

Winthrop University
 Richard W. Riley College of Education
 READ 380 01
 Instructional Methods and Assessment II: Teaching Transitional,
 Intermediate, and Advanced Readers and Writers



Professor:	Kavin Ming	Credit Hours:	3 hours
Class Location:	Withers 115	Class Days/Hours:	MW 12:30PM-1:45PM
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 transitional, intermediate, and advanced readers and writers. Field-based assignments will be required.

Section: 01

Credit Hours: 3

Prerequisites:

READ 330 and full 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 transitional, intermediate, and advanced readers and writers. Specifically, students will learn about how to explicitly teach **advanced phonics, vocabulary, and comprehension** to 2nd through 6th graders. In addition, they will learn how to teach the writing process as it relates to this population. Furthermore, students will learn about literacy assessments that can be used to measure students' literacy development for the skills mentioned above. They will have opportunities to apply their learning by completing field-based assignments in an intermediate setting 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 Association for Childhood Education International (ACEI) 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 380, Instructional Methods and Assessment II, is part of your Preprofessional Stage. In this course, you will learn 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. Analyze the components of the literacy block in a typical classroom of transitional, intermediate, and advanced readers and writers.
2. Explain the development of advanced reading and writing skills.
3. Select and implement instructional methods based on evidence-based rationale, student needs, and purposes for instruction.
4. Demonstrate high-utility strategies and help students recognize when and how to use these in their reading, writing, and spelling.
5. Administer appropriate assessments to determine a student's reading and/or writing level(s).
6. Use data to plan and implement effective reading and writing instruction for transitional, intermediate, and advanced readers and writers.

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	ACEI Standards	Unit Standards	Name of Assignments
Analyze the components of the literacy block in a typical classroom of transitional, intermediate, and advanced readers and writers.	1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	1.1.2 1.1.3	ILA 2010-1.1			Critical Reading Midterm Exam Final Exam
	2.19: Know how to organize time and space to implement a variety of instructional frameworks in support of reading and writing instruction (e.g., know how to organize reading and writing instruction within a workshop approach to provide a framework for effective instruction).	2.19.1 2.19.2				Literacy Block Analysis
	5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and	5.1.1 5.1.2	ILA 2010-5.1			Literacy Block Analysis

	writing instruction.					
Explain the development of advanced reading and writing skills.	2.10: Know that children learn about the sounds of language (phonemes, phonics, and knowledge of advanced features of written language) and continue to develop as language users through hearing and using oral and written language (poetry, songs, rhymes, stories, and a variety of texts).	2.10.1				Critical Reading Midterm Exam Final Exam
Select and implement instructional methods based on evidence-based rationale, student needs, and purposes for instruction.	2.9: Know a variety of ways to introduce and build new language and vocabulary (e.g., word study, etc.) throughout the curriculum and across grade levels.	2.9.1		ACEI 2.1 ACEI 2.2 ACEI 2.3 ACEI 2.4		Text Structure Lesson Plan Planning Commentary
	4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	4.2.2 4.2.3	ILA 2010-4.2		Unit Standard 1, Element 4 Unit Standard 2, Element 3 Unit Standard 5, Element 1 Unit Standard 6, Elements 1 and 3	Text Structure Lesson Plan Planning Commentary
	4.5: Dialects are well-developed linguistic systems that are rule-governed.	4.5.1				Text Structure Lesson Plan Planning

