

Syllabus Response Task:

**Reading and Writing in the Elementary Grades (3 credits)
University of Calimichissippi**

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You are an assistant professor at the University of Calimichissippi and you have been assigned by your Department Chair the task of designing a new 3-credit course on reading and writing in the elementary grades that takes advantage of your expertise with new literacies. You are expected to provide students with research based preparation experiences in how to teach foundational reading skills that have always been important as well as the new literacies you believe are required to effectively read and write with Internet technologies. You can assume that these students are either juniors or seniors and have had course work in assessment and individual differences in learning, as well as regular field experiences in the schools. They are talented students with GPA's above 3.0 (the minimum level for acceptance into the Elementary Education program). Your students will be in classrooms beginning with the fourth week of classes, for one day each week. You are expected to integrate the CTELL cases into your syllabus. You are also expected to run at least a portion of your course online, in a WebCT or similar environment.

Present your Department Chair with the following:

- A syllabus for a 3 credit, 15 week course.
- The textbook selected and a rationale for this choice (or a packet of readings that replaces the textbook)
- Selected readings beyond the textbook, if you choose to use one.
- Assignments and a brief description of weekly, in class activities.
- Assessment procedures for assigning student grades.
- A schedule.

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This course introduces you to the principles, methods, and practices of teaching reading and writing in the elementary school, including the new literacies of the Internet and other information and communication technologies (ICT). The major goal of this course is to help you develop the insights and knowledge about effective literacy instruction that will make you an exemplary literacy educator. Class discussions will focus on research-based practices that foster emergent literacy, early reading and writing skills, reading comprehension strategies, an appreciation of literature, assessment in the service of learning, and new Internet literacies. We will be using a wide range of informational resources to build your knowledge, including Internet websites and video cases of effective classroom practices from around the United States. Throughout this course, you will also be constructing a “Preparing to Teach” portfolio that contains evidence of your own growth as a literacy educator.

COURSE OBJECTIVES

As a result of this course, students will be able to:

1. Explain, in depth, central principles that define effective instruction in reading and writing.
2. Articulate your personal literacy framework and areas of growth as a teacher-in-training.
3. Explain important influences of home environments to literacy learning.
4. Use instructional practices that support the development of oral language, writing, and concepts of print.
5. Explain the nature of phonological awareness, phonemic awareness, and phonics, and identify instructional practices that support the development of each.
6. Describe and use effective evaluation processes to inform instructional decisions about literacy.
7. Explain the nature of reading comprehension of both printed and Internet text and use instructional practices to support the development of reading comprehension in both contexts.
8. Explain and use instructional methods that promote children’s appreciation of literature, authors, and illustrators.
9. Explain and use instructional methods that promote connections between reading, writing, and strategic thinking.
10. Integrate the new literacies of the Internet and other ICT into classroom reading, writing, and content area instruction in effective ways.

REQUIRED TEXTS

Cunningham, P. M. (2004). *Phonics They Use: Words for Reading and Writing*. Needham Heights, MA: Allyn & Bacon.

- Selected because the instructional activities are grounded in research-based practices and the lessons provide a context for how to embed important phonics instruction into strategic reading and writing lessons.

Leu, D. J. Jr., & Kinzer, C. K. (2002). *Effective literacy instruction (5th edition)*. Upper Saddle River, NJ: Prentice Hall.

- Selected because (a) it is organized around 12 research-based principles of effective literacy instruction; (b) it emphasizes the important role of teacher insights about what children need most; and (c) it provides practical method frameworks for integrating Internet technologies into the literacy curriculum.

OPTIONAL TEXTS

- Bromley, K. (1993). *Journaling: Engagements in reading, writing, and thinking*. Jefferson City, MO: Scholastic Professional Books.
- Selected because each journal activity demonstrates the important connections between reading, writing, and thinking. Each activity is supported with multiple examples and links directly to authentic examples of quality literature.
- Leu, D. J., Leu, D. D., & Coiro, J. (2004). *Teaching with the Internet: New literacies for new times (4th ed.)*. Norwood, MA: Christopher-Gordon.
- Selected because it provides an overview of a new literacies perspective, four instructional models for teaching with the Internet, and many website resources for building reading and writing strategies within each content area.

