Instructor Information

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Places, Dates and Times

February 11th	9:00-12:00	CPS 326
March 11th	9:00-4:00	CPS 326 (this is an all day session)
May 6th	9:00-12:00	CPS 326

Professional Text(s) Required:

Text Rental: <u>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</u>
       Serravallo, Jennifer, Heinemann Press, 2015

Purchased: <u>The Café Book: Engaging all students in daily literacy assessment and instruction</u>
       Boushey, G and Moser, J, Stenhouse Press, 2009

       <u>Guided Reading Basics: Organizing, managing and Implementing a Balanced Literacy</u>
       Program K-3
       Rog, Lori Jamison, Stenhouse Publishing, 2003

       Yaeger, J. A. (2014). Wisconsin foundations of reading study guide.

Course Information

Course Description:
This course introduces the areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Satisfying the state mandate for phonics, this initial reading course also engages participants in pedagogy necessary to provide individualized instruction.

Participants will develop an understanding of how to utilize the English Language Arts Common Core State Standards (ELA-CCSS) for consistent and clear understanding of what students are expected to learn.   This course introduces effective literacy instruction while preparing participants for the Wisconsin Foundations of Reading Test (FRT). Teaching involves more than knowledge and skill; as such participants will self-assess their professional dispositions (UWSP-PEP Teacher Candidate Dispositions) throughout the semester.

"The more you read the more things you will know. The more you learn the more places you'll go."
Dr. Seuss

Online resources that will be used in this course:

1. Putting Reading First (NIFL): http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf
2. Foundations of Reading Test for Wisconsin information: http://www.uwsp.edu/education/Pages/ReadingTest.aspx
3. Reading Rockets: http://www.readingrockets.org/
4. Reading A-Z: http://www.readinga-z.com/
5. Into the Book: http://reading.ecb.org/
6. ELA-CCSS Resources: http://www.corestandards.org/ELA-Literacy
    http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf
7. Teaching Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf (InTASC)
    http://www.readoregon.org/pdf/IRAstandards_2010.pdf (IRA)
8. UWSP Dispositions: http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionUnderstanding.pdf

Course Objectives:
The objectives for this course aligned with the InTASC and IRA Standards.   By *fully* participating in this course, preservice teachers should be able to:

- Develop an understanding of theory and evidence-based literacy instruction for planning and teaching
- Learn how to use various instructional approaches, strategies, and materials to support students' learning needs
- Explore and use a variety of formative assessment tools to identify students' strengths and needs and plan for targeted literacy instruction
- Develop an understanding of how to utilize the ELA-CCSS to provide a consistent, clear understanding of what students are expected to learn
- Engage in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
- Explore the effective teaching and learning by integrating newfound understanding of effective methods, materials, and strategies.
- Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility (UWSP Dispositions).
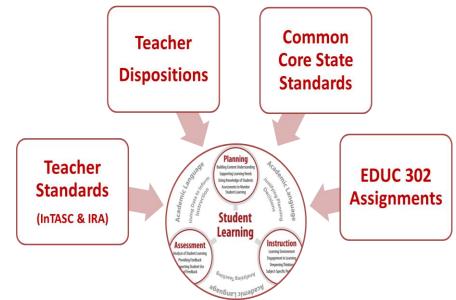

Figure 1. Teacher Standards, dispositions, CCSS, and EDUC assignments focus on the effective teaching cycle of planning, instruction, and assessment (edTPA Literacy Handbook, p. 2, SCALE 2013)

Course Policies:
Participants in this course may have multiple roles and commitments to juggle. Apart from being a student, you may be an employee, a parent, a community leader or a caregiver to a family member. To complete this course you will need to plan your time to fit scheduled class sessions.

- ❖ **Participation:** Full preparation and active participation in monthly course activities. Completing all individual assignments on time; engaging in respectful and collaborative conversations in class that help to explore and deepen understanding of course topics; and using electronic devices only for class-related activities (rather than personal usage).

