lecture, and your personal reaction. Turn into Blackboard.

- **Professional Journal Article Response**
  - Read a journal article related to your content and the topic of reading. The article must be from *The Reading Teacher, Journal of Adolescent Literacy, Reading Research Quarterly, Theory into Practice, Reading Psychology, Literacy Research and Instruction*, or you may email requests for approval from other journals. Identify the topic of the article, provide full publication information in APA (info includes: author(s), title, journal name, volume/date and pages), summary of the article, how reading can be integrated into your content and at least two questions raised in your mind as a result of the article.

- **Demonstration Lesson**
  - You will present a lesson in a group of two or three students using a strategy from the Tompkins book. You will need to write a lesson plan and turn it in on blackboard. *The lesson will be conducted with the rest of the class participating.* I will provide more information in class.
• **Online Course Projects**

Students will complete an online project based on the content area topic of their choice. A rubric and more information will be provided in class and on Blackboard. The course projects will be graded twice during the semester.

  o **Midterm Project Check**

    ▪ The course will culminate with a content area reading unit focused on an elementary content area topic of your choice. During the week of midterm, students will submit their in-progress project based on the concepts covered at that time for student feedback. This portion of the project will be worth 100 points toward your final grade.

  o **Final Project Submission**

    ▪ During final exam week, students will submit their completed course projects. The content reading project will cover all concepts covered in the course. Students will be provided class time to work on developing each component of their online projects throughout the semester. This portion of the project will be worth 100 points.

**Evaluation and Grading Scale**

The following course requirements will be explained in detail during class meetings.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection responses (5 pts each)</td>
<td>60 pts</td>
</tr>
<tr>
<td>Dyslexia Presentation</td>
<td>25 pts</td>
</tr>
<tr>
<td>Dyslexia Quiz</td>
<td>50 pts</td>
</tr>
<tr>
<td>Professional Journal Article Response</td>
<td>40 pts</td>
</tr>
<tr>
<td>Midterm/ Project Check</td>
<td>50 pts</td>
</tr>
<tr>
<td>Demonstration Lesson</td>
<td>25 pts</td>
</tr>
<tr>
<td>Final Project</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 pts</strong></td>
</tr>
</tbody>
</table>

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments will drop one letter grade per week (10%). See blackboard for rubrics and grading criteria.

Final grades are calculated as a percent of total points earned:

A=92-100%
B=83-91%
C=74-82%
D= 66-73%
Required and Recommended Readings

Required Textbooks:

Recommended or Supplemental Reading:


Kieffer, M. J., & Lesaux, N. K. (2007). Breaking down words to build meaning:
Morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher, 61*(2), 134-144.

Lapp, D., Fisher, D., & Grant, M. (2008). “You can read this text—I’ll show you how”:

Comprehension instructional frameworks. *The Reading Teacher, 59*(8), 742-753.


**Class Schedule TBD**
Course Policies

Attendance/ Tardiness
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary.

Consequences for not attending class regularly:
For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade. One absence is defined as missing one complete class, arriving 15 minutes late, and leaving 15 minutes before completion of the class.

Late Work and Make-up Exams
Points will be deducted each day an assignment is late. It is up to the discretion of the professor whether or not work may be made up for credit.

Extra Credit
Extra credit is given for students who attend Student Reading Council (SRC) meetings. You must sign in and attend the entire meeting. Dates of meetings will be provided in class.

Cell Phone/Electronic Device Usage
Unless we are using devices as class resources, mobile phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before...
you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Preferred Method of Scholarly Citations
All papers submitted are to follow the Publication Manual of the American Psychological Association, (6th ed.). See Blackboard menu tab, Helpful Links, for a CASA resource.

Classroom Participation
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. In addition, the reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary.

Classroom/Professional Behavior
You have chosen the greatest profession, one where you will be charged with leading the learning of children. Your journey to a certificate for this profession starts with these courses. I, your instructor, expect you to enter class each day fully present and prepared, with a positive attitude and a readiness to learn. This may mean working on your own, with a partner, or in a small group. I also expect that you communicate with me, your instructor, in a respectful manner as well.

