

Winthrop University
 Richard W. Riley College of Education
 READ 370



Instructional Methods and Assessment I: Teaching
 Emergent, Beginning, and Struggling Readers and
 Writers

Professor:	Kavin Ming	Credit Hours:	3 hours
Class Location:	Withers 209	Class Days/Hours:	MW 3:30PM-4:45PM
Office Phone:	803-323-4756	Semester:	Fall 2016
Email Address:	mingk@winthrop.edu	Office Location and Hours:	Withers 212 M 10:00-12:00 T 10:00-2:00 W 10:00-12:00 R 11:00-1:00 (online only) F 4:00-5:00 (online only)

Catalog Description of the Course

This course will provide students with the skills to assess and teach reading and writing to emergent, beginning, and struggling readers and writers, and will provide them with the opportunity to implement these skills in a clinical setting.

Section:

Credit Hours: 3

Prerequisites

READ 330, Admission to Teacher Education.

Expanded Description of the Course

This course will provide students with an overview of how to teach reading and writing to emergent, beginning, and struggling readers and writers. Specifically, students will learn about how to explicitly teach **phonemic awareness, phonics, fluency, vocabulary, comprehension, and spelling** to 1st grade to 5th grade struggling readers and writers. In addition, they will learn how to teach the **writing** process as it relates to this population. Furthermore, students will learn about

and use literacy assessments that measure students' literacy development for the skills mentioned above. They will have opportunities to apply their learning by participating in a tutoring in a literacy clinic under the supervision of a cooperating teacher.

Alignment with Standards

This course is aligned with:

The Read to Succeed (R2S) Standards, the International Reading Association (IRA) Standards, the National Association for the Education of Young Children (NAEYC) Standards, and the Richard W. Riley College of Education Unit Standards.

College of Education Unit Standards

In addition to being guided by national standards, this course also operates within the Unit Standards of the College of Education. The mission of the College of Education is to prepare professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation (from the Richard W. Riley College of Education Initial Teacher Preparation Unit Standards Framework). Your undergraduate teacher education program is organized within three stages: the Exploratory Stage, the Preprofessional Stage, and the Professional Stage. READ 370, Instructional Methods and Assessment I, is part of your Preprofessional Stage. In this course, you will learn (on an introductory level) specific pedagogical skills necessary for successful teaching of reading and writing as part of literacy education of your future pupils.

Major Goals and Objectives of the Course

The major goal for this course is to develop teachers who provide for individual differences of their future pupils in reading and writing. The following objectives will help students attain this goal:

Catalog Objectives:

1. Explain the acquisition of beginning reading and writing skills.
2. Implement and evaluate instruction in the areas of: oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
3. Provide opportunities for students to explore and identify sound-symbol relationships in meaningful contexts.
4. Select and implement instructional methods based on evidence-based rationale, student needs, and purposes for instruction.
5. Understand types of assessments, their purposes, strengths, and limitations.
6. Administer appropriate assessments to determine a student's reading level and monitor progress.
7. Use data to plan and implement effective reading and writing instruction for emergent, beginning, and struggling readers and writers.
8. Communicate assessment purposes and results to appropriate audiences.

Learning Objectives	South Carolina Read to Succeed Literacy Competencies Document (Elements)	South Carolina Read to Succeed Literacy Competencies Document (Outcome Statements)	International Literacy Association Standards	NAEYC Standards	Unit Standards	Name of Assignments
Explain the acquisition of beginning reading and writing skills.	2.8 Know that children learn about language through using language and communicating with others.	2.8.1		NAEYC 2010-1a & 1b		Literacy Clinic Practice Activities Midterm and Final Exam
	2.10 Know that children learn about the sounds of language and continue to develop as language users through hearing and using oral and written language.	2.10.1		NAEYC 2010-1a & 1b		Literacy Clinic Practice Activities Sound Cards Midterm and Final Exam
	2.11 Know that oral and written language support children learning how to hear and represent sounds within words, and they support the development of language communication.	2.11.1		NAEYC 2010-1a & 1b		Practice Activities Phonics Packet Sound Cards Midterm and Final Exam
	2.17: Understand that reading is a meaning-making process involving the use of cueing systems and problem solving skills and strategies.	2.17.1 2.17.3		NAEYC 2010-1a & 1b		Literacy Clinic
Implement and evaluate instruction in the areas of: oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.	2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	2.1.2 2.1.3 2.1.4	ILA 2010-2.1		Unit Standard 6, Element 1	Literacy Clinic Midterm and Final Exam

