



LEARNING WITH TEXT

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Licensure Renewal Credit: 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: July 1, 2024 – June 30, 2025

Course Description (Overview of Course)

A critical element of college and career readiness is students' experience with complex texts. This expectation is specifically stated in the introduction to the new English/Language Arts Standards (p. 3): "Students who meet the Standards readily undertake the close attentive reading that is at the heart of understanding and enjoying complex works of literature. . . They actively seek the wide, deep, and thoughtful engagement with high-quality literary and information texts that builds knowledge, enlarges experiences, and broadens worldview." (underlining added)

This micro-credential bundle focuses on preparing high quality lessons that engage students in learning with and from the text. Developing close reading lessons that include carefully written text dependent questions and teaching students how to thoughtfully engage with text through annotation are key elements of learner engagement with complex text.

School Improvement Rationale (School data that indicates a need for this course).

All K-12 teachers are required to address the English/Language Arts standards, including literacy in history/social studies, science, and technical subjects. These Standards are based on extensive research that established the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. According to the anchor standards for reading, college and career ready students can demonstrate independence in comprehending and evaluating complex texts across a range of types and disciplines. A survey of schools indicates that professional learning of college and career readiness is both a school goal and a staff need for K-12 teachers.

Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Design lessons focused on appropriately complex texts in which students will
 - ✓ Implement the steps of close reading
 - ✓ Engage with text through text dependent questions
 - ✓ Annotate text as an independent reading strategy

Micro-Credential Component*	Micro-Credential Description	Hours
Close Reading	Close reading is a strategy in which students learn how to comprehend complex text and build disciplinary knowledge. Learn how to choose appropriately complex text, generate text dependent questions, and develop the steps of a close reading lesson to engage students with text.	5
<p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The learner will use a close reading lesson template to design a close reading lesson that <ul style="list-style-type: none"> ✓ Indicates an appropriately complex text for the content and grade level ✓ Includes high-level text dependent questions ✓ Includes the progression of steps in the close reading strategy ✓ Includes a reflection of the lesson after classroom implementation 		
Micro-Credential Component*	Micro-Credential Description	Hours
Text Dependent Questions	Teachers need to create and use text-dependent questions that redirect students back to the text to provide evidence and support for their answers.	5
<p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The learner will select 3 pieces of complex text that will be used together in a unit of study to use for writing text dependent questions <ul style="list-style-type: none"> ✓ Write 3-5 text dependent questions per each piece of text ✓ Write 3 text dependent questions to connect the different pieces of text together 		
Micro-Credential Component*	Micro-Credential Description	Hours
Annotating Text	One critical way to demonstrate close reading is to annotate the text. This “reading with a pencil” helps the reader engage with text more slowly and critically in order to deepen understanding. Independent strategic readers experience how annotation “done right” develops college and career readiness skills.	5
<p>Success Criteria for this micro-credential:</p> <p>The learner will develop three models of close reading with annotation to use in demonstration lessons for students in which the teacher does a think aloud while annotating text. A different annotation model for each lesson will be employed.</p>		

Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.

Iowa Leadership Standards

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:

- Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- ✓ Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)