						Commentary
	7.1: Recognize that Dual Language Learners have a wide variety of educational and cultural experiences as well as linguistic differences.	7.1.1				Text Structure Lesson Plan Planning Commentary
	7.2: Students learning English must have opportunities to learn the language; effective teachers modify instruction to meet the needs of students.	7.2.2 7.2.3		ACEI 3.2		Text Structure Lesson Plan Planning Commentary
	7.3: Understand the principles of sheltered content instruction.	7.3.1 7.3.2				Text Structure Lesson Plan Planning Commentary
	7.4: Modes of language develop interdependently (reading, writing, listening, speaking, designing, viewing, representing).	7.4.1				Text Structure Lesson Plan Planning Commentary
	7.5: Recognize the role of L1 in L2 development.	7.5.1				Text Structure Lesson Plan Planning Commentary
	7.6: Languages are learned within purposeful contexts that are culturally relevant, interesting, and inspiring	7.6.1				Text Structure Lesson Plan Planning Commentary
Demonstrate high-utility strategies and help students recognize when and how to use these in	2.18: Understand that texts are used for reading instruction and independent reading represent a range of possible literature and genres,	2.18.3 2.18.6		ACEI 3.2	Unit Standard 5, Element 2	Text Structure Lesson Plan Planning Commentary

their reading, writing, and spelling.	and they exist in multimodal formats.					
	2.20: Know how to scaffold learning incorporating a gradual release of responsibility approach	2.20.1 2.20.5		ACEI 3.1	Unit Standard 6, Element 2	Text Structure Lesson Plan Planning Commentary
Administer appropriate assessments to determine a student's reading and/or writing level(s).	3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	3.2.1 3.2.5 3.2.6	ILA 2010-3.2	ACEI 4.0	Unit Standard 4, Element 1	Text Structure Lesson Plan Instruction and Assessment Commentary
	7.7: Understanding of assessments and assessment practices for language learners.	7.71				Text Structure Lesson Plan Instruction and Assessment Commentary
Use data to plan and implement effective reading and writing instruction for transitional, intermediate, and advanced readers and writers.	3.3: Use assessment information to plan and evaluate instruction.	3.3.1 3.3.2	ILA 2010-3.3		Unit Standard 4, Element 2	Text Structure Lesson Plan Instruction and Assessment Commentary

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 the writing of a lesson and teaching of such lesson
4. through collaborative in-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. Birsh, J. R. (2011). *Multisensory teaching of basic language skills* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing.
- b. Selected pages from www.ttms-flp-steve-peha-what-is-good-writing-packet.pdf
- c. Selected pages from Orton Gillingham Multisensory Literacy Materials

Required Reading List

Students will read the following articles as a part of the process in completing their critical reading assignment.

Comprehension

Harvey, S., & Goudvis, A. (2013). Comprehension at the core. *Reading Teacher*, 66(6), 432-439.

Kelley, M.J., & Clausen-Grace, N. (2010). Guiding students through expository text with text feature walks. *Reading Teacher*, 64(3), 191-195.

Peterson, D.S., & Taylor, B.M. (2012). Using higher order questioning to accelerate students' growth in reading. *Reading Teacher*, 65(5), 295-304.

Vocabulary

Brabham, E., Buskist, C., Henderson, S.C., Paleologos, T., & Baugh, N. (2012). Flooding vocabulary gaps to accelerate word learning. *Reading Teacher*, 65(8), 523-533.

Dalton, B., & Grisham, D.L. (2011). eVoc strategies: 10 ways to use technology to build vocabulary. *Reading Teacher*, 64(5), 306-317.

Rasinski, T.V., Padak, N., Newton, J., & Newton, E. (2011). The Latin-Greek connection. *Reading Teacher*, 65(2), 133-141.

Writing

Read, S. (2010). A model for scaffolded writing instruction: IMSCI. *Reading Teacher*, 64(1), 47-52.

Weisendanger, K., Perry, J., & Braun, G. (2011). Suggest-choose-plan-compose: A strategy to help students learn to write. *Reading Teacher*, 64(6), 451-455.

Zumbrunn, S., & Krause, K. (2012). Conversations with leaders: Principles of effective writing instruction. *Reading Teacher*, 65(5), 346-353.