	2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language, comprehension, strategic knowledge, and reading-writing connections.	2.2.1 2.2.3 2.2.4 2.2.4	ILA 2010-2.2		Unit Standard 6, Element 2	Literacy Clinic
	2.9 Know a variety of ways to introduce and build new language and vocabulary throughout the curriculum and across grade levels	2.9.1				Literacy Clinic Phonics Packet Midterm and Final Exam
	2.12 Comprehension and vocabulary growth result primarily from engagement with texts and social interactions.	2.12.1				Literacy Clinic
	2.13 High engagement during reading requires access to text, time to read, reading success to promote agency, and supportive literacy-rich environment.	2.13.2				Literacy Clinic
	2.14 Understand that fluency in reading increases with ease of use and greater flexibility in using strategies in reading and fluent reading is not about rushing through texts, but knowing when to consciously take control of reading rate across a variety of texts and reading for different purposes.	2.14.2				Literacy Clinic
	3.3: Use assessment information to plan and evaluate instruction.	3.3.1 3.3.2 3.3.4	ILA 2010-3.3			Literacy Clinic
Provide opportunities for students to	2.1 Use foundational knowledge to design or implement an integrated,	2.1.2 2.1.3	ILA 2010-2.1			Literacy Clinic Midterm and Final

explore and identify sound-symbol relationships in meaningful contexts.	comprehensive, and balanced curriculum.	2.1.4				Exam
Select and implement instructional methods based on evidence-based rationale, student needs, and purposes for instruction.	2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	2.1.2 2.1.3 2.1.4	ILA 2010-2.1	NAEYC 2010-4b NAEYC 2010-4c NAEYC 2010-5c		Literacy Clinic Midterm and Final Exam
	2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language, comprehension, strategic knowledge, and reading-writing connections.	2.2.1 2.2.3 2.2.4 2.2.4	ILA 2010-2.2	NAEYC 2010-4b NAEYC 2010-4c	Unit Standard 5, Element 1 Unit Standard 6, Element 3	Literacy Clinic
	2.15 Understand that reading about topics that are personally interesting activates use of background knowledge and increases motivation and comprehension in reading.	2.15.1		NAEYC 2010-4b NAEYC 2010-4c	Unit Standard 5, Element 2	Literacy Clinic
	2.16 Understand that learning is social. Learners use written language as one of the means of making sense of the world; readers/writers learn more about written language and create deeper understandings as they talk with others about texts.	2.16.3		NAEYC 2010-4b NAEYC 2010-4c		Literacy Clinic
	5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. High	5.2.3 5.2.5 5.2.6 5.2.7	ILA 2010-5.2	NAEYC 2010-4b NAEYC 2010-4c	Unit Standard 2, Element 3 Unit Standard 6, Element 4	Literacy Clinic

	engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.					
	6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	6.2.1 6.2.3	ILA 2010-6.2	NAEYC 2010-6b	Unit Standard 5, Element 4	Literacy Clinic
Understand types of assessments, their purposes, strengths, and limitations.	3.1: Understand types of assessments and their purposes, strengths, and limitations.	3.1.1 3.1.2	ILA 2010-3.1	NAEYC 2010-3a		Literacy Clinic Midterm and Final Exam
Administer appropriate assessments to determine a student's reading level and monitor progress.	3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	3.2.1 3.2.3 3.2.5 3.2.6	ILA 2010-3.2	NAEYC 2010-3d	Unit Standard 4, Element 1	Literacy Clinic
Use data to plan and implement effective reading and writing instruction for emergent, beginning, and struggling readers and writers.	3.3: Use assessment information to plan and evaluate instruction.	3.3.1 3.3.2 3.3.4	ILA 2010-3.3	NAEYC 2010-3d	Unit Standard 4, Element 2	Literacy Clinic
Communicate assessment purposes and results to	3.4: Communicate assessment results and implications to a variety of audiences.	3.4.1 3.4.3	ILA 2010-3.4	NAEYC 2010-2c	Unit Standard 4, Element 3	Literacy Clinic (Parent Conference)

appropriate audiences.	7.8: Understanding of contextual influences on language and literacy development (community, home, SES, language, parent education level).	7.8.1 7.8.2				Literacy Clinic
	8.1: A child's first teacher is the family and they provide home literacy support.	8.1.1				Literacy Clinic (Parent Conference)
	8.2: It is important to connect parents, students and teachers all together.	8.2.2 8.2.3				Literacy Clinic (Parent Conference)

Teaching Methods

Throughout this class, students have the chance to demonstrate their knowledge:

1. through participating in and leading class discussions;
2. through participation in field based experiences that relate to course content
3. through co-planning/planning and co-teaching/teaching of lessons
4. through collaborative class assignments;
5. through viewing instructional videos;
6. through written work that includes the use of technology;
7. through in-class and out-of class assignments; and
8. through on-going dialogue with classmates and professor.

