

**Instructor Information**Name: **Miriam Meeks**

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Office Hours: Tuesday and Thursday by appointment

**Places, Dates and Times:**

<b>ED 309/310:</b>	<b>February 3</b>	<b>9:00-4:00</b>	<b>Room 230 CPS</b>
	<b>March 17</b>	<b>9:00-4:00</b>	<b>Room 230 CPS</b>
	<b>April 14</b>	<b>9:00-4:00</b>	<b>Room 230 CPS</b>
	<b>May 5</b>	<b>9:00-4:00</b>	<b>Room 230 CPS</b>

<b>EDEC 368</b>	<b>January 27</b>	<b>1:00-4:00</b>	<b>Room 230 CPS</b>
	<b>March 10</b>	<b>1:00-4:00</b>	<b>Room 230 CPS</b>

**Text Rental:**Jan Richardson, **The Next Step Forward in Guided Reading (GradesK-8)** Scholastic**Text:** (To be purchased by student.)Linda Hoyt, **Crafting Nonfiction: Lessons on Writing Process, Traits, and Craft (Primary)** Heineman Press**Course Information**

**Purpose:** This course will examine materials and practices for teaching reading and language arts. Focus will be on current issues in teaching, assessing, and integrating reading, writing, speaking, and listening in the preK-3 classroom. We will explore differentiated instruction that includes but is not limited to using art, music, movement and creative dramatics in reading/language arts instruction.

Included in teaching and assessment will be references to Common Core Standards (CCSS), Teacher standards (InTASC), Response to Intervention (RtI), edTPA for Elementary Literacy, Writers Workshop and Daily 5.

**Common Core State Standards - Response to Intervention – Teacher Standards - edTPA**

- Wisconsin has adopted the Common Core Standards (CCSS) as part of a larger vision to have students who are college and career ready in Reading, Writing, Speaking, Listening and Language. (Current students have copies of the CCSS from the Department of Public Instruction and should bring them to class.)  
ELA-CCSS Resources: <http://www.corestandards.org/ELA-Literacy> and <http://cal.dpi.wi.gov/files/cal/pdf/ela-stds.pdf>  
<http://vimeo.com/tcrwp/portfolios>  
<http://ela.dpi.wi.gov/wisconsin-english-language-arts-resources>
- Teaching Standards: [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) (InTASC)  
[http://www.readoregon.org/pdf/IRASTandards\\_2010.pdf](http://www.readoregon.org/pdf/IRASTandards_2010.pdf) (IRA)
- UWSP Dispositions: <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionUnderstanding.pdf>
- Wisconsin's framework for Response to Intervention (RtI) is found at these attached links.  
<http://rti.dpi.wi.gov/> and <http://www.wisconsinrticenter.org/>
- edTPA reference: <http://www.uwsp.edu/education/Pages/edtpa.aspx>

## Dispositions

Being fully present each class meeting. Your enthusiasm, dedication, and attitude toward young children and teaching and learning are extremely important. Your interactions and conduct in this class. With children and your peers should be positive, warm and professional.

## Course and University Policies

### University Policies

- The expectations delineated in the **UWSP Community Bill of Rights and Responsibilities** are intended to help maintain a positive living and learning environment (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>). This document also includes policies regarding academic misconduct. For additional information refer to this link: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on is. /her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any site is unequivocally denied.
- **Students with disabilities:** If you need special accommodations to meet any of the course requirements you should register with the Disability Services Office (6<sup>th</sup> floor of the Learning Resource Center) and contact me at the beginning of the course. The **American with Disabilities Act (ADA)** is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information refer to <http://www4.uwsp.edu/special/disability/>

**Attendance:** 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. Each participant is responsible for informing the instructor about any absence ahead of time via email or voice mail message. Participants are required to obtain handouts and/or other materials distributed.

**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).

### Online resources that you may want to access for this course:

1. Putting Reading First (NIFL): <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>
2. Reading Rockets: <http://www.readingrockets.org/>
3. Daily 5 Café: <http://www.thedailycafe.com/>
4. Reading A-Z: <http://www.readinga-z.com/>
5. Into the Book: <http://reading.ecb.org/>

*"So please, oh PLEASE, we beg, we pray, go throw your TV set away. And in its place you can install, a lovely bookshelf on the wall." — Roald Dahl*

**Required Assignments**

**Reflective Journal Entries:** (Form on D2L)

Throughout the semester you will be required to submit journal entries based on assigned readings or videos. 3 specific citations from each chapter should be included. Each assignment will have 3 or 4 video responses. 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. All entries are submitted to the drop box.

**Language Arts Observation** (Form on D2L)

Complete the observation form to document what is happening in the classroom.