ADDITIONAL READINGS

- Coiro, J. (2003). Reading Comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *Reading Online*. [Article reprinted from *The Reading Teacher*, 56, 458-464]. [Online Serial]. Available at: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/rt/2-03_Column/index.html
- Leu, D. J., Jr. (2001). Internet project: Preparing students for new literacies in a global village. *Reading Online*. [Article reprinted from *The Reading Teacher*, 54, 568-585]. [Online Serial]. Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/3-01_Column/index.htm
- Moore, P. (1999). Reading and writing the Internet. In J. Hancock (Ed.). *Teaching literacy using information technology: A collection of articles from the Australian Literacy Educators' Association*. Newark, DE: International Reading Association.
- Nistler, R. J., & Maiers, A. (2000). Stopping the silence: hearing parents' voices in an urban first-grade family literacy program. *The Reading Teacher*, 53, 670-680.
- Palmer, R. G. & Stewart, R. A. (2005). Models for using nonfiction in the primary grades. *Reading Teacher*, 58, 426-434.

IMPORTANT WEB LOCATIONS:

CTELL Cases: http://ctell1.uconn.edu/ctell_2.0/ctell_case_place.html

Teaching with the Internet (companion website): <http://www.sp.uconn.edu/~djleu/fourth.html>

The Literacy Web: <http://www.literacy.uconn.edu/>

Julie Coiro's Literacy Sessions: <http://www.lite.iwarp.com/lithome.htm>

SUMMARY OF ASSIGNMENTS**Class Assignments:**

- Attendance and Insightful Class Participation (5%)
- Five WebCT Postings (10%)
- Early Reading Lesson (5%)
- Phonemic Awareness and Decoding Exam (5%)
- Inspiration Templates and Finished Activity (5%)
- Group 3-D Poster of Author/Illustrator (10%)

Fieldwork Assignments:

- Read-Aloud Lesson (10%)
- Diagnostic Analysis (10%)
- New Literacies Strategy Lesson (10%)
- Preparing to Teach Portfolio (30%)

GRADING: A(94-100); A-(90-93); B+(86-89); B(83-85); B-(80-82); C+(76-79); C(73-75); C-(70-72); D+(66-69); D(63-65); D-(60-62)

COURSE REQUIREMENTS

The requirements and grading particulars are listed under each assignment description below.
Dates are provided for when each assigned is given and when it is due, to help you manage your time accordingly.

Date Assigned	Date Due	Assignment	% of Total
		Attendance and Insightful Class Participation <ol style="list-style-type: none"> 1. Complete all readings before class discussion 2. Discuss readings and cases in class (e.g., grand conversations, small group activities, large group discussions) 	5%
		WebCT Postings: <ol style="list-style-type: none"> 1. Personal Literacy Experiences: Select and describe your most vivid positive memory and negative memory related to learning to read and write, paying careful attention to the details of your experience and feelings. Reflect on how these experiences inform your preparation for becoming a reading/writing teacher. Now consider the early literacy experiences that Mrs. Taxel creates for her students in the CTELL anchor video. Compare her teaching methods to your own memories, and consider ways that Mrs. Taxel's practices may or may not build upon children's language, culture, and home background in ways that create positive literacy experiences. Post your reflections on the WebCT discussion board. 2. Literacy Frameworks: Enter the CTELL Cases and view the Granato case anchor video. Next explore the Mrs. McGowan's classroom homepage on the Internet (see http://www.mrsmcgowan.com/2nd/) and discover how she teaches. Compare and contrast Ms. Granato and Mrs. McGowan's literacy programs. Do these teachers use primarily a material framework, method frameworks, or a literacy framework to guide their decisions and the organization of their classroom program. What evidence supports your conclusions? If these two teachers completed the belief inventory in your textbook, what would the results be? Would they have a text-based, interactive, or reader-based belief about how one reads? Would they have a student-directed, integrated, or teacher-directed belief about how reading ability develops? What evidence supports your conclusions? Post your reflections on the WebCT discussion board. 3. Running Records Analysis: Select two students from any of the CTELL classrooms. Print the Running Record text that goes with each informal assessment from Web CT's course resources. Score the Running Record to determine if the text is at the students' independent, instructional, or frustration level. Analyze your notes and respond to the following questions. Be sure to include the student's name, teacher, and grade level when you post your response: (1) What can you conclude about each student's ability in reading? (2) What are his or her strengths as a reader? (3) What are his or her weaknesses as a reader? (4) What instructional strategies would you implement in the classroom to address the needs of your "focus" students? As you address instruction, make reference to the method frameworks you believe to be especially important from your textbook reading. Consult online resources in Web CT for support in analyzing your running record and planning for instruction. Post your comments on the discussion board. 	10%