Required Text and Materials

Required reading is derived from the following sources:

- a. Multisensory Teaching of Basic Language Skills (3rd Edition) by Judith R. Birsh
- b. Assessment for Reading Instruction (2nd Edition) by Michael McKenna and Katherine A. Dougherty Stahl
- c. Selected pages from, Orton Gillingham Multisensory Literacy Materials
- d. Selected pages from the Step Up to Writing Series

Suggested Readings and Resources

Text Resources

- Cahill, M.A. & Gregory A.E. (2011). Putting the fun back into fluency instruction. *Reading Teacher* 65(2), 127-131.
- Foorman, B. R., Schatschneider, C., Eakin, M.N., Fletcher, J.M., Moats, L.C., & Francis, D.J. (2006). The impact of instructional practices in grades 1 and 2 on reading and spelling achievement in high poverty schools. *Contemporary Educational Psychology*, 31(1), 1-29.
- Foorman, B.R., Chen, D.T., Carlson, C., Moats, L.C., Francis, D.J., & Fletcher, J.M. (2003). Necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing*, 16, 289-324.
- Green, L.M., Schwiebert, D., Quinlan, C., Eva-Wood, T., & Juelis, A. (2003). Morphological development in children's writing. *Journal of Educational Psychology*, 95(4), 752-761.
- Ilor, J., Gansile, K., & Denny, K. (2006). The stop and go phonemic awareness game: Providing modeling, practice, and feedback, Preventing *School Failure*, 50(4), 23-30.
- McCarthy, P.A. (2008). Using sound boxes systematically to develop phonemic awareness. *Reading Teacher*, 62(4), 346-349.
- McGee, L.M., & Ukrainetz, T. A. (2009). Using scaffolding to teach phonemic awareness in preschool and kindergarten. *Reading Teacher*, 62(7), 599-603.
- Moats, L.C. (2009). Knowledge foundations for teaching reading and spelling. *Reading and Writing*, 22(4), 379-399.
- Moats, L.C. (2005/2006). How spelling supports reading: And why it is more regular and predictable than you think. *American Educator*, 12-22 & 42-43.
- Mraz, M., & Rasinski, T. (2007). Summer reading loss. *The Reading Teacher*, 60(8), 784-789.
- Rasinski, T., Yildirim, K., & Nageldinger, J. (2011). Building fluency through the phrased text lesson. *Reading Teacher*, 64(4), 252-255.

- Roehrig, A.D., Duggar, S.W., Moats, L.C., Glover, M., & Mincey, B. (2008). When teachers work to use progress monitoring data to inform literacy instruction: Identifying potential supports and challenges. *Remedial and Special Education, 29*(6), 364-382.
- Scarborough, H.S., & Brady, S.A. (2002). Toward a common terminology for talking about speech and reading: A glossary of "phon" words and related terms. *Journal of Literacy Research, 34*(3), 299-336.
- Sipe, L.R. (2001). Invention, convention, and intervention: Invented spelling and the Teacher's role. *Reading Teacher, 55*(3), 264-272.
- Stahl, S. A. (2003). How words are learned incrementally. *American Educator, 27*(1), 18-19.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*, 360-407.
- Thoermer, A, & Williams, L. (2012). Using digital texts to promote fluent reading. *Reading Teacher, 65*(7), 441-445.
- Torgesen, J.K. The prevention of reading difficulties. *Journal of School Psychology, 40*(1), 7-26.
- Williams, C., Phillips-Birdsong, C., Hufnagel, K., Hungler, D. & Lundstrom, R.P. (2009). Word study instruction in the K-2 classroom. *Reading Teacher, 62*(7), 570-578.

Online Resources (The following websites will provide you with strategies, and materials, and other resources for teaching reading and writing)

- Helping Children Read and Succeed: www.colorincolorado.org/article/27876/
- Florida Center for Reading Research: www.fcrr.org
- What Works Clearing House: <http://ies.ed.gov/ncee/wwc/>
- Educational Products: www.learningstore.org
- The Lexile Framework for Reading: www.lexile.com
- International Reading Association (IRA): www.reading.org
- IRA/National Council of Teachers of English (NCTE): www.readwritethink.org
- Learning A-Z: www.learninga-z.com
- Reading Rockets: www.readingrockets.org

Course Policies

Assignments are collected at the beginning of class. Please do not wait until the night before or the day an assignment is due to prepare and/or print the assignment as Murphy's Law typically takes effect which leads to a lack of professionalism. Ten percent (10%) of the total point value of an assignment will be deducted for each calendar day where an assignment is late. Late assignments will not be collected after the second day of being late. Please do not email me late assignments.

