



 to Standard 2

Prep Resources: Teaching Early Reading

Teacher educators in elementary programs at **Gordon College** (MA) and **Southern Methodist University** (TX), whose early reading courses earn Strong Design designations in our Early Reading Standard, have generously agreed to share the courses' syllabi with teacher educators everywhere. **Southern Methodist University** (TX) has generously agreed to share assessments as well.

Syllabi for **Gordon College's** two early reading courses follow this cover sheet, followed by **Southern Methodist University's** syllabi and assessments.



National Council on Teacher Quality

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EDU 345 B Introduction to Teaching Reading

Fall 2011

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Office: Jenks 108

Office Hours: posted and by appointment*

*I observe Practicum students throughout the semester so making an appointment by email will help you and me be efficient in making appointments.

Class Meetings: Tuesday Section A 1:15 – 2:50 pm. (all semester)

Thursday Section B 1:15 – 2:50 pm. (all semester)

Classroom: Jenks 121

This course is a prerequisite to EDU 346 Early Childhood Reading and Language Arts Pre-K – Grade 2 (formerly called: Language Arts and Literacy Ages 3-8) and EDU 347 Elementary Reading and Language Arts Grades 1-6 (formerly called: EDU 347 Teaching of Reading and Other Language Arts. EDU 345 is required for Early Childhood and Elementary majors. It is a required course for concentrations in Special Education and ESL.

Prerequisite: Acceptance into the Gordon College Teacher Education Program

Course Description: This course is designed to develop the teacher candidate's knowledge in the science and art of reading and its relationship to language development in *all* learners. An historical overview of key events and their implications for the teaching of reading will help the teacher candidate to evaluate controversies in reading and appreciate current research. This course of study will lead the teacher candidate in the development of a foundational understanding of the process of learning to read through the study of theories, and scientifically research based reading instruction. This course includes a foundational study of the five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension with major emphases on phonology and phonics.

Course Goal: To prepare early childhood, elementary, and special education teacher candidates to facilitate development and use effective reading strategies for *all* children in

preschool through grade six and struggling readers at the middle school and secondary level.

From 7.06: Massachusetts Subject Matter Knowledge Requirements for Teachers the following will be addressed in this course:

(5) Early Childhood: Teacher of Students With and Without Disabilities (PreK – 2) p. 16

1. Reading Theory, research and practice	<ul style="list-style-type: none"> • Reflection • Participation
a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills, and reading comprehension	<ul style="list-style-type: none"> • Reflection • Research and Report • Test • Final Exam
b. Phonemic awareness and phonics: principles, knowledge, and instructional practices	<ul style="list-style-type: none"> • Effective reading instruction essay • Phonics Mastery Test • Test
2. Development of a listening, speaking, and reading vocabulary	<ul style="list-style-type: none"> • Effective reading instruction essay • Test • Final