Date Assigned	Date Due	Assignment	% of Total
Session 2	Session 6	<p>Read-Aloud Lesson (Fieldwork): Choose a book, chapter of a book, or a poem you can read aloud to the class or a small group of students in the class. Develop a lesson plan for your activity. Be sure to prepare the students for the reading by involving them in some type of pre-reading activity, then involve the students as you read the work aloud, and finally engage them in a response activity. This can be either a written or artistic response for younger students. Submit a report that describes what took place and critically evaluates the experience, demonstrating the insights you have developed about literacy and literacy instruction. What did you do and what would you have done differently? Why? What did your students' behaviors and responses tell you. Be sure to list the book and the author and indicate why you selected this book. Include at least one student response as data in your report and attach your lessons plan along with your teacher's comments. <u>Evaluation:</u> Insightful and comprehensive=100-80; comprehensive but no especially insightful=70-80; comments on an idea, but not developed=60-70; little evidence of work=0-60</p>	10%
Session 3	Session 6	<p>Phonemic Awareness and Decoding Exam: This quiz will take approximately 30 minutes and will cover content from: (a) Dechant's Chart (covered in class); (b) Cunningham's (2004) Phonics They Use, and (c) Chapter 4 from Leu & Kinzer (2002).</p>	5%
Session 7	Session 8	<p>Inspiration Templates and Finished Activity (homework task) In class, we explored an Inspiration template created to reflect the story map structure of a narrative story and another template created to highlight key vocabulary terms in an expository text passage. For this assignment, you will download Inspiration or Kidspiration from http://www.inspiration.com/freetrial/index.cfm and use it to create two similar template activities. For the narrative story, select a book from Mrs. Coiro's collection (or your own) and create a template that asks readers to organize or elaborate on one or more of the main elements of the story (title, setting, characters, problem, plot sequence). For the expository text, select a passage (approx. 1 page) from Enchanted Learning (http://www.enchantedlearning.com/) and create a vocabulary-sorting template with 6-8 key terms from the passage. Finally, you will choose one of the templates you created and construct a "completed" sample. Save each of the three files (2 templates and 1 completed sample) as a webpage and upload them to the WebCT server to share. <u>Evaluation:</u> Two templates and one completed=100-90; Two templates but no sample=70-90; One template with little elaboration=60-70; Little evidence of planning=0-50</p>	5%

Date Assigned	Date Due	Assignment	% of Total
Session 5	Session 9	<p>Diagnostic Analysis (Fieldwork): Choose two students from two different grade levels in the video cases. Explore each of their interviews. Then, explore the interviews with their parents as well as the parent teacher conference. In addition, complete running records for each of these students. Finally, look for a video in the case where these students appear. Use all of these data to develop a diagnostic analysis about each student’s reading and writing practices, understandings, abilities, and needs. Complete a written report that analyzes and describes what you’ve learned. It should use evidence from the video case to support your conclusions. Your report should describe both where the student is at in reading and writing (their areas of strength and weaknesses) and what you will do in the classroom to help them make progress during the remainder of the year. At the end of the report, write a short summary that compares and contrasts the status and needs for each student as well as the general strategies you will use and why you will use these strategies. Your report should be no more than 4 pages long. You should attach your running record data and analysis at the end as an appendix.</p> <p><u>Evaluation:</u> Insightful and comprehensive=100-80; comprehensive but not especially insightful=70-80; comments on an idea, but not developed=60-70; little evidence of work=0-60</p>	10%
Session 3	Session 12	<p>Group 3-D Poster of Author/Illustrator (Group Project): You will work with two other students in your class to create a 3-dimensional poster that features an author or illustrator whom you believe should be recognized for his/her excellent contributions to children’s literature. Your poster should have biographical information about the author/illustrator, a list of books he/she has written/illustrated, and information that addresses each of the components listed below. You may use the Internet to explore related resources and/or seek assistance from the librarian at your field placement. You will present your poster in class during the Celebrating Reading and Writers Event planned for Session 12. Each of you will assume responsibility for at least one of the following: (a) present to the class an overview of the items you have prepared on your poster to feature your author/illustrator; (b) select and read to the class an excerpt from a book written by the featured artist that captures his/her unique style; (c) share information about the artist’s background and interests that motivated his/her work; (d) complete a short booktalk about a 2nd book that features this artist’s work; (e) identify an appropriate audience for this artist’s work and provide evidence to support your opinion; and (f) present a summary of distinctive features about this artist’s work. You may decide on the format of your presentation and your poster design. On the day of the celebration, each group will travel from poster to poster to learn more about each featured artist. You will have 15 minutes to present your poster to the class.</p> <p><u>Evaluation:</u> All six components created and presented effectively=100-90; Most components created and presented effectively=80-90; Few components created and low quality presentation=50-70; little evidence of work=0-50.</p>	10%
Session 6	Session 14	<p>New Literacies Strategy Lesson (Fieldwork): You will conduct a strategy lesson that teaches students about the new comprehension strategies required for reading a page of search results. You will prepare an assignment ahead of time and then teach this lesson to a small group of students. You will need to arrange time in your school setting with students in grade 4 or above for this activity. First, you will select a topic that is part of the curriculum at this grade level. Then, you will use Yahoo!igans or Google to conduct a keyword search for grade appropriate resources using the keyword strategies discussed in class. As demonstrated in class, take a screen shot of the search</p>	10%