**Final Portfolio Project:** (Forms on D2L) You may work in groups to complete this project

4 day lesson plans for guided reading groups.

- Emergent**
- Early**
- Transition**

Choose one of the lesson plans to present. Bring all the materials that you'll need for all 4 days of lessons.

**Portfolio Synthesis:** What have you learned? Further information on D2L (2-4 pages)

**Writing Lesson:** (Form on D2L)

Introductory non-fiction mini-lesson of your choice. (Form on D2L)

**All Citations MUST be Footnoted and Links MUST be Provided for All Online Materials**

**ALL ASSIGNMENTS DUE TO DROP BOX BY MAY 19**

Point-based Grading Scale:

Assignments	Points	Letter Grade
Assignment #1: Journal Entries / Video	11	100-95 A 94-90 A-
Assignment #2: Lesson Plans with Presentation	45	89-87 B+ 86-83 B 82-80 B-
Assignment #3: Teacher observation	9	79-77 C+ 76-73 C 72-70 C-
Assignment#4: Synthesis	25	69-67 D+ 66-63 D 62-60 D-
Assignment#5: Writing Lesson	10	59 and Below F
Total	100	

## Course Schedule

Assignment Due Date	Assignments	Notes
January 28	<p><b>Site goes on line January 22<sup>nd</sup>. Assignment due: January 28<sup>th</sup></b></p> <p><b>Next Step Forward in Guided Reading: Chapter 1 –Guided Reading Essentials pages 13-25</b></p>	This chapter is a review of many of the topics we discussed in ED 302. Complete form on D2I for Journal Entries and submit
January 27	<p><b>Class 1-4 CPS rm 230</b> Bring a copy of the syllabus with you so that you're able to take notes as we review it. We'll focus on Creativity in the classroom as it's related to reading development.</p>	
February 3	<p><b>Class 9-4 CPS rm 230</b></p>	
February 4	<p><b>Chapter 2 focus The Pre-Reader in NSFGR Read and view videos</b></p> <p><b>Read Working with Sounds p38-39 Watch: Video 4 -</b></p> <p><b>Read Working with Books p39-40 Watch Video5 -</b></p> <p><b>Read Interactive writing p 41-42 Watch video 6 (pre-readers)</b></p>	Complete form on D2L for Video Journal. Submit Entry to D2L
February 11	<p><b>Crafting Non-fiction Introduction pages 1-16</b></p>	This will really work well for our fall classes.
February 25	<p><b>Crafting Non-fiction Introduction pages 17-28</b></p>	
March 4	<p><b>Chapter 3 focus Emergent Reader in NSFGR Read and view videos</b></p> <p><b>Read Introduce a New Book/Crosschecking p73-74, Watch videos 2&amp;3</b></p> <p><b>Read Book with Prompting p75 Watch video 4</b></p> <p><b>Read Making words p82-84 Watch video 8</b></p> <p><b>Read Guided Writing p88-90 Watch video 9</b></p>	
March 10	<p><b>Class 1-4 CPS rm 230</b></p>	
March 11	<p><b>Crafting Non-fiction - Planning Lessons 1, 2 ,3, 4 ,5 ,6 p 66-76</b></p>	
March 17	<p><b>Class 9-4 CPS rm 230</b></p>	
March 18	<p><b>Chapter 4 focus Early Readers in NSFGR read and view videos</b></p> <p><b>Read- Introduce a New Book/Read with Prompts p123-125 Watch video 2</b></p> <p><b>Read Word Study Activities p131-136 Watch videos 5&amp;6</b></p> <p><b>Guided Writing p139-144 Watch video 7</b></p>	

Assignment Due Date	Assignments	Notes
April 8	Crafting Non-fiction - Drafting lessons 1,,2 ,3 ,4, 5 ,6, p 64-77	
April 14	Class 9-4 CPS rm 230	
April 15	<b>Chapter 5 focus Transitional Reader in NSFGR read and view videos</b> Read Transitional Readers p159-163 Watch video 1 Read Introduce a New Book/Prompting p 176-178 Watch Video 2&3 Read Word Study Activity p183-186 Watch Video 6 Read Guided Writing p194-197 Watch Video 8	
April 22	Crafting Non-fiction - Voice and Audience lessons 1, 3, 6, 7,10	
April 29	<b>Chapter 6 focus Transitional Fluent Reader in NSFGR read and view videos</b> Read Introduce New Book/Prompting p235-238 Watch video 1 Read Discuss and Teach p 240 Watch Video 2&3	
May 5	Class 9-4 CPS rm 230 - Project presentations	
<b>MAY 19</b>	<b>ALL WORK MUST BE SUBMITTED</b>	