Suggested Readings and Resources

Text Resources:

- Alvermann, D.E. (2002). Effective instruction for adolescents. *Journal of Literacy Research, 34*(2), 189-208.
- Archer, A. L., Gleason, M. M., & Vachon, V. L. (2003). Decoding and fluency: Foundation skills for struggling older readers. *Learning Disability Quarterly, 26*, 89-101.
- Bhattacharya, A., & Ehri, L. C. (2004). Graphosyllabic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities, 37*(4), 331-348.
- Curtis, M. (2004). Adolescents who struggle with word identification: Research and practice. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 119-134). New York, NY: Guilford.
- Gould Boardman, A., Roberts, G., Vaughn, S., Wechsler, J., Murray, C., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers*. University of Texas, Austin: Center of Instruction.
- Ivey, G. (1999). Reflections on teaching struggling middle school readers. *Journal of Adolescent and Adult Literacy, 42*, 372-381.
- Kieffer, M.J. & Lesaux, N.K. (2007). Breaking down words to make meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher, 61*(2), 134-144.
- Moats, L.C. (2001). When older kids can't read. *Educational Leadership, 58*(6), 36-40.
- Mraz, M., & Rasinski, T. (2007). Summer reading loss. *The Reading Teacher, 60*(8), 784-789.
- Nagy, W., Berninger, V. W., & Abbott, R. D. (2006). Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle school students. *Journal of Educational Psychology, 98*(1), 134-147.
- Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 227-247). Oxford, UK: Blackwell.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*, 360-407.

Phonics

- Gates, L. & Yale, I. (2011). A logical letter-sound system in five phonic generalizations. *Reading Teacher, 64*(5), 330-339.
- Mesmer, H. A., & Griffith, P.L. (2005/2006). Everybody's selling it –But just what is explicit, systematic phonics instruction? *Reading Teacher, 59*(4) 366-376
- Moats, L. C. (1998). Teaching decoding. *American Educator, 22*(1-2), 42-49, 95-96.

Fluency

- Calo, K.M., Woolard-Ferguson, T. & Koitz, E. (2013). Fluency idol: Using pop culture to engage students and boost fluency skills. *Reading Teacher, 66*(6), 454-458.
- Marcell, B. & Ferraro, C. (2013). So long, robot reader! A superhero intervention plan for improving fluency. *Reading Teacher, 66*(8), 607-614.
- Marcell, B. (2011). Putting fluency on a fitness plan: Building fluency's meaning-making muscles. *Reading Teacher, 65*(4), 242-249.

Spelling

- Hauerwas, L.B. & Walker, J. (2004). What can children's spelling of running and jumped tell us about their need for spelling instruction? *Reading Teacher, 52*(2), 168-176.

Newlands, M. (2011). Intentional spelling: Seven steps to eliminate guessing. *Reading Teacher*, 64(7), 531-

534.

Powell, D.A. & Aram, R. (2008). Spelling in parts: A strategy for spelling and decoding polysyllabic words. *Reading Teacher*, 61(7), 567-570.

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

Adolescent Literacy: www.adlit.org/

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.

Because life happens and sometimes circumstances are out of our control, you will be allowed to turn in ONE late assignment. Ten percent (10%) of the total point value of an assignment will be deducted for each calendar day for this late assignment. Please note that this late assignment must be turned in by the end of the second school/work day.

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 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 380. **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.

Field Experience Component

You will spend 10 days (Monday and Wednesday: 5 weeks of class) in an elementary field experience placement for your work in elementary methods. Your success in the field experience is built on good collaboration and communication with your host teacher and University supervisor. Attendance is a basic requirement for the field experience. Host teachers plan for your time in their classrooms. It is inconvenient for host teachers for you to change your field experience dates. **You will follow the teacher's hours on the days you are in the field.** For example, if teachers are expected to be at school at 7:25 am and leave at 3:00 pm, then you will follow those hours for all the days you are in the field.

While emergencies may happen and illness may occur that will prevent you from attending all field experience sessions on the assigned dates, rescheduling time without a pre-approved reason is strongly discouraged. Both your host teacher and your university supervisor should be notified in advance to provide approval for rescheduling a field experience day. Failure to let BOTH the host teacher AND your University supervisor know of your need to change field experience days will be labeled as a NO SHOW for the field experience day.