		<p>results and import this image into Microsoft Word. Prepare a list of 6 questions that require students to use new strategies to comprehend the search results page (e.g., interpreting URL’s, reading the annotations, identifying the organization who sponsors the website, considering what results did NOT appear from the search, identifying search terms used, etc.). Print a hard copy of this “comprehension task” for each student. Conduct a lesson that introduces students to these new reading comprehension skills. Note reading strategies they were familiar with and strategies that seemed new to them. Consider how you might work with students to help develop proficiency in these new reading strategies. Write up an analysis that identifies particular questions that were difficult and how you might incorporate these strategy lessons into future Internet reading tasks. Attach completed student work as evidence of your lesson and highlight the types of questions that challenged students the most. <u>Evaluation:</u> Insightful and comprehensive=100-80; comprehensive but not especially insightful=70-80; comments on an idea, but not developed=60-70; little evidence of work=0-60</p>	
Session 3	Session 15	<p>Preparing to Teach Portfolio (on-going project due on last day of class)</p> <ul style="list-style-type: none"> • Annotated Bibliography of Literacy Resources (5%): You will compile a list of 20 exemplary literacy resources appropriate for the grade and content area you plan to teach. Your list should include the following: <ul style="list-style-type: none"> ▪ 5 fictional stories, 5 non-fiction books, 5 websites appropriate for using with students to foster reading and writing, and 5 websites useful for supporting your needs as a reading and writing teacher. Your list should include the title, author, website address (if applicable), a short summary or description of its contents, and a short description of how it might be used to support the literacy program in your classroom. ▪ <u>Evaluation:</u> All components and comprehensive=100-90; Partial components=60-90; Little evidence of work=0-60 • Video portfolio of effective literacy practices (20%) <ul style="list-style-type: none"> ▪ You will complete a video portfolio of effective reading/literacy practice organized around each of the principles of effective instruction presented in our class. You will do this online in your CTELL individual account. For each principle, you will provide 2 video clips of classrooms where this principle is being implemented and describe how you will implement this principle in your classroom when you begin teaching. If this were your classroom, what things would you keep the same? What might you change? Your portfolio will help you bring together all you have learned about literacy instruction in this course. ▪ <u>Evaluation:</u> Insight and extensive application=100-80; Application but little insight=60-80; little evidence of work0-70 • Professional growth reflection letter (5%) <ul style="list-style-type: none"> ○ At the beginning of the semester, you will write a one page summary of your particular needs and interests in the course and then meet with your instructor to share your summary. At the end of the semester, you will refer back to this summary and provide a written self-evaluation of your growth. You will need to identify areas where you feel confident and those that you would like to know and understand more. Provide specific examples when appropriate. ○ <u>Evaluation:</u> Reflective and insightful=100-80; Not particularly reflective or insightful=0-70 • Evidence of teaching and observing (compiled professionally): (a) Early Reading Lesson; (b) Read-Aloud Lesson; (c) Diagnostic Analysis; (d) Inspiration Templates; (e) New Literacies Strategy Lesson; 	30%