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual
orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Veterans**
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
## Appendices

### Appendix A

**Demonstration Lesson Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>0 to 5 points</td>
</tr>
<tr>
<td>Strategy modified for nonfiction</td>
<td>0 to 5 points</td>
</tr>
<tr>
<td>Lesson conducted in class</td>
<td>0 to 5 points</td>
</tr>
<tr>
<td>Coherent delivery</td>
<td>0 to 5 points</td>
</tr>
<tr>
<td>Presentation is 4-6 minutes long</td>
<td>0 to 5 points</td>
</tr>
</tbody>
</table>
## Appendix B

### Professional Journal Article Response Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>1 to 3 points</td>
<td>4 to 7 points</td>
<td>8 to 10 points</td>
</tr>
<tr>
<td></td>
<td>That's not a summary.</td>
<td>Okay summary, but some important parts are missing.</td>
<td>Summary includes general description of research or practice.</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>1 to 3 points</td>
<td>4 to 7 points</td>
<td>8 to 10 points</td>
</tr>
<tr>
<td></td>
<td>Yeah, about your attempt to use ideas from the article in your future classroom...</td>
<td>Your ideas for use in your future classroom could use more thought.</td>
<td>Your ideas are going to rock.</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>1 to 2 points</td>
<td>3 to 4 points</td>
<td>5 to 5 points</td>
</tr>
<tr>
<td></td>
<td>No questions.</td>
<td>Weak questions.</td>
<td>Thoughtful questions.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>1 to 2 points</td>
<td>3 to 4 points</td>
<td>5 to 5 points</td>
</tr>
<tr>
<td></td>
<td>No APA format used. Paper is not edited.</td>
<td>Some APA format use. Inconsistent use of standard spelling, grammar, punctuation. Errors.</td>
<td>APA format used. Consistent use of standard spelling, grammar, punctuation.</td>
</tr>
</tbody>
</table>
## Appendix C
### Reflection Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>Missing</td>
</tr>
<tr>
<td></td>
<td>0 to 0 points</td>
</tr>
<tr>
<td>Missing</td>
<td>Your reflection was superficial. Your writing was disorganized, hard to understand, and contained many grammatical errors. You reflected on very few of the class topics and/or readings.</td>
</tr>
</tbody>
</table>
## Appendix D
### Google Site Final Rubric

<table>
<thead>
<tr>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Page</strong></td>
<td>0 (0%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>Page was not developed, is missing many of the guidelines provided for the home page, or has serious grammatical/spelling/punctuation errors.</td>
<td>Page is missing information from the guidelines supplied for the home page, and/or has minor grammatical/spelling/punctuation errors.</td>
<td>Page includes three well-developed paragraphs describing the nonfiction webpage purpose, and the importance of teaching nonfiction texts in the elementary content area classroom.</td>
</tr>
<tr>
<td><strong>Anchor Text Page</strong></td>
<td>0 (0%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>More than one element was not included in the anchor text page.</td>
<td>One element of the anchor text page was missing, and/or the information was not presented in clearly or thoroughly enough.</td>
<td>Included a boxy summary, description of the target age group, rationale, text analysis (5 A-S), and a before reading instructional strategy. All sections were well written and described clearly.</td>
</tr>
<tr>
<td><strong>Nonfiction Text Features</strong></td>
<td>0 (0%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>One or more element was missing from nonfiction text structure page.</td>
<td>One element was missing, and/or the information was not presented in clearly or thoroughly enough.</td>
<td>Included a list of the access features found in one of your nonfiction texts. All sections were well written and described clearly.</td>
</tr>
<tr>
<td><strong>Textset</strong></td>
<td>0 (0%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>Lacking five or more resources and lacking proper summary elements.</td>
<td>Missing one or two sources in text set.</td>
<td>All ten text sets were provided and included a short summary of the text's content.</td>
</tr>
<tr>
<td><strong>Digital Text Features</strong></td>
<td>0 (0%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>Two or more elements were missing from the digital text features page.</td>
<td>One element was missing, and/or the information was not presented clearly or thoroughly enough.</td>
<td>Included an analysis of one of your digital texts, showing the features present in your text, and how your would support students in learning these unique features. All sections were well-written and described clearly.</td>
</tr>
<tr>
<td><strong>Text Scaffolding Plan</strong></td>
<td>0 (0%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>Page is lacking more than two texts, and/or contains serious grammatical/spelling/punctuation errors.</td>
<td>Page is missing complete for one or two texts, and/or contains minor grammatical/spelling/punctuation errors.</td>
<td>Page includes all required information about the 10 texts from text set. Free of grammatical/spelling/punctuation errors.</td>
</tr>
<tr>
<td><strong>Inquiry Questions Page</strong></td>
<td>0 (0%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>The page is lacking three or more questions, and/or contains serious grammatical/spelling/punctuation errors.</td>
<td>The page is lacking one or two questions, or more than half of the questions fall into the category of “High Order Thinking” questions, and/or contains minor grammatical/spelling/punctuation errors.</td>
<td>Contains all 10 HOT questions (most of which fall into the category of “High Order Thinking” questions). Free of grammatical/spelling/punctuation errors.</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>0 (0%)</td>
<td>15 (15%)</td>
</tr>
<tr>
<td>Student does not seem at all prepared to present.</td>
<td>Student shows a good understanding of some parts of the Google site and content area topic. Needs improvement.</td>
<td>Student shows a full understanding of the Google site and content area topic.</td>
</tr>
</tbody>
</table>