Midterm Project
Applying Analysis in Career-Centered Ways

This project offers students a chance to practice MDE teacher-preparation standards by creating a guide that would aide teachers in developing standards-based curriculum focused on textual analysis. In addition to creating a visually dynamic guide to a specific children's book, students will also reflect on how it demonstrates their learning as future educators in a meta-analytical rationale.

Purpose:

Often, future teachers are unsure how formal analysis of children's texts is relevant to the work they will do children. The midterm teaching guide assignment is meant to foster a clearer understanding of this connection, helping students to not only practice analyzing a book of their choosing, but craft ways to meaningfully engage their own future students using such analytical approaches as a basis.

Description:

Description: A teaching guide offers a grade specific resource detailing how to utilize a book in a classroom. Teaching guides are visually dynamic, with purposeful layout and tools such as discussion questions, history/context, analytical approaches, information about the author, vocabulary, chapter summaries, classroom activities or assignments, additional readings or resources, etc. While templates handouts for classroom use are also encouraged, these should be in addition to six pages of original content.

Rationale:

Rationale: In addition to the guide itself, submit a 1-2 page single-spaced rationale explaining how your work demonstrates the teacher-preparation standards for grades K-6. You may use a list or bullet/outline format, but each answer should include quotes from and specific references to your guide.

1. How does your guide help teachers facilitate an in-depth critical thinking approach, helping students engage close reading of writing techniques as well as an exploration of ideologies in the book/books?
2. How does your guide implement select K-6 Common Core Standards? Include specific standards as they align with activities in your guide.
3. How does your guide demonstrate your understanding of the following teacher-preparation standards: 1) Building Comprehension, 2) Exploring Vocabulary, 3) Promoting Reading Fluency, 4) Fostering Motivation and Engagement, and 5) Creating Literacy Learning Environments that Implement Curriculum Design and Culturally Responsive Practices

Format/Details

Length & Depth   Strong guides are often 6-8 pages in length, but are graded based on the **depth and robust quality** of work.

Real World Writing   As a real world kind of writing, grades are based in part on **what the guide offers to potential teachers**. Would this guide sell, for example, on teacherspayteachers.com? Why should a teacher choose it among others?

Citation & Innovation   While you may use outside sources for inspiration, these must be named/cited whenever used. Your grade, however, is based on your **original & innovative ideas and analysis**.

Using Models   E-Learning has many examples of teaching guides in to use as models. Your grade is, in part, based on **how closely your guide matches** the style, content, organization, layout, and tone of models.

Note: Those not pursuing careers in educational settings are welcome to produce another career-focused textual production. Please see Dr. Meeusen for specifics on this option and ideas about how to approach it.

<h1 style="text-align:center">Lesson/Unit and Reading will be evaluated
for these Standards-Based Learning Outcomes</h1>

Creating Literacy Learning Environments, Implement Curriculum Design and Culturally Responsive Practices

Lessons, activities, and reading of children's texts teach, model, facilitate, and provide independent practice with opportunities to **use literacy for positive social interactions** (e.g., solving conflicts; negotiating in collaborative projects) and **critically analyze texts with children for social and cultural biases** by analyzing language and visual representations in print and digital texts and media that perpetuate gender, social class, and racial/ethnic stereotypes. Pedagogy uses texts to foster **rich instruction and discussion**, and analyze text to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances. Reading and teaching aligns texts with **instructional purposes** (e.g., independent practice, study of author's craft and structure, integration of knowledge and ideas).

Fostering Motivation and Engagement

Lessons, activities, and reading of children's texts fosters literacy motivation and engagement, including **setting expectations** for classroom participation; assuring opportunities for developing self-efficacy through **scaffolding**, text and task selection, differentiation, goal-setting and self-monitoring; offering children substantive **options**, choices and input into learning activities; arranging **collaborative activities** that foster literacy learning through social interactions; providing a variety of meaningful purposes for academic units and tasks; providing continual **encouragement** for academic and personal attainment and interests; emphasizing the **utility, value, and enjoyment** of literacy and literacy tasks (e.g., word play, word inquiry, reading of high-interest texts, critical inquiry); building **interpersonal relationships** with children that encourage mutual trust and commitment.

Promoting Reading Fluency

Lessons, activities, and reading of children's texts build reading fluency, such as **repeated reading, partner reading, echo reading, reading while listening** to recorded books and other models of fluent reading and a large volume of silent and/or oral reading, in coordination with techniques that **build word knowledge and skills** foundational to fluency.

Exploring Vocabulary

Lessons, activities, and reading of children's texts develop vocabulary, including for children whose home language is not the language of instruction, through a large volume of **oral and written language exposure** (e.g., through conversation, read aloud, audio books, silent reading, and inquiry); **selecting appropriate words** for instruction; providing accessible, explicit **explanation of the meaning of words**, including, as appropriate, examples and non-examples, visual supports such as video, photo, or props, movement, analogies, and other comparisons; producing the word for children **orally**; having children **repeat** the word; providing a **visual representation** of the word once children are reading conventionally; providing multiple exposures to target words in different contexts over time; explicitly teaching morphology and etymology; and other techniques.

Building Comprehension

Lessons, activities, and reading of children's texts develop comprehension, including daily time for children to read in **motivating and engaging contexts** for the purposes of building disciplinary knowledge and/or advancing personal interests; **comprehension strategy** instruction; modeling and guiding children to be **metacognitive** while reading; instruction in **text search, navigation, and evaluation**; focused, high-quality **discussion of the meanings of text**; text structure and feature instruction; and application tasks (e.g., building an argument from textual evidence) that, collectively, involve the three categories of comprehension in the National Assessment of Educational Progress: **locate and recall, integrate and interpret, and critique and evaluate**; to select and analyze texts for their affordances and challenges, including for specific disciplinary contexts.