All assignments must be turned in to pass the class.

All exams are to be taken ON the day for which they are scheduled. If students miss an exam, in order to make it up, they MUST provide documentation about the reason(s) for which they are absent. The instructor will be responsible for judging the adequacy of cause for absence.

Extra credit/make-up work is NOT provided in this course, and assignment resubmissions are based on the instructor's discretion.

Plagiarism and Academic Dishonesty -Dishonesty of any kind is not tolerated at Winthrop University. The Academic policy of the University is followed in this course. The work you turn in **MUST** be your own. All references used in the production of your product must be acknowledged and cited in accordance with the *APA Publications Manual, 6th edition*.

Plagiarism or dishonesty is cause for IMMEDIATE course failure with serious consequences for possible dismissal. Academic integrity is required in the performance and conduct of all students. Personal integrity is *an essential ingredient for success for every professional*.

Respect for Others- The University encourages a mutual learning environment, where students can freely raise questions in search for understanding. We expect that you will listen to each other, ask questions and raise concerns, and provide the respect that you, your colleagues, and instructor deserve.

No cell phones or laptops are to be on during class. No text messaging is to take place during class. If you are expecting an emergency phone call, please see me prior to the beginning of class.

Class Attendance

Students are expected to attend all scheduled classes. **Students with more than 2 absences from the class meetings will have their final grade reduced by ONE letter grade.** Within this limit, you have the right to decide about class attendance, and you must accept responsibility for your level of achievement which may result from absences. You will be expected in class, unless you notify your professor beforehand of your absence. This will also be part of your professional responsibility needed as a teacher. You should be in class, **on time**, each day. You should be ready to learn during class. You should complete assignments prior to class.

Student Code of Conduct

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online at www.winthrop.edu/studentaffairs/handbook.

Class Participation

Class participation is vital in READ 370. **Students are expected to attend all class sessions.** This course will involve a substantial degree of student participation in class discussions and activities; consequently, these experiences cannot be made up. Students are responsible for any work missed and material covered during an absence.

Students Accessibility Statement

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803.32s.3290 or, by email at accessibility@winthrop.edu. Please inform me as early as possible once you have your official notice of accommodations from the Office of Accessibility.

Conferences

Conferences are encouraged. Please make an appointment with me by emailing me at mingk@winthrop.edu, or come to my office during my posted office hours.

Communication- Feel free to contact the Instructor at any of the listed numbers or through e-mail. The Instructor is available to answer any of your questions, either in or out of class. Office hours are on the front page of the syllabus.

If you need suggestions or if you have specific questions in preparing to meet the course requirements, or need assistance in developing your study or learning skills, please contact the instructor well in advance of due date of assignment who can advise you of the available resources on campus to support your learning goals.

If you are going to be absent from the class, please notify me by email before the class meets.

Emergency Contact Statement

In case of emergency, please leave a voicemail on my office telephone or e-mail me. You may also contact the Curriculum and Pedagogy Department office or leave a message at 803.323.2115.

The Learning Community

Starting Fall 2007, the Richard W. Riley College of Education is requiring students to sign up for access to LiveText. This is an online management tool that will strongly reinforce your learning experience. During your program at Winthrop, you will have the opportunity to use LiveText in a variety of ways that will benefit you. Once you have signed into the program, it is available to you for the next five years. While LiveText can be used for peer reviewing and instructor review and evaluation, you manage who may visit and view specific work, thus maintaining control over your own work and keeping your portfolio confidential. You can download public presentations, musical performances, auditions, lesson plans, unit plans, portfolios and so forth which may later be shared with prospective graduate schools or employers. LiveText, therefore, serves not only as a learning tool, but also as a repository that allows you to collect your work, to evaluate it for particular audiences, and to reflect on what has been learned from that work. You will need to purchase your LiveText account at the Bookworm on Cherry Road. The cost is \$105.50. For additional information on LiveText at Winthrop University, visit the Winthrop LiveText Support Website: <http://coe.winthrop.edu/livetext/>

* **Syllabus Change Policy** This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes to the syllabus after the course begins. In such cases, students will be notified accordingly.