- ❖ **Attendance:**. If you know you need to be absent please contact me ASAP. You are responsible for contacting a willing colleague to learn about the course session. If you need to arrive late or leave early please contact me ahead of time.

UWSP Community Bill of Rights and Responsibilities:
UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document and is available at http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx. The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found at http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf.

Americans with Disabilities Act:
The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information go to http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact the instructor at the beginning of the course. I am happy to help in any way I can. For more information, go to http://www4.uwsp.edu/special/disability/

"I came to realize that what I do other than "just read" is TALK. I read to children and we talk, and the talk is genuine because it's responsive to the children."   And with a Light Touch, Learning About Reading, Writing, and Teaching with First Graders, Carol Avery

Summary of Required Assignments:

➢ **Weekly Journal Entries:**   Throughout the semester you will be required to submit journal entries based on assigned readings. 3 specific citations from each chapter should be included. Your job is not just to share your thoughts but to **support your ideas** with personal experiences or how these ideas can be applied to your future classroom. For FRT text note 3 concepts that are new to you. Then continue with your thoughts.

➢ **In Class Demonstrations:**   On March 11th class you are required to research and present a phonics lesson with supportive Daily 5 activities in class. A lesson plan will be submitted using the inTASC planning form provided.   Please bring a copy of your plans to class.

  1. Choose no more than 2 ELA Common Core Standards-Reading- Foundational Skills/ Phonics and Word recognition. http://www.corestandards.org/ELA-Literacy
  2. Create 5, **Daily 5**, stations that support your instruction.

➢ **Portfolio Artifact: Observation chart – Continuum of Early Reading and Writing Development.   Choose a book of your own or a book that the student is using.**

  Observe at least one (1) child in each phase of development.
  Observe at least two (2) other children at different phases of your choice.
  (Form and rubric is provided.)

➢ **Portfolio Artifact: EDUC 302 Synthesis paper (further information and rubric provided)**

  1. Why is it important to understand how children progress through the phases of literacy development?
  2. Give a brief summary of your literacy assessment. (No names)
  3. Reflect what you learned from this experience. Use references from your readings and class discussion.
  4. How will this experience impact your current position and or your future classroom practice?

Point-based Grading Scale: All assignments are due in the drop box by May 15th

Assignments	Points	Letter Grade
Assignment #1: Journal Entries/CCSS (5 points each)	70	200-186 A 185-178 A- 177-170 B+
Assignment #2: Class Demonstration with Daily 5 lessons. (30 points)	30	169-155 B 154-147 B- 146-139 C+ 138-124 C 123-116 C-
Assignment #3: Developmental Reading Chart (portfolio item)	50	115-108 D+ 107- 93 D 92-85 D-
Assignment #4: EDUC 302 Synthesis (portfolio item)	50	
Total	200	

	Course Schedule

Date	EDU 302 Reading Topics	Agenda
Jan. 23-29	Put Reading First Chapter 1 (You can find this on D2L)	
Jan. 30-Feb. 5	Put Reading First Chapter 2 (You can find this on D2L)	
Feb. 6-12	Find the CCSS for Reading: Foundational Skills (link on D2L)	BRING COPY TO CLASS/5 points
February 11	**Class:** Review syllabus, CCSS, lesson planning, Daily 5, gradual release, shared reading, read aloud	
Feb. 13-19	Allington Reading (You can find this on D2L)	
Feb. 20-26	Guided Reading Basics Chapt. 1	
Feb. 27-Mar.5	Guided Reading Basics Chapt. 2	
Mar. 6-12	The Café Book: Chapt. 3	
March 11	**Class –** Phonics lesson plan with Daily 5 activities Guided reading **This is a full day class so we can practice for the FRT -----**	
Mar. 13-19	Guided Reading Basics Chapt. 5	
Mar. 20-26	FRT Study Guide section #0008	
Mar. 27-Apr.2	Guided Reading Basics Chapt. 4	
Apr. 3-9	The Café Book Chapt. 4	
Apr. 10-16	**Easter – time to get caught up**	
Apr. 17-23	Guided Reading Basics Chapt. 11	
Apr. 24-30	Guided Reading Basics Chapt. 12	
May 1-7	The Café Book Chapt. 6	
May 6	**Class –**	
May 8-15	**Complete all assignments and submit them to the drop box by <u>May 15th</u>**	

Classroom Presentation Guidelines

1. Create a phonics lesson plan using the CCSS/Language Arts/ Foundation Skills/ Phonics and Word Recognition. Choose only 1 or 2 standards.

