



EDUC 310: Methods & Materials for Teaching English Language Arts Syllabus **3-Credit Hours**

310-01: MWF 9:00-9:50, CPS 307 through March 15; followed by EMB Field Placement

310-02: MWF 12:00-12:50, CPS 307 through March 15; followed by EMB Field Plcmnt

Special Dates:

February 9-5:25 a.m.-6:30 p.m. Wisconsin State Reading Association Conference

March 1-8:00-11:15 a.m. - Plover-Whiting Elementary School

March 8-8:00-noon-Orientation in EMB school/classroom

March 15-8:00-11:15 a.m. - Plover-Whiting Elementary School

School of Education Mission

The School of Education develops highly qualified professional educators and leaders who honor the uniqueness of all learners and actively demonstrate the knowledge, skills, and dispositions to positively impact our diverse world for a sustainable future.

Instructor Information & Office Hours

Instructor: Dr. Amber Garbe

Office: 457 CPS Bldg.

Email: agarbe@uwsp.edu

Office hours: Mondays and Fridays, 1-2 p.m. *All other meetings by appointment*

Communicating with your Instructor

Students should check their email regularly and respond to emails within 24-48 hours. Students are expected to use their UWSP email for communication with the instructor and/or staff. The best ways to reach your instructor is by email or through conversation before or after class.

Course Description

The purpose of the course is to examine research-based and evidence-based practices for teaching language arts. Students will become knowledgeable of the interconnectedness of the six language arts and how to use reading, writing, speaking, listening, viewing and visually representing to spur knowledge building through a culturally-relevant lens. Course performance tasks will emphasize guiding students toward deep understanding as they read, listen, and view material. Application of Gradual Release of Responsibility, integrated study, and culturally-responsive instruction are also emphasized.

Participants will call on and grow their knowledge from the Reading Methods courses, EDUC 302 & 309.

Required Course Materials



Required Textbook (Rental)

Sedita, J. (2023). *The writing rope : a framework for explicit writing instruction in all subjects*. Paul H. Brookes Publishing Co.

Supplemental Resources (Shared on Canvas Learning Platform)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N.(2012).*Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

Reading Rockets. (2022). *Reading 101: A guide to teaching reading and writing*.<https://www.readingrockets.org/teaching/reading101-course/modules/course-modules>

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

Wisconsin Department of Public Instruction. (2020). *Wisconsin Standards for English Language Arts*.
<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf>

Other Helpful Literacy Learning Resources:

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3* (3rd ed.). National Institute for Literacy.
<https://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching-children-read>



Arenson-Yaeger, J. (2019). *Foundations of Reading Study Guide*. Author.

<https://drive.google.com/file/d/1Q-Zj4HmCzhwCBStg9208aGn3usuDuf0N/view?usp=sharing>

Florida Center for Reading Research. *Student Activities*.

Florida Department of Education. <https://fcrr.org/student-center-activities>

International Literacy Association (n.d.). *Literacy glossary*.

<https://www.literacyworldwide.org/get-resources/literacy-glossary>

Wisconsin Department of Public Instruction (n.d.). *Literacy Practices Bank*.

<https://dpi.wi.gov/reading/literacy-practices-bank>

General Education Program Learning Outcomes

The UWSP School of Education requires adherence to the [Wisconsin Educator Preparation Standards](#) below for successful completion of the education program:

- **Standard # 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 for pupils.
- **Standard # 2 Learning Differences:** The teacher understands individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard # 3 Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.
- **Standard # 4 Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard # 5 Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **Standard # 6 Assessment:** The teacher understands and uses multiple assessment methods to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.



- **Standard # 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, and pedagogy, as well as knowledge of learners/community context.
- **Standard # 8 Instructional Strategies:** The teacher understands and uses various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.
- **Standard # 9 Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner./
- **Standard # 10 Leadership & Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Learning Outcomes

- 1) Demonstrate knowledge of best practice with regard to comprehension instruction.
- 2) Design effective instructional units which integrate the strands of language arts: reading, writing, listening, speaking, viewing and visually representing.
- 3) Integrate English Language Arts into the content areas to effectively build knowledge, develop critical thinking skills, and engage students in authentic learning.
- 4) Utilize appropriate formative assessments for language arts (aligned to curriculum standards and learning objectives) to inform planning, grouping, and multi-tiered differentiated instruction.
- 5) Adapt language arts instruction to respond to a range of diverse student needs based on careful observation and assessment.
- 6) Plan lessons to engage writers in the writing process.
- 7) Develop reflective practices and understand that the field of literacy is constantly evolving and that what is considered best practice changes as new information is gained about students and learning.