If it is determined that you changed field experience time without letting both people know of your plans, there will be an automatic point deduction of 5 points from your grade in this methods course for the first violation. If there is a second event of not notifying both the host teacher and University supervisor, the point deduction from this methods course will increase to 10 points. Names of students with a pattern of arriving late or leaving early from the field experience will be forwarded to the ELEM Competency Review Committee. The ELEM Competency Review Committee approves Internship I and II placements.

Successful field experience work is essential to your success in all methods courses. The Junior Field Experience Rubric assesses your performance in Planning, Instruction, Environment and Professionalism. You will implement assignments during your field experience to demonstrate your progress in planning, teaching and professionalism in a classroom setting. Your methods instructor and mentor teacher will assess your performance.

You must receive a satisfactory field experience evaluation to be successful in methods courses and ELEM 392. The minimum score to receive a satisfactory evaluation is 13 out of 18 points.

If you do not receive a passing score on the field experience evaluation, you will receive an Incomplete in the methods course.

If you earn a satisfactory evaluation in the field experience but a grade of C- or below in the methods course, you must repeat ELEM 392 along with the methods course since the field experience is connected to successful completion of the course.

If you do not meet minimum expectations on the field experience evaluation, you will need to repeat ELEM 392, the Co-requisite for this course.

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. **Critical Reading:** You will read 5 articles in one of the following skill areas: **vocabulary, comprehension, OR writing**. As you are reading, you will complete an *Inquiry Chart* (I-Chart) addressing critical questions in each article. Your responses to the questions must be written in your own words and MUST express complete thoughts. This is your chance to demonstrate your higher level thinking skills (comprehension, application, analysis, synthesis, and evaluation). The *Inquiry Chart* must not exceed two pages in length. Therefore, you must be concise, yet thorough in the completion of the chart. A template will be provided by your instructor. For your specified skill area, you will read the three articles that have been chosen for you (see required reading list in the syllabus). Then you must locate and read two additional articles (that gets you to the 5 required articles) pertaining to your selected skill area. The two additional articles must come from peer-reviewed journals and be at least five pages in length. You must also create a separate reference page for this assignment containing the citations for the five articles that you have read. The citations must adhere to APA style (APA Publications Manual, 6th edition). This entire assignment must be word processed and be three pages in length – the two page I-Chart and one reference page. **For this assignment you must turn in the I-Chart, reference page, and copies of the two additional articles that you found in peer-reviewed journals.** Please staple or bind everything together before class. Assignment details can be found in Blackboard. ******Please note that I will randomly select two of your articles and your article synthesis to grade.**
2. **Literacy Block Analysis (Field Experience Assignment 1):** 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 (**advanced phonics, vocabulary, comprehension, and writing**), 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.
3. **Comprehension Lesson Plan (Field Experience Assignment 2):** You will work with your mentor teacher to select a comprehension skill (e.g. summarizing, answering questions, finding the main idea) to teach to your students (can be whole class or small group). Once you have identified the skill to be taught, you will ask your classroom teacher to help you to determine which South Carolina ELA standard best fits this lesson. With the teacher you will review the standard and determine what element of the standard you will teach. You will also ask him/her about resources to use in teaching the lesson. Once you have thoroughly discussed the assignment with your mentor teacher, you must then write a **detailed** lesson plan (using the Winthrop University template provided in Blackboard) demonstrating how you plan to teach the specific comprehension skill. Once the lesson plan is written and accepted by your mentor teacher, you will teach the lesson. WU lesson plan template and rubric can be found in Blackboard.

