



Design Lessons That Target Complex Texts **EDUO 9785 – 2 or 3 Semester Credits/Units**

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview:

It is important to provide opportunities for students to read a wide variety of texts across content areas for different purposes and along a spectrum of difficulty and length. In this course, learn concrete ways to help students become highly skilled readers to meet the goal of comprehensively grasping complex text.

Course Description:

This course is designed for language arts, social studies, science, or other subject area teachers of grades 3-12 to guide students to access material from complex text. The course is replete with explanations, examples, resources, and tools. It includes the essential elements of unit design and models for lesson planning; specific, step-by-step instruction for teaching vocabulary; effective questioning techniques; strategies and activities explicitly designed for teaching complex text; ways to measure text complexity and select appropriate texts that are aligned with curricular goals; and a text selection process for schools or districts.

Course Objectives:

Throughout the course, participants will:

- Define close reading, complex text, and what qualifies as complex text across content areas
- Determine what students should know, understand, and do for a targeted unit around complex text
- Identify the components of lesson design
- Design lessons that focus on closely examining and interpreting complex text
- Use vocabulary strategies presented to plan learning experiences and student tasks
- Discern text-dependent from non-text-dependent questions
- Create or revise a series of text-dependent questions aligned to a complex text students will read
- Create or revise existing writing tasks aligned to complex text(s) for a series of formative assessments
- Design a final summative assessment as a culmination for complex text including a student checklist and accompanying rubric to score work

Course Text:

- Course text: *Complex Text Decoded: How to Design Lessons and Use Strategies That Target Authentic Texts* by Kathy T. Glass; access this link to order your book for this course: <http://shop.ascd.org/Default.aspx?TabID=55&ProductId=163804811&ComplexText-esigDecoded:-How-to-Dn-Lessons-and-Use-Strategies-That-Target-Auth>

Grading Rubric for Design Lessons That Target Authentic Texts
Participant is required to do all required coursework in each section.

	Exemplary, Above Graduate Level Standards Exceeds Expectations A+ to A-	Done to Graduate Level Standards Meets Expectations B+ to B-	Below Graduate Level Standards, Unacceptable Needs Improvement, Must be resubmitted.
Responses	Reflective, in-depth and thoughtful responses to questions or prompts; demonstrates thorough understanding of content.	Somewhat reflective, in-depth responses to questions or prompts; presents responses that demonstrate adequate understanding of content.	Responses to questions or prompts are incomplete or show weak understanding of the content.
Lessons	All lessons satisfy this criteria: <ul style="list-style-type: none"> • Target specific skills • Have a clear focus and guiding questions • Support an appropriately challenging complex text • Are complete and include all components of a sound lesson plan Incorporate well defined, engaging activities and strategies <ul style="list-style-type: none"> • Include appropriate rigor, assessments, and differentiation 	Lessons somewhat satisfy the criteria in that they might miss a lesson component, need more explanation for an activity or infuse more engagement, fall short of differentiating appropriately, or tackle too many skills at once	Lessons are incomplete, generally weak, or lack clear focus.
Grammar Conventions Presentation	Minimal or no spelling and grammatical errors. Assignments are in standard 12-point font. Presentation is neat with good use of white space and margins that facilitate easy reading.	Contains some spelling or grammatical errors. Assignments are in standard 12-point font. Presentation is neat with good use of white space and margins that facilitate easy reading.	Contains spelling or grammatical errors that hinder reading. Assignments do not use standard 12-point font. Presentation lacks neatness, white space and margins.
Organization	Responses to questions/prompts and lesson plans are all extremely well organized.	Responses to questions/prompts and lesson plans are adequately organized.	Responses to questions/prompts and lesson plans seem haphazard and lack organization making them hard to follow.

Option 1: (2 Credits/Units)

Chapter 1: Complex Text and Disciplinary Literacy.

1. Read, reflect and summarize.

Chapter 2: Essential Elements of Unit Design and Models for Lesson Planning.

1. Read, reflect, summarize and create a related detailed lesson plans.

Chapter 3: Preparing, Pre-reading, and Exposing Students to Text and Its Structure.

1. Read, reflect, summarize and create a related detailed lesson plans.

Chapter 4: Vocabulary.

1. Read, reflect, summarize and create a related detailed lesson plans.

Chapter 5: Skilled Questioning Techniques.

1. Read, reflect, summarize and create a related detailed lesson plans.

Chapter 6: More Strategies and Activities for Teaching Complex Text.

1. Read, reflect, summarize and create a related detailed lesson plans.

Chapter 7: Writing About Text.

1. Read, reflect, summarize and create a related detailed lesson plans.

Options 1 and 2: (3 Credits/Units)

Resource A: Measuring Text Complexity.

1. Gauge and align your texts based on new information from this course.

Resource B: Text Selection for Fiction and Nonfiction Literature.

1. Make a concrete plan for a text selection process for your school or district.

Teaching Lesson and Reviewing Data:

1. Choose a comprehensive lesson you created in Option 1 and teach it.