Evaluation/Course Requirements



Each student's participation and performance in class will be evaluated based on the assignments outlined below.

Assignment # 1: Comprehension Metacognitive Strategy Group Assignment (Completed Primarily in Class)	Points	Wisconsin Standards
<ul style="list-style-type: none"> ● As a group, teacher-learners will research a metacognitive strategies that has been shown to increase comprehension ● How: Teacher-learners will present on this metacognitive strategy to peers (approximately 2-5 minutes presentation). Teacher learners may use these strategies to enhance their interactive read aloud plans (assignment #3). ● Due: Wednesday Jan. 31/Friday Feb. 2 (No date listed in Canvas, as this will primarily be done in class.) 	10	1, 2, 4, 5, 6, 7, 8

Assignment # 2: Top 5 List from WSRA	Points	Standards
<p>Teacher-learners will attend the state reading convention and write a bulleted list of the top 5 ideas they learned or are excited to implement in their classroom.</p> <p>Due: February 14</p>	10	1-10*

Assignment # 3: Interactive Read Aloud	Points	Standards
<p>Teacher-learners will select a children's literature book that meets the criteria of diverse literature that is established in class.</p> <p>Teacher-learners will complete a text-analysis of the text and create an interactive read-aloud for the text.</p> <p>Due: February 18</p>	30	1, 3, 4, 5, 7

Assignment # 4: Writing Lesson Teaching & Reflection (at Plover-Whiting Elementary School)	Points	Wisconsin Standards



<ul style="list-style-type: none"> ● With a partner, plan a 15 minute mini-lesson to teach a writing lesson from The Writing Revolution ● How: Teacher-learners will research and unpack a mini-lesson using the gradual release model to teach a writing skill ● Points: 30 points ● Lesson #1 Due February 25 (10 points) ● Teach March 1 ● Reflection on lesson #1 due March 2 (5 points) ● Lesson #2 Due March 10 (10 points) ● teach March 15 ● Reflection on lesson #2 due March 16 (5 points) <p>*Students that are ill or have another extenuating circumstance that causes them to miss the practicum must record their teaching and submit a video of their teaching in order to earn their 5 points for the reflection. In addition to the recording, students who are absent must submit a reflection of their experience planning and recording the lesson.</p>	30	3, 4, 6, 7, & 8
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Assignment # 5: Curriculum Analysis (Primarily in class)	Points	Wisconsin Standards
<ul style="list-style-type: none"> ● Teacher-learners will investigate curriculum competencies or how to best use curriculum resources. ● Due: March 15 	10	1, 2, 4, 5, 6, 7, 8

Assignment # 6: Integrated Study (Lesson taught in the field)	Points	Standards
<ul style="list-style-type: none"> ● Teacher-learners will design and teach effective instructional lessons and units which integrate the strands of language arts: reading, writing, listening, speaking, viewing and visually representing & Integrate English Language Arts into the content areas to effectively build knowledge, develop critical thinking skills, and engage students in authentic learning. ● How: Create an experience for students for the purpose of 	30	2, 4, 5, 7, 8



<p>building their knowledge around a topic of your choice. As you design this learning experience, you will pay particular attention to include activities that attend to all six strands of language arts.</p> <p>You will also complete a reflection to articulate the intentional design of your knowledge-building activities and standard alignment.</p> <ul style="list-style-type: none"> • For this assignment, you may work in a group of 4-5 people. • Due: Sunday, May 5 • *This is the course signature assessment. Teacher candidates must earn an 85% or higher on this assignment to be eligible to student teach. 		
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TOTAL POINTS = 120

Grading Scale

Percentage	Letter Grade
96-100	A
94-95	A-
92-93	B+
88-91	B
86-87	B-

Practicum Experience

Most students in EDUC 310 will complete an EMB field experience that will provide a rich practicum experience to observe, plan, teach, and assess English Language Arts throughout the elementary school day. Students that are not concurrently enrolled in the EMB block will complete 20 hours of practicum in a classroom to observe, plan, teach, and assess English



Language Art skills during an English Language Arts instructional time or an instructional block in which ELA instruction is infused.

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines, as they help create a positive learning community.

Online Learning and Collaboration Tools: This course may require posting work online that is viewable only by your classmates and instructors. None of the work submitted online will be shared publicly. Some assignments may require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the course instructor. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these learning activities, you are giving consent to sharing your work with others in this class, and you recognize there is a small risk of your work being shared online beyond the purposes of this course. You will receive an alternate assignment if you elect not to participate in these online assignments due to confidentiality concerns, you will receive an alternate assignment.