ASSIGNMENTS

- 1. Class Preps:** There are eight class preps to be completed throughout the semester. The purpose of these preps is to get you ready for the new material that will be taught. When you read and prepare ahead of time, your background knowledge will support your new learning. **For that reason, course preps will only be collected on the day that they are due. There will be no exceptions to this.** When you turn in your preps, please make sure that it is type-written, and all of your pages are stapled together (chapter and video pages).
- 2. Guided Reading Lesson:** **NOTE: This lesson plan will be taught during your in-school field placement.** You will work with your classroom teacher to prepare and teach a guided reading lesson. You will share the WU Lesson Plan template with your classroom teacher and will use it to write your lesson plan (see Blackboard for template).
With your classroom teacher, you will:
 - a. select the standard(s) that you will use to guide your lesson
 - b. determine the group to receive this instruction
 - c. determine the leveled text to be used
 - d. determine the central focus of the lessonYou will then:
 - a. share with the teacher the elements of guided reading that you have been taught to determine if these elements fit with how the teacher teaches guided reading
Note: If there are elements of the guided reading lesson that differs from what you know, please ask the teacher if you should teach it based on what you know or based on how it is done in his/her classroom
 - b. using the WU LP Guided Reading template, write your lesson plan based on the guidelines that the teacher provides to you
 - c. share the lesson plan with the teacher and ask for necessary feedback
 - d. revise the lesson plan prior to teaching it
- 3. Literacy Block Analysis:** You will observe the components of a literacy block/language arts block in your assigned field placement classroom. Areas to observe might include: length of literacy block, classroom arrangement, reading/instructional emphasis, student activity that are addressed and emphasized, types of reading/writing materials, etc. In addition to observing the components of the block, you will talk with your classroom teacher to understand specific elements of the block/language arts time. Assignment details can be found in Blackboard.
- 4. Four Lesson Plans:** **NOTE: These lessons plans will be taught during your tutoring sessions.** You will participate in a 5-week literacy clinic where you will work with a struggling elementary-aged (grades 1-5) reader. You will write four lesson plans, two of which will be graded. We will work through the first lesson together in class, and you will

have opportunities to ask questions as you write. For the second lesson, you will write it and will come to see me in my office to discuss elements for which you have questions. For the third and fourth lessons, you will write them and post them to Blackboard. These lessons will be scored. Lesson topics will be based on student need, as determined by the results of your assessments. You will write each lesson plan that will be taught across two tutoring sessions. The first teaching of the lesson will be for demonstration and guided practice, while the second teaching of the same lesson will be more for the student to practice the skills that were previously taught. In teaching the same lesson a second time, you are giving students the opportunity to process the material at a deeper level. Therefore, for each of the skills that will be taught, you will need to have books, example words, writing prompts etc. for two days. Please clearly label what will be used for your Monday and Wednesday session.

5. **Phonics Packet:** You will print a phonics packet that will serve as your guide to teaching reading and spelling skills. You will use this packet as you tutor your student in the literacy clinic.
6. **Sound Cards:** You will create sound cards from a template that will be provided to you. This template is found in Blackboard. Print the letters on cardstock paper, laminate them, and cut them out. These sound cards are used to teach letter-sound correspondence. You will use the cards as you tutor your student in the literacy clinic.
7. **Exams:** You will complete a midterm and a final exam to demonstrate your knowledge acquisition of course content. Please note that the midterm exam has two components, parts A and B. Part A of the exam will require you to **independently** practice and reflect on the development of handwriting skills. This portion of the exam will be completed prior to class and will be turned in at the beginning of class on September 30. Once you turn in Part A of the exam, you will take the test (Part B) portion of the midterm.

Grading Scale

<i>Percentage</i>	<i>Grade</i>	<i>Percentage</i>	<i>Grade</i>	<i>Percentage</i>	<i>Grade</i>
94-100	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	<60	F

<u>Assignments</u>	<u>Point Value</u>
Midterm Exam Part A (Handwriting)	12
Midterm Exam Part B (Test)	43
Phonics Packet	10
Sound Cards	20
4 Lesson Plans (30*2) LP 3 & 4 will receive a grade	60
Guided Reading Lesson	30
Literacy Block Analysis	30
Class Preps. (8 preps x 5 points)	40