4. **Instruction and Assessment Commentary (Field Experience Assignment 3):** In this assignment you will reflect on your thought process as you taught your lesson and as you assessed your students to determine their mastery of the concept. You will also consider how you accommodated diverse learners to ensure that they were able to demonstrate their learning. Assignment details can be found in Blackboard.
5. **Exams:** You will complete a **midterm** and a **final** exam to demonstrate your knowledge acquisition of course content.
6. **Course Preps:** For each class session, you will be required to read the text in advance and prepare materials to be ready for class. **You will find the templates for each activity in Blackboard in the Class Preparation folder.**
 - a. **Class Prep.: Chapter 15 Planning Multisensory Structured Language Lessons and the Classroom Environment**
 - i. Complete the Question and Answer template
 - b. **Class Prep: Chapter 11 Word Learning and Vocabulary Instruction**
 - i. Complete the Outline
 - c. **Class Prep: Chapter 12 Strategies to Improve Reading Comprehension in the Multisensory Classroom**
 - i. Create your own Power Point based on the headings provided
 - ii. Print the text structure header cards and the text structure cards on card stock paper, cut them out, and bring them to class.
 - iii. Print the comprehension activities PPT document
 - d. **Class Prep: Chapter 13 Composition: Evidence-Based Instruction (Expository Writing)**
 - i. Complete the Modified Cloze word document
 - ii. Bring the SUTW handy pages and the SUTW handouts to class
 - e. **Class Prep: Chapter 16 Instruction for Older Students with a Word-Level Reading Disability**
 - i. Complete the Key Ideas and Supporting Details chart
 - f. **Class Prep: Chapter 17 Adolescent Literacy: Addressing the Needs of Students in Grades 4-12**
 - i. Complete the Cornell Notes

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).

Please upload each of your class preps to our drop box account to enable everyone to have access to as much information as possible.

Go to www.dropbox.com

Email: READ_380winthrop@gmail.com

Password: [winthropliteracy](#)

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

Assignments	Point Value
Critical Reading	30
Literacy Block Analysis	30
Midterm Exam	35
Comprehension Lesson Plan	30
Instruction and Assessment Commentary	20
Junior Field Experience Evaluation (Midpoint)	--
Junior Field Experience Evaluation (Final)	18
Class Preps (6 preps x 5 points)	30
Final Exam	40
Total	233

TENTATIVE SCHEDULE

DATE	TOPIC(S) DISCUSSED IN CLASS	READINGS PRIOR TO CLASS MEETINGS	Due Dates
8/24/16	Course introduction –Review syllabus, assignments, expectations Chapter 1 Connecting Research and Practice Chapter 2 Multisensory Structured Language Education	Buy textbook and begin reading Birsh Chapter 1 pp. 8-18 Birsh Chapter 2 pp. 25-31 <u>Before you come to class on 8/29, read Birsh Chapter 15 pp. 459-484 and Complete the Question and Answer Template</u> <u>Before you come to class on 8/29, watch the following video: http://www.learner.org/vod/vod_window.html?pid=2192</u> <u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u> How would you describe the classroom environments that you observed? What are some things that you should consider as you work with diverse students? What kinds of multisensory activities did you see teachers using? What grouping option did you see in this reading workshop model?	
8/29/16	Chapter 15 Planning Multisensory Structured Language Lessons and the	<u>Before you come to class on 8/31, read Birsh Chapter 11 pp.</u>	Class Prep. Chapter 15 Hard Copy

	Classroom Environment	<p>331-360 and Complete the Outline</p> <p><u>Before you come to class on 8/31, watch the following video: http://www.learner.org/vod/vod_window.html?pid=2193</u></p> <p><u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u></p> <p>During whole group instruction, how did the teacher work with the students to help them decipher the meanings of words?</p> <p>During partner learning time, how did the students make sense of words?</p> <p>During book club time, how did the teacher work through the meanings of words with the students?</p>	of Video Questions and Question and Answer Template Due
8/31/16	Chapter 11 Word Learning and Vocabulary Instruction		Class Prep. Chapter 11 Hard Copy of Video Questions and Outline Due
9/5/16	Labor Day—No Class		
9/7/16	Chapter 11 Word Learning and Vocabulary Instruction	<p><u>Before class on 9/12, read Birsh Chapter 12 pp. 365-399 and create a Power Point based on the Power Point headings provided</u></p> <p><u>Before you come to class on 9/12, watch the following video: http://www.learner.org/vod/vod_window.html?pid=2188</u></p> <p><u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u></p> <p>Describe the ways in which</p>	