Inclusivity Statement

I intend that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource strength and benefit. I intend to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Suppose you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP. In that case, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu. I commit to doing my part by keeping myself informed on the most recent research and practices that best support inclusive learning.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.



Attendance & Late Work

Attendance

Consistent attendance is critical to you successfully learning the knowledge, skills, and dispositions of EDUC 310 that will prepare you for your EMB field experience. To make time for an immersion field experience, this is a compressed class. When you miss one class period, you are often missing at least two days of content from a traditional 3-credit class. The instructor is unable to re-teach the material to students that do not attend course sessions. Occasionally illness or other emergencies make attendance impractical or impossible. In these cases, the instructor may approve of an absence. As a result of any absence, the instructor may provide a make-up assignment and deduct participation points. The following points will be deducted from missing class (at the instructor's discretion).

- One absence: 0 points
- Two absences: 5 points
- Three absences: 10 points
- Four or more absences: automatic letter deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness.

Late Work

All EDUC 310 assignments are to be turned in on the designated dates and times. Please make arrangements with the instructor in the case of an emergency. If you cannot meet a deadline, please contact your instructor at least 48 hours in advance. Extensions may be granted at the discretion of the instructor. All late work, if allowed, is subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed is subject to university policies and procedures related to incompletes.

Safety & Emergency Procedures

The health and safety of our students, faculty, and staff are top priorities at UW-Stevens Point.

Illness

If ill and unable to attend class, students should follow these classroom responsibilities by communicating with instructor and group members their need to be absent and complete the course requirements/group tasks as outlined in the syllabus or discussed in group planning.

Other Medical Emergencies

In the event of

- **a medical emergency**, call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to the victim(s).
- **a tornado warning**, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See



www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).

- **a fire alarm, calmly evacuate the building.** Meet at a designated location at least 200 yards away from the building. Notify instructor or emergency response personnel of any missing individuals.
- **an active shooter, RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses at UW-Stevens Point.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards, nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity rather than describe their disability. *If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

Help Resources

Tutoring	Advising	Safety & General Support	Health
Tutoring & Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students.

UWSP Service Desk (1st Floor, Albertson Hall)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).



Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you require additional support that I may not be able to provide individually. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment where student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course



- Submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies & Helpful Information

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. If you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime



statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. Please see our Jeanne Clery Act page for more information about when and how these notices will be sent out.

Drug-Free Schools and Communities Act

The Drug-Free Schools and Communities Act (DFSCA) requires higher education institutions to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Voter Registration Information

- **Register:** Did you know you can register to vote and check your voter registration status at www.myvote.wi.gov?
- **Vote:** In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).
- **Make a Difference:** Sign up to work the polls on election day by contacting your local city clerk's office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).
- For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov

Course Schedule

The instructor reserves the right to amend syllabus and adjust the schedule as necessary to respect students' ability to complete the course requirements.

EDUC 310 Course Calendar



University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

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715-346-4430; Fax 715-346-2549
www.uwsp.edu/education

Date:	Topic of study:	Learning Objectives	Assignments	Supplemental Readings
Week 1- Module 1 -Introduction to the 6 English Language Arts (ELAs)				
Monday, January 22	Introductions and Expectations Reading Beliefs/Reflection activity Pre-Assessment		<input type="checkbox"/> Read: Oral Language Readings posted to Canvas	
Wednesday, January 24	Oral Language Development Review from EDUC 302/309: Characteristics of Explicit Instruction Integration of ELA across the day Gradual Release of Responsibility Connecting ELAs to Simple View & Scarborough's Rope			<input type="checkbox"/> Research Read: Catts, H. W., Adlof, S. M., & Weismer, S. E. (2006). Language Deficits in Poor Comprehenders: A Case for the Simple View of Reading. <i>Journal of Speech, Language, and Hearing Research</i> , 49(2), 278–293. LINK
Friday, January 26	Vocabulary-Part 1		<input type="checkbox"/> Vocabulary Resources posted to Canvas	<input type="checkbox"/> Research Read: Perfetti, C. (2007). Reading Ability: Lexical Quality to



				Comprehension. Scientific Studies of Reading, 11(4), 357–383. LINK
Week 2- Oral Language & Vocabulary Development				
Monday, January 29	Vocabulary -Part 2			
Wednesday, January 31	What is comprehension?		<input type="checkbox"/> Read: Practice Guide: Improving Reading Comprehension in Grades K-3	<input type="checkbox"/> Research Read: Adams, M. J. (2010). Advancing our students' language and literacy: the challenge of complex texts. American Educator, 34(4), 3–11. LINK
Friday, February 2	Comprehension: Part 2			<input type="checkbox"/> Research Read: Jitendra, A.K. & Gajdria, Brooks, V.W. (2011). Main Idea and Summarization Instruction to Improve Reading Comprehension. In O'Connor, R. E., & Vadasy, P. F.