Tentative Schedule

DATE	TOPIC(S) DISCUSSED IN CLASS	READINGS/VIEWINGS PRIOR TO CLASS MEETINGS	Due Dates
8/24/2016	<p>Course introduction –Review syllabus, assignments, expectations</p> <p>Pretest</p> <p><u>Discussion:</u> The Need for Assessment to Inform Instruction Corresponding Assessments:</p> <ul style="list-style-type: none"> • Getting to Know You Survey • Tell Me What You Like Survey • Elementary Reading Attitude Survey <p><u>In class review:</u> McKenna & Stahl</p> <ul style="list-style-type: none"> • Getting to Know You (Blackboard) • Form 9.2 pg. 214 • Form 9.3 pp. 215-223 	<p>Buy textbook</p> <p><u>Before you come to class on 8/29</u>, read Birsh Chapter 3 pp. 49-69 <u>Complete the Chapter 3 Outline</u> found in Blackboard</p> <p><u>Before you come to class on 8/29</u>, watch the following video: Time stamp 13:50 to 19:40 http://www.learner.org/vod/vod_window.html?pid=1879</p> <p><u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u> What grade level(s) did you see represented in the clips?</p> <p>What do teachers in the clips do to establish an environment that supports literacy learning?</p> <p>How do these activities support students’ oral</p>	

		<p>language development?</p> <p>What kinds of grouping options are teachers using during this reading workshop model to engage students in these activities?</p>	
8/29/2016	<p><u>Discussion:</u> Chapter 3 Development of Oral Language and Its Relationship to Literacy</p>	<p><u>Before you come to class on 8/31</u>, watch the following video: Time stamp 18:00 to 24:30 https://www.learner.org/vod/vod_window.html?pid=1884 <u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u> What grade level(s) did you see represented in the clips?</p> <p>Describe what shared reading looks like.</p> <p>How does shared reading support students' oral language development?</p> <p>How are students grouped for this reading workshop activity?</p>	<p>Class Prep. Chapter 3 Hard Copies of Video Questions & Chapter Outline Due</p>
8/31/2016	<p><u>Discussion:</u> Chapter 3 Development of Oral Language and Its Relationship to Literacy</p>	<p><u>Before you come to class on 9/7</u>, read Birsh Chapter 5 pp. 113-127 <u>Complete the Chapter 5 Questions</u> found in Blackboard</p>	<p>Class Prep. Chapter 3 Hard Copy of Video Questions Due</p>
9/5/2016	<p>Labor Day—No Class</p>		
9/7/2016	<p><u>Discussion:</u></p>		<p>Class Prep.</p>

	Chapter 5 Teaching Phonemic Awareness		Chapter 5 Hard Copy of Chapter Questions Due
9/12/2016	<p><u>Discussion:</u> Chapter 5 Teaching Phonemic Awareness</p> <p>Corresponding Assessment:</p> <ul style="list-style-type: none"> Phonological Awareness Skills Screener <p><u>In class review:</u> Phonological Awareness Skill Screener (BB)</p>	<p><u>Before you come to class on 9/14</u>, read Birsh Chapter 6 pp. 145-153, 156-165, 165-168, 169-174 Review the Alphabet Knowledge Activities Document (found in Blackboard) <u>and select one of the activities. In typed writing:</u> Tell why you selected this activity.</p> <p>Briefly describe how the activity works.</p> <p>Be ready to share in small group</p>	
9/14/2016	<p><u>Discussion:</u> Chapter 6 Alphabet Knowledge</p>	<p><u>Before you come to class on 9/19</u>, read Birsh Chapter 8 pp. 207-212, 218-220, 223-226, 231-235, 238-239. Chapter 9 pp. 251-253, 276-280 Complete the Modified Cloze Power Point found in Blackboard</p> <p><u>Before you come to class on 9/19</u>, watch the following video: Time stamp 18:45 to 27:10 https://www.learner.org/vod/vod_window.html?pid=1881 <u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u></p>	Class Prep. Chapter 6 Hard Copy of Alphabet Knowledge Activity Due

		<p>What grade levels did you see represented in the clips?</p> <p>What kinds of decoding exercises are the teachers incorporating into their Word Study instruction?</p> <p>How do they teach each of these skills?</p> <p>What kinds of grouping options are teachers using during this reading workshop model to engage students in Word Study Instruction?</p>	
9/19/2016	<p><u>Discussion:</u> Chapter 8 Teaching Reading: Accurate Decoding</p> <p>Corresponding Assessments:</p> <ul style="list-style-type: none"> • Fry Sight Word Inventory • Quick Check for Basic Sight Words (Blackboard) • Informal Phonics Inventory • Names Test <p><u>In class review:</u> McKenna & Stahl Fry Form 5.1 pp. 116-122 Quick Check (BB) IPI Form 5.3 pp. 125-131 Names (BB)</p>		<p>Class Prep. Chapter 8 Hard Copies of Video Questions and Modified Cloze Power Point Due</p> <p>Phonics Packet Due</p> <p>Sound Cards Due</p>
9/21/2016	<p><u>Discussion:</u> Chapter 8 Teaching Reading: Accurate Decoding</p>		
9/26/2016	<p><u>Discussion:</u> Chapter 8 Teaching Reading: Accurate Decoding</p> <p><u>During the day you will be in your Field Experience Session 1 (In-School Field</u></p>		