Reading and Writing in the Elementary Grades – Weekly Activities

Session Topic and Objectives	Weekly In-Class Activities and Homework Assignments
<p>Session 1: Course Introduction: Building on what Readers and Writers Bring from Home</p> <p><u>Principle #2</u>: Language, culture, home background, and literacy instruction:</p>	<ul style="list-style-type: none"> • <u>Introductory Activity</u>: Students reflect on their personal literacy experiences in school and at home by filling out a “Reading Shield” independently and then sharing in small groups • <u>Large group discussion</u>: Discuss important influences of home environments and link to theories of reading engagement (see Guthrie’s definition of Engaged Reading at http://www.cori.umd.edu/Research/Papers/Classroom.htm) • <u>Review Course Syllabus</u>: Discuss course expectations and general overview of assignments • <u>Homework</u>: <ul style="list-style-type: none"> ○ Bring an object from home that represents your culture/home background and be prepared to share in small groups next week; Prepare a list of all the different ways you read and write at home over the course of one day ○ <u>Reading</u>: <ul style="list-style-type: none"> a. Leu & Kinzer, Chapter 5 (Emergent Literacy) b. Nistler, R. J., & Maiers, A. (2000). Stopping the silence: hearing parents’ voices in an urban first-grade family literacy program. <i>The Reading Teacher</i>, 53, 670-680.
<p>Session 2: Emergent Literacy and the Reading/Writing Connection, Part I</p> <p><u>Principle #3</u>: Emergent literacy foundations: <u>Principle #9</u>: Integrating writing and reading: <u>Principle #12</u>: Enthusiasm for reading and writing</p>	<ul style="list-style-type: none"> • <u>Small Groups</u>: Share homework assignments about object from home and daily literacy activities • <u>Grand Conversation</u>: Response to Nistler & Maiers (2000) article; link to today’s topic • <u>Large group discussion</u>: <ul style="list-style-type: none"> a. Oral Language – Language Experience and the Morning Message b. Writing – Developmental stages of writing and spelling c. Concepts of Print – awareness of conventions of letters and books • <u>Introduction to CTELL Cases</u>: Observe Mrs. Taxel’s anchor video and note the ways in which she generates enthusiasm for reading and writing in her classroom; note oral language, writing, and evidence of concepts of print among children in her classroom • <u>Homework</u>: <ul style="list-style-type: none"> a. <u>Reading</u>: Leu & Kinzer, Ch.1-3 Developing Insights: Material, Method, & Literacy Frameworks – come prepared next class for Grand Conversation b. <u>WebCT Posting #1</u>: Personal Literacy Experience (see assignment list for details)

Session Topic and Objectives	In-Class Activities/Discussions and Homework Assignments
<p>Session 3: Developing Insights: Reflecting on Professional Growth and Preparing a Teaching Portfolio</p> <p><u>Principle #1</u>: Teacher knowledge, insight, and orchestration of instruction</p>	<ul style="list-style-type: none"> • <u>Grand Conversation</u>: Respond to readings on Material, Method and Literacy frameworks in the context of today’s topic of professional growth as a literacy teacher • <u>Large group discussion</u>: Discuss components of portfolio and elements of personal growth (reliability, initiative, reflective skill, written communication, academic skill); share National Standards for Reading Professionals and set up meetings with each student for beginning and end of semester • <u>Demonstration activity</u>: Model a Read Aloud from a predictable book and link to pre/during/post activities in reading and writing centers as model for their own fieldwork lesson • <u>Homework</u>: <ol style="list-style-type: none"> a. <u>Long-term Assignment</u>: Visit bookstore and create Annotated Bibliography of Literacy Resources (see assignment list for details) – due Session 15 b. <u>Reading</u>: Leu & Kinzer, Ch. 4 (Decoding Knowledge) c. <u>Reading</u>: Cunningham: Chapters 1 (Building the Foundation) and 2 (Fluency) d. <u>WebCT Posting #2</u>: Literacy Frameworks (see assignment list for details)
<p>Session 4: Early Reading Skills and Strategies: Phonological Awareness, Structural Analysis, and Sight vocabulary</p> <p>Principle #4: Phonemic Awareness instruction</p> <p>Principle #5: Decoding Instruction</p>	<ul style="list-style-type: none"> • <u>Discussion</u>: Review Dechant’s (1993) chart of developmental levels of phonological awareness (discuss terms: phonological awareness, phonemic awareness, and phonics) • <u>Small group activity</u>: Model activities paired to elements within Dechant’s chart with poem, break into small groups to have students develop activities that accompany choice of poems • <u>Making Words Activity</u>: Model before the break and handout samples • <u>Modeling Strategy Lessons</u> for working these skills into reading and writing activities (cloze activities, word families, Cunningham’s activities, discuss an example from CTELL cases) • <u>End of class</u>: Students draw group assignments from a hat: select from book sets and exchange emails for online planning • <u>Homework</u>: <ol style="list-style-type: none"> a. <u>Reading</u>: Cunningham’s Phonics They Use – Ch. 3-5 (phonics, big words, & assessment) b. <u>Design an Early Reading Lesson</u> using two activities from Cunningham’s book (see assignment list for details) Due Session 5