		<p>students were grouped as they engaged in comprehension work?</p> <p>Select one of the grouping options that you saw and describe what the comprehension activity looked like.</p> <p>Discuss some of the comprehension strategies that teachers used with students.</p> <p>What are some principles that teachers must keep in mind as they teach comprehension?</p>	
9/12/16	Chapter 12 Strategies to Improve Reading Comprehension in the Multisensory Classroom		Class Prep. Chapter 12 Hard Copy of Video Questions and Power Point Due
9/14/16	Chapter 12 Strategies to Improve Reading Comprehension in the Multisensory Classroom		
9/19/16	Chapter 12 Strategies to Improve Reading Comprehension in the Multisensory Classroom		Critical Reading Due
9/21/16	Chapter 12 Strategies to Improve Reading Comprehension in the Multisensory Classroom		
9/26/16	Field Experience Session 1		
9/28/16	Field Experience Session 1		
10/3/16	Field Experience Session 2		
10/5/16	Field Experience Session 2		
10/10/16	Midterm Exam	<p><u>Before you come to class on 10/12</u>, read Birsh Chapter 13 pp. 405-425 and complete the Modified Cloze</p> <p><u>Before you come to class on</u></p>	Take Midterm Exam

		<p>10/12, watch the video: http://www.learner.org/vod/vod_window.html?pid=2197 <u>In typed writing, answer the following video questions in detail (Please use a Q&A format):</u> How is the narrative writing of the Sandwich Book Report similar to the expository Stop Light Color Scheme Outline that we have discussed?</p> <p>How did the teacher use the steps of the writing process as the students worked on their Sandwich Book Report?</p> <p>How did the teacher teach students about the difference between revising and editing?</p> <p>What kinds of grouping options did the teacher use during this aspect of the reading workshop?</p>	
10/12/16	Chapter 13 Composition: Evidence-Based Instruction (Expository Writing)		<p>Literacy Block Analysis Due</p> <p>Class Prep. Chapter 13 Hard Copy of Video Questions and Modified Cloze Due</p>
10/17/16	Fall Break—No Class		
10/19/16	Chapter 13 Composition: Evidence-Based Instruction (Expository Writing)		
10/24/16	Chapter 13 Composition: Evidence-Based Instruction (Expository Writing)	<p><u>Before you come to class on 10/26</u>, read Birsh Chapter 16 pp. 487-512 and complete the Key Ideas and Supporting Details Chart.</p> <p>Before you come to class on</p>	

		<p>10/26, watch the video: http://www.learner.org/vod/vod_window.html?pid=2191</p> <p>What should be a teacher's mindset when working with ELLs?</p> <p>What characteristics do successful teachers of ELLs possess?</p> <p>What are specific ways that teachers can support ELLs in the classroom setting?</p> <p>How can teachers support ELLs comprehension?</p> <p>How can teachers support ELLs vocabulary?</p>	
10/26/16	Chapter 16 Instruction for Older Students with a Word-Level Reading Disability		Class Prep. Chapter 16 Hard Copy of Video Questions and Key Ideas and Supporting Details Chart Due
10/31/16	Field Experience Session 3		
11/2/16	Field Experience Session 3		
11/7/16	Field Experience Session 4		
11/9/16	Field Experience Session 4		
11/14/16	Field Experience Session 5		
11/16/16	Field Experience Session 5		
11/21/16	Chapter 16 Instruction for Older Students with a Word-Level Reading Disability		
11/23/16	Thanksgiving Holiday—No Class		
11/28/16	Chapter 16 Instruction for Older Students with a Word-Level Reading Disability		Comprehension Lesson Plan Due Instruction and

			Assessment Commentary Due
11/30/16	Chapter 16 Instruction for Older Students with a Word-Level Reading Disability		
12/5/16	Chapter 17 Adolescent Literacy: Addressing the Needs of Students in Grades 4-12		Chapter Prep. Chapter 17 Hard Copy of Cornell Notes
12/13/16	Final Exam @ 11:30 AM		Take Final Exam