	<p><u>Placement</u> <u>In-Class Debrief:</u> How does your teacher deliver literacy instruction in your classroom? Share with your teacher your Literacy Block Analysis Assignment, and let him/her know that you will need to observe the literacy block and ask him/her questions to complete the analysis</p>		
9/28/2016	<p>Midterm Exam Part B</p> <p><u>During the day you will be in your Field Experience Session 1 (In-School Field Placement)</u></p>		Midterm Exam Part A Due
10/3/2016	<p><u>Discussion:</u> Chapter 9 Teaching Spelling</p> <p>Corresponding Assessment:</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • Primary Spelling Inventory • Writing Sample <p><u>In class review:</u> McKenna & Stahl ESI Form 5.6 pp. 142-144 PSI (BB)</p> <p><u>Field Placement Session 2 (In-School Field Placement)</u> <u>In-Class Debrief:</u> How is the FE going?</p>		
10/5/2016	<p><u>Discussion:</u> Chapter 9 Teaching Spelling</p> <p><u>During the day you will be in your Field Placement Session 2 (In-School Field Placement)</u> <u>In-Class Debrief:</u> How is the FE going?</p>	<p><u>Before you come to class on 10/10</u>, read Birsh Chapter 10 pp. 293-298, 303-310 Complete the Modified Cloze Power Point found in Blackboard</p> <p><u>Before you come to class on 10/10</u>, watch the following video: Time stamp 27:10 to 29:40 https://www.learner.org/vod/window.html?pid=1881</p>	

		<p>What kinds of fluency exercises are the teachers incorporating into their instruction?</p> <p>How do they teach each of these skills?</p> <p>What kinds of grouping options are teachers using during this portion of reading workshop to engage students in these activities?</p>	
10/10/2016	<p><u>Discussion:</u> Chapter 10 Fluency in Learning to Read</p> <p>Corresponding Assessment:</p> <ul style="list-style-type: none"> • Reading a-z Benchmark or Fluency Passages <p><u>In-Class Review:</u> McKenna & Stahl pp. 153-154. Reading a-z passages</p>	<p><u>Before you come to class on 10/12</u>, complete the Guided Reading Outline found in Blackboard</p> <p><u>Before you come to class on 10/12</u>, watch the following video: Time stamp 36:40 to 41:05 https://www.learner.org/video/vod_window.html?pid=1884</p> <p><u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u> How do teachers group students for guided reading?</p> <p>What kinds of activities occur during guided reading?</p> <p>What are some kinds of questions that teachers ask during this reading workshop instructional approach?</p>	<p>Class Prep. Chapter 10 Hard Copies of Video Questions and Modified Cloze Power Point Due</p>

		What are the questions intended to get students to think about or do?	
10/12/2016	<p><u>Discussion:</u> Guided Reading—What it is and How it Works</p> <p><u>Discussion:</u> Discuss the Guided Reading Lesson Plan that will be taught in your In-School Field Placement. Refer to the WU Modified Guided Reading Template (found in Blackboard)</p>		<p>Class Prep. Guided Reading Hard Copies of Outline and Video Questions Due</p> <p>Literacy Block Analysis Due</p>
10/17/2016	Fall Break—No Class		
10/19/2016	<p><u>Discussion:</u> Guided Reading Assessment (Running Record)</p> <p>Corresponding Assessment:</p> <ul style="list-style-type: none"> • Running Record Assessment found in Blackboard <p><u>In-Class Review:</u> McKenna & Stahl Chapter 3 pp. 53-64</p>		
10/24/2016	<p>Tutoring 1</p> <p><u>First and Second Graders:</u></p> <ul style="list-style-type: none"> ○ Getting to Know You Survey (Introduction) ○ Tell Me What You Like Survey (Interest) ○ Elementary Reading Attitude Survey (Attitude) ○ Fry Sight Word List (Sight Words) ○ Phonological Awareness Skills Screener (Phonological Awareness) ○ Informal Phonics Inventory (Phonics) ○ <u>Primary</u> Spelling Inventory (Spelling) ○ Writing Sample (Writing) <p>Third Grade and above:</p> <ul style="list-style-type: none"> ○ Getting to Know You Survey (Introduction) ○ Tell Me What You Like Survey (Interest) ○ Elementary Reading Attitude Survey (Attitude) ○ Quick Check for Basic Sight Words (Sight Words) ○ Names Test (Phonics) ○ <u>Elementary</u> Spelling Inventory (Spelling) 		