Session Topic and Objectives	In-Class Activities/Discussions and Homework Assignments
<p>Session 5: Developing and Assessing Early Reading Skills to Further Inform Instruction</p> <p>Principle #5: Decoding Instruction Principle #8: Fluency Instruction Principle #11: Early assessment and instructional intervention</p> <p>Due: Early Reading Lesson</p>	<ul style="list-style-type: none"> • <u>Small Group Activity</u>: Share Early Reading Lessons in small groups based on book sets • <u>Large Group Reflection</u>: Reflect on what students learned; share ideas across groups • <u>Discussion</u>: Review “Phonics They Use” Book and important terms/concepts/practices • <u>Running Records Demonstration</u>: Use CTELL cases to model how to take a running record, calculate scores, and review how to interpret findings in terms of strengths/difficulties • <u>Homework</u>: <ul style="list-style-type: none"> ○ <u>WebCT Posting #3</u>: Running Records Analysis (see assignment list for details) ○ <u>Study</u> for Decoding Quiz next week; review Leu & Kinzer, Ch. 11 (Assessment) ○ Prepare Read-Aloud Lesson reflection (see assignment list for details)
<p>Session 6: Diagnosing Early Readers’ Strengths and Difficulties</p> <p>Principle #5: Decoding Instruction Principle #8: Fluency Instruction Principle #11: Early assessment and instructional intervention</p> <p>Due: Read-Aloud Lesson Due: Decoding Exam Today</p>	<ul style="list-style-type: none"> • <u>QUIZ</u>: Phonics, Phonemic Awareness, and Decoding Quiz • <u>Activity 1</u>: Bring running records assignments and review from a diagnostic perspective • <u>Activity 2</u>: Demonstrate retelling task with tape recorded student; review narrative structure and 5 fingers story mapping techniques; have students use check off list and compare to DRA retelling rubric (link to measuring comprehension and not just decoding skills) • <u>Discussion</u>: Talk about political climate of NCLB, introduce other assessments they may see in their classrooms, and pass out examples just to familiarize with concepts <ul style="list-style-type: none"> ○ Developmental Reading Assessment (DRA) ○ Yopp-Singer Phoneme Segmentation Test ○ High Frequency Word Lists (Dolch, Fry, etc) ○ Dynamic Indicators of Basic Early Literacy (DIBELS) • <u>Homework</u>: <ul style="list-style-type: none"> ○ <u>Reading</u>: Leu & Kinzer – Ch. 8 vocabulary and Ch. 9 comprehension ○ Begin work on Diagnostic Assessment – due in two weeks
<p>Session 7: Reading Comprehension Part I: Building Vocabulary, Inferential Reasoning, and Knowledge of Text Structures</p> <p>Principle #6: Comprehension instruction Principle #10: Technology and early literacy development</p>	<ul style="list-style-type: none"> • <u>Large Group Discussion</u>: Inferential Reasoning – Begin with Bransford’s folding laundry passage; Importance of prior knowledge; two types of inferences • <u>Hands-on Computer Activities</u>: Explore/Construct 2 Inspiration templates: <ul style="list-style-type: none"> ○ (1) Sorting Key Vocabulary and (2) Sorting Headings/Main Ideas and Details • <u>Reflection</u>: Link Inspiration activities to elements of Expository Text Structures • <u>Homework</u>: <ul style="list-style-type: none"> ○ Inspiration Templates and Finished Activity (see assignment list for details) ○ Leu & Kinzer, Ch. 6 Children’s Literature and 7 Connecting Reading and Writing