				(Eds.). Handbook of Reading Interventions (pp. 198-219). Guilford Publications. LINK
Week 3- Interactive Read Aloud with Goal of Building Vocabulary and Supporting Comprehension				
Monday, February 5	Planning Interactive Read Alouds			<input type="checkbox"/> Research Read: Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J., Cavanaugh, C., Kraft, G., & Tackett, K. (2011). A Synthesis of Read-Aloud Interventions on Early Reading Outcomes Among Preschool Through Third Graders at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 44(3), 258–275. LINK



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Wednesday, February 7	Text Analysis			
Friday, February 9	Field Trip to Wisconsin State Reading Association -Bus departs CPS parking lot at 5:25 a.m.; returns 6:30 p.m.			
Week 4- Writing				
Monday, February 12	In class Jigsaw and Reciprocal Teaching IES Practice Guide : Teaching Elementary School Students to Be Effective Writers		<input type="checkbox"/> The Writing Rope, Chapter 1	<input type="checkbox"/> Research Read: Gewertz, C. (2010). Reading and Writing; "Writing to Read: Evidence for How Writing Can Improve Reading." Education Week, 29(29), 5-5. LINK
Wednesday, February 14	Evidence-based practices in Writing		The Writing Rope, Chapter 2	
Friday, February 16	Handwriting		<input type="checkbox"/> The Writing Rope, Chapter 3 <input type="checkbox"/> Research Read; Moats, L. (2005). How spelling	



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			<p>supports reading and why it is more regular than you may think.</p> <p><input type="checkbox"/> Interactive Read Aloud Due Sunday, February 18</p>	
Week 5- Writing, Continued				
Monday, February 19	Writing Craft		<p><input type="checkbox"/> The Writing Rope, Chapter 4</p> <p><input type="checkbox"/> Research Read; Moats, L. (2005). How spelling supports reading and why it is more regular than you may think. American Educator, 12-22 & 42-43. LINK</p>	
Wednesday, February 21	Writing Lesson Plans		<p><input type="checkbox"/> The Writing Rope, Chapter 5</p>	
Friday, February 23	Syntax and Sentence Skills		<p><input type="checkbox"/> The Writing Rope, Chapter 6</p>	
Week 6- Writing, Foundational Skills (Handwriting & Spelling)				



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Monday, February 26	Text Structure		<input type="checkbox"/> The Writing Rope, Chapter 7 & 8	
Wednesday, February 28	Spelling Stages Inventive Spelling			
Friday, March 1	Practicum at Plover-Whiting from 8:00-11:15			
Week 7-Spelling Curriculum Resource Investigation				
Monday, March 4	Spelling Curriculum Resource Investigation			
Wednesday, March 6	Spelling Curriculum Resource Sharing			
Friday, March 8	Field Placement Morning (8 am-noon)		*Field Placement Day	
Week 8- Using High-Quality Curriculum Resources				
Monday, March 11	The Opportunity Myth Wisconsin Curriculum Competencies		<input type="checkbox"/> Duke, N. K. (2020). WHEN Young Readers GET STUCK. In Educational Leadership (Vol. 78, Issue 3, p. 26-). Association for Supervision and Curriculum Development. LINK	



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Wednesday, March 13	Curriculum Analysis			
Friday, March 15	Practicum at Plover-Whiting 8:00-11:15		Writing Lesson Plans Due Friday, March 15	
EMB Field Placement Checklist				
<input type="checkbox"/> Complete Assignment - Integrated Language Arts & Content Area Lesson-Plan and Reflection (Due: May 5) <input type="checkbox"/> Ask teacher for verbal pathways used in Handwriting Curriculum <input type="checkbox"/> Utilize Curriculum Resources with Curriculum Competency <input type="checkbox"/> Plan ways to integrate ELA instruction across the content areas <input type="checkbox"/> Assess student orthography with a spelling inventory <input type="checkbox"/> Observe students' writing for evidence of phase				



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