2. Create 5, Daily Five, activities to support your lesson. Use planning form on D2L.

    (Read to Self, Read to Someone, Work on Writing, Word Work, Listen to Reading)

3. Complete a lesson plan form. Submit the completed lesson and Daily 5 to D2L and bring a copy to class.

4. There are lots of ideas on the internet. If you use one be sure to note the site in your lesson plan.

Presentation Rubric

	30 POINTS	15 POINTS	5 POINTS
PREPARATION	Have all the needed materials. Materials are relevant to the lesson. Oral presentation is clear and logical. Standards are addressed.	Have most of the materials needed. Materials are relevant to the lesson. Oral presentation is somewhat clear and logical. Standards are somewhat addressed.	Some needed materials are missing or not prepared for use. May or may not be relevant to the lesson. Oral presentation is hard to follow. Standards have not been addressed.
ORGANIZATION	Logical flow to the lesson. Easy to follow. Time allotted is appropriate for the target audience.	Flow to the lesson is logical but sometime hard to follow. Time allotted somewhat meets the needs of the target audience.	Lesson does not flow logically. Time allotted does not meet the needs if the target audience.
CLASSROOM CONTENT	Presenter demonstrates strong understanding of the content area through appropriate vocabulary and guiding questions. Standards are met.	Presenter demonstrates an adequate understanding of the content area through limited vocabulary and some guided questions. Standards are somewhat met.	Presenter is unable to demonstrate understanding of the content area. Limited vocabulary used appropriately. Standards are not met.
PROFESSIONALISM	Presenter makes eye contact with all participants throughout the presentation. Voice is pleasing and projects so that all can hear clearly. Pace of speaking is easy to follow. Body language projects enthusiasm and confidence.	Presenter makes eye contact with most participants. Voice projects adequately but not all the time. Some words are hard to understand. Pace of speaking is adequate. Body language projects some confidence and enthusiasm.	Presenter makes little eye contact. Voice is hard to hear, some mumbling. Speaking pace is too fast or too slow. Body language does not project enthusiasm or confidence.

Lesson Plan Framework

EDU 302 – Methods and Materials for Teaching Reading 1

Name:	Date:	Subject/Unit:
Grade:		Length of Lesson:

Knowledge of Context and Learners to Inform Teaching   What did your learners need to know before you presented this lesson?

Lesson Standards : Content Standards: Number and Applicable Wording (quote relevant parts of the standards)

Learning Outcomes – Identify what your learners will know and will be able to do

Formative Assessment –

Keep in mind that formative assessment is an ongoing process including: developing the assessment, providing feedback, using the results to inform instruction.

Academic Language – List general and content specific language that is essential for learner understanding.

Lesson Procedure – Your instructional plan should be written as a series of steps.

1. Introduction: communicate purpose   2. Activate prior knowledge – drawing from what you know about your learners.   3. Present key information and engage learners in multiple ways (visual, auditory, kinesthetic)

Differentiating Instruction – How will you meet the needs of all students?

Materials – What are you going to need to have ready and what will your students need?

Education 302 – Reading - Observation Checklist Guidelines

As in most other areas of development all children do not follow one clear sequential path in lock-step.

Keep in mind that the grade levels associated with each phase described are only approximation. In each grade there are likely to be children in all phases of literacy acquisition. Also, remember that within each phase there may be a range of learners who are developing in different ways.