Session Topic and Objectives	In-Class Activities/Discussions and Homework Assignments
<p>Session 8: Exploring Children’s Literature: Authors, Illustrators, Genres, and Literature Circles</p> <p>Principle #7: Independent reading Principle #12: Enthusiasm for reading and writing</p> <p>Due: Inspiration Templates</p>	<ul style="list-style-type: none"> • <u>Large Group Discussion:</u> Guided reading and three part model (pre, during, post reading) <ul style="list-style-type: none"> ○ Read-Aloud Book Sells to preview a unit and motivate readers; management issues ○ Method frameworks: SSR, Author Study, Genre Study, Literature Circles • <u>Small-Group Activity:</u> Meet with peers to discuss a book (different in each group based on grade level interests) and engage in a literature circles discussion (select role: word keeper, illustrator, historian, geographer, character analysis, questioner) • <u>Homework:</u> <ul style="list-style-type: none"> ○ <u>Read:</u> Palmer & Stewart (2005). Models for using nonfiction in the primary grades. ○ Create New Literacies Strategy Lesson for fieldwork assignment ○ Complete Diagnostic Analysis (Due next session)
<p>Session 9: Reading Comprehension Part II: Strategy Instruction</p> <p>Principle #6: Comprehension instruction</p> <p>Due: Diagnostic Analysis</p>	<ul style="list-style-type: none"> • <u>Grand Conversation:</u> Respond to Palmer & Stewart (2005) article with questions about reciprocal teaching • <u>Large Group Discussion:</u> <ul style="list-style-type: none"> ○ <u>6 research-based strategies</u> (Duke & Pearson, 2002: prediction, text structure, “think-aloud” techniques, visual representation of text, summarization, and questions/questioning) ○ <u>Link to Keene & Zimmerman’s Connections</u> (text-text, text-self, text-world, text-author); [Picturing, Noticing, Wondering, and Thinking] and distribute bookmark strategy prompts ○ <u>Question-Answer Relationships:</u> model examples; students create 1 of each and share • <u>Homework:</u> <ul style="list-style-type: none"> ○ <u>Read:</u> Coiro (2003) and Moore (1999). Prepare for conversation in next week’s class.
<p>Session 10: Reading Comprehension on the Internet</p> <p>Principle #6: Comprehension instruction Principle #10: Technology and early literacy development</p>	<ul style="list-style-type: none"> • <u>Small group conversations:</u> What’s different about reading and writing on the Internet? What challenges do these differences this pose to classroom teachers? How does “communicating” fit in? • <u>Centers to Explore:</u> Internet Instructional Models to build new literacies and comprehension <ul style="list-style-type: none"> ○ Searching: keywords and reading search engine results activity ○ Internet Workshop: Kids Web Japan Activity ○ Internet Project: Oh, the places we’ll go http://www.mrsmcgowan.com/places.htm; Why Alexander Wanted to go to Australia http://www.lite.iwarp.com/australia.htm; • <u>Homework:</u> <ul style="list-style-type: none"> ○ <u>WebCT Posting #4:</u> Webquest of Classroom Homepages ○ <u>Read</u> Leu (2001) Internet Project and explore Susan Silverman’s webfolio (also notice integration of Kidspiration and Kid Pix Studio)

Session Topic and Objectives	In-Class Activities/Discussions and Homework Assignments
<p>Session 11: Reading and Writing Connection, Part II: Reader Response and Journaling</p> <p>Principle #9: Integrating writing and reading Principle #12: Enthusiasm for reading and writing</p>	<ul style="list-style-type: none"> • <u>Large group discussion:</u> Reader Response: <ul style="list-style-type: none"> ○ <u>Judith Langer:</u> Explain framework of responding to literature (see Langer, J. (1994). A response-based approach to reading literature. <i>Language Arts</i>, 71, 203-211) and link to Connecticut Mastery Tests (components include Forming an Initial Understanding, Developing an Interpretation, Demonstrating a Critical Stance, Providing a Personal Response) ○ <u>Louise Rosenblatt:</u> efferent vs. aesthetic stance (how to support development of both) • <u>Centers to Explore:</u> Response to Literature/Journaling Activities <ul style="list-style-type: none"> ○ Share/try out ideas from Bromley’s (1993) <i>Journaling: Engagements in Reading, Writing, and Thinking</i> (e.g., literature response, learning log, double entry, character journal, buddy journal, draw-and-tell journal) ○ <u>Electronic journals:</u> weblog journals and progressive stories • <u>Homework:</u> <ul style="list-style-type: none"> ○ Prepare for literature celebration poster with peers and continue work on portfolio ○ Teach new literacies strategy lesson and begin preparing write-up
<p>Session 12: Celebrating Readers and Writers</p> <p>Principle #9: Integrating writing and reading Principle #12: Enthusiasm for reading and writing</p> <p>Due: Group 3-D Poster of Author/Illustrator</p>	<ul style="list-style-type: none"> • <u>Celebrating Readers and Writers:</u> <ul style="list-style-type: none"> ○ Each group presents their 3-D poster of their author/illustrator as part of a whole group celebration; students hand in accompanying materials used during presentation • <u>Visit from Author/Teacher Patricia Pavelka</u> <ul style="list-style-type: none"> ○ Inspirational talk and demonstration of student samples (class storyboards, morning message, big book sharing, skill development activities); link to reading motivation • <u>Homework:</u> <ul style="list-style-type: none"> ○ <u>Review Standards</u> for next class activity (they’ll be posted on WebCT with links to each)