	<ul style="list-style-type: none"> o Writing Sample (Writing) <p>Scoring of Surveys and Assessments and Planning for next assessment session</p> <p>Debriefing Session</p>		
10/26/2016	<p>Tutoring 2</p> <ul style="list-style-type: none"> o Fountas and Pinnell Benchmark Assessment <p>Scoring of Assessment</p> <p>Brief whole class discussion about the kinds of diverse student needs that arose based on the two weeks of assessment</p>	<p><u>Before you come to class on 10/31</u>, review and score all of your assessments. Bring all of your scores to class. Review the lesson plan template (found in Blackboard)</p>	
10/31/2016	<p><u>Discussion:</u> Review and discuss lesson plan template and discuss lesson 1</p> <p><u>During the day you will be in your Field Placement Session 3 (In-School Field Placement)</u></p> <p><u>Between 10/31 and 11/16, you will teach a guided reading lesson during your In-School Field Experience. Talk with your teacher about the Guided Reading Lesson plan. Talk about the group that you will work with and what book you will use. Share the WU lesson plan template and seek the guidance of the teacher as you write the lesson.</u></p>	<p>Before you come to class on 11/2, read Birsh Chapter 13 pp. 405-410 Access the Narrative Writing Activity Packet and the Power Point found in Blackboard</p> <p><u>Before you come to class on 11/2</u>, watch the following video: http://www.learner.org/vod/vod_window.html?pid=1883 Time stamp 36:18 to 44:45 <u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u> How do the teachers get students to brainstorm ideas to write about? Describe what the writing experience looks like for students? What are students writing about?</p>	

		What kinds of grouping options are teachers using to engage students in these activities?	
11/2/2016	<p>Chapter 13 Composition Evidence-Based Instruction (Narrative Writing)</p> <p>Corresponding Assessment: SUTW Rubric</p> <p><u>During the day you will be in your Field Placement Session 3 (In-School Field Placement)</u></p>		Class Prep. Chapter 13 Hard Copy of Video Questions
11/7/2016	<p>Tutoring 3</p> <ul style="list-style-type: none"> ○ Lesson 1 Initial Teaching (I Do, We Do) ○ Debriefing <p><u>During the day you will be in your Field Placement Session 4 (In-School Field Placement)</u></p>		
11/9/2016	<p>Tutoring 4</p> <ul style="list-style-type: none"> ○ Lesson 1 Reteaching (You Do) ○ Debriefing <p><u>During the day you will be in your Field Placement Session 4 (In-School Field Placement)</u></p>		Submit Lesson 2 into Blackboard by 11:59PM
11/14/2016	<p>Tutoring 5</p> <ul style="list-style-type: none"> ○ Lesson 2 Initial Teaching (I Do, We Do) ○ Debriefing <p><u>During the day you will be in your Field Placement Session 5 (In-School Field Placement)</u></p>		
11/16/2016	<p>Tutoring 6</p> <ul style="list-style-type: none"> ○ Lesson 2 Reteaching (You Do) ○ Debriefing <p><u>During the day you will be in your Field Placement Session 5 (In-School Field</u></p>		Submit Lesson 3 into Blackboard by 11:59PM

	<u>Placement</u>		
11/21/2016	Tutoring 7 <ul style="list-style-type: none"> ○ Lesson 3 Initial Teaching (I Do, We Do) ○ Debriefing 		
11/23/2016	Thanksgiving-No Class		
11/28/2016	Tutoring 8 <ul style="list-style-type: none"> ○ Lesson 3 Reteaching (You Do) ○ Debriefing 		Submit Lesson 4 into Blackboard by 11:59PM
11/30/2015	Tutoring 9 <ul style="list-style-type: none"> ○ Lesson 4 Initial Teaching (I Do, We Do) ○ Debriefing 		Guided Reading Lesson Plan Due
12/5/2015	Tutoring 10 <ul style="list-style-type: none"> ○ Re-administer ○ Fry Sight Word List ○ Informal Phonics Inventory ○ Elementary Spelling Inventory *Parent conferences		
12/12/2015	Monday @ 3:00 PM		Final Exam