Note: Quoted from, Jennifer Arenson Yaeger, Foundations of Reading Study Guide 2013

Directions:

- Choose at least one child for each phase. (5 total)   ***Total for both 7***
- Choose 2 children and choose a phase for each. Your choice. (2 total)
- Note grade, age, gender and place of observation.
- Mark box next to observations that are observed.
- Note any observations such as body language, interactions with the child being assessed and any other information that will help understand the assessment. Be sure to note if the child chose the book or you did.
- Be sure to bring materials for a writing sample.
- Submit the completed observation forms with your final synthesis paper.

Grading Rubric:

50 POINTS	25 POINTS	10 POINTS
1 child from each phase of literacy development assessed. **(5 children total)**	**Less than 5** children from different phases of literacy development assessed.	**Less than 3 children** from different phases of literacy development assessed.
2 children of different phases. Your choice**. (2 Children total)**	**Only 1** child assessed from your choice of phase.	0 assessments done.
Observations of each child's interactions are noted.	Observations of each child's interactions are noted.	Observations of each child's interactions are noted.

CHECKLIST WILL BE PROVIDED ON D2L TO COPY FOR USE IN OBSERVATIONS

EDUC 302 Synthesis Paper

1. Portfolio Artifact - no more than 4 pages – double spaced

2. Opening statement: Why is it important to understand how children progress through the phases of literacy development?

3. Give a brief summary of your literacy assessment. (No names)

   - where the observations took place
   - materials that are used (book titles and authors)
   - summarize the results

4. Reflect on what you learned from this experience. Use references from your readings and class discussion. (Give at least 3 citations to support your discussion.)

5. How will this experience impact your current position and or your future classroom instruction?

   - How will this knowledge impact your planning for reading instruction?
   - Give specific examples

Points	Opening Statement (paragraph 1)	Description of Observations. (paragraphs 2-3)	Reflection on Learning (paragraph 4-5)	Impact on Instruction (Paragraph 6)	Professional Presentation
50	Introduction clearly states **why** the phases of instruction are important to literacy development.	Student identification and procedures are clearly stated. Result summary is supported by student checklists.	Reflection is clearly stated and supported with citations from readings or class work.	Position is clearly stated and supported with examples from current classroom situations and or future classroom instruction.	Organized, concise writing. Correct grammar and accurate spelling. Includes name, section number and double spacing.
25	Introduction is **not** clearly stated. Ideas are not coherent and not necessarily connected.	Some of the required student information is missing. Results are not always supported by student checklists.	Reflection is somewhat stated. Citations are not complete.	Position is disorganized and not clearly stated. There are some examples from classroom situations or future classroom instruction.	Somewhat organized and mostly clear writing. Few grammar and/or spelling errors. Includes name, sections number and double spacing.
10	Introduction does not have developed ideas that pertain to phases of literacy.	Most of the required student information is missing. Results are not supported by student checklists.	Reflection is not related to literacy checklist. There are not citations.	Positon is not stated without support.	Unclear and unorganized writing. Multiple grammar and/or spelling errors.

JOURNAL FORM FOR REVIEW OF READINGS/ARTICLES

Copy this form and use it to review assigned readings. Type your response clearly. Submit form to D2L.

Name: _____   Date: _____

Title of article/s or reading/s: _____

Choose 3 citations from your reading/s and note the pages you found them on. For **FRT** *note something new you have learned.*

Commentary: Explain how these will impact your instruction and **WHY**. *Give examples based on your current or future classroom experiences.*

Citation 1:

Commentary:

Citation 2:

Commentary:

Citation 3:

Commentary:

InTASC Standards

Phonics Lesson Plan with Daily 5 activities that support instruction
#7: Planning for instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, knowledge of learners & the community. **#8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **#4: Content Knowledge:** The teacher understands how to connect concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the disciples accessible and meaningful for learners to assure mastery of the content.
Continuum of Early Reading and Writing Development/Synthesis
#1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **#6: Assessment:** The teacher understands how to connect concepts and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners decision making.
Journal Entries
#4: Content Knowledge: The teacher understands how to connect concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the disciples accessible and meaningful for learners to assure mastery of the content.