Session Topic and Objectives	In-Class Activities/Discussions and Homework Assignments
<p>Session 13: Linking Literacy Instruction and Learning to the Standards</p> <p>Principle #1: Teacher knowledge, insight, and orchestration of instruction Principle #11: Early assessment and instructional intervention</p>	<ul style="list-style-type: none"> • <u>Large and Small-Group Discussion</u>: Become familiar with each set of standards, how they inform instruction, and how lessons can integrate multiple sets of standards <ul style="list-style-type: none"> ○ Demonstrate how lessons are grounded in standards (ReadWriteThink site, Webquest activities, Susan Silverman’s projects, SCORE lessons) ○ <u>Activity</u>: Three sample prompts: Based on the task provided, identify the relevant standards that this literacy lesson addresses: <ul style="list-style-type: none"> ▪ NRP 5 modules > DIBELS 5 Big Ideas (link to NCLB) ▪ Connecticut’s Blueprint for K-3 Reading Achievement (2 page outline) ▪ Connecticut’s Language Arts and Content Area Frameworks (through TaskStream) ▪ IRA/NCTE Literacy Standards (and Literacy/Technology Position Statement) ▪ National Educational Technology Standards (NETS) Teachers & Students ▪ Connecticut Teacher Technology Competencies - Level I, II, and III (HETAP) • <u>Homework</u>: <ul style="list-style-type: none"> ○ Read Leu & Kinzer, Ch. 12 (Including All Children) and continue work on portfolio
<p>Session 14: Including All Children</p> <p>Principle #1: Teacher knowledge, insight, and orchestration of instruction</p> <p>Due: New Literacies Strategy Lesson</p>	<ul style="list-style-type: none"> • <u>Grand Conversation</u>: Fostering collaboration between special and regular classroom teachers • <u>Large Group Discussion/Modeling</u>: <ul style="list-style-type: none"> ○ <u>Selecting books</u>: Guidelines for teachers and students leveling books and selecting reading levels ○ <u>Fluency</u>: model phrasing and oral reading alternatives; try a few out in class • <u>Small Group Activity</u>: Individualizing Reading Assignments while meeting curriculum standards • <u>Homework</u>: <ul style="list-style-type: none"> ○ WebCT Posting #5: Including All Learners (see assignment list for details)
<p>Session 15: Orchestrating Literacy Learning</p> <p>Principle #1: Teacher knowledge, insight, and orchestration of instruction</p> <p>Due: Preparing to Teach Portfolio (includes annotated bibliography, Video Portfolio, professional growth letter and evidence of teaching and observing)</p>	<ul style="list-style-type: none"> • <u>Small-Group Activity</u>: Creating a positive/nurturing environment for learning (students circulate around to several pre-prepared charts to brainstorm/share ideas for (a) setting up classroom rules; (b) implementing a fair discipline plan; (c) celebrating student contributions; (d) making learning a priority; and (e) incentives and rewards • <u>Large Group Discussion</u>: Strategies for managing flexible grouping (creating flexible groups, establishing classroom routines, center activities, facilitating transitions) • <u>Final Reflection and Synthesis</u>: “Weaving a web of understanding” Activity – students stand in a circle and toss a yarn ball across the circle while contributing one reflection about effective literacy instruction in K-3 grades – to “unweave” the web, toss backwards again while contributing one reflection about something challenging about being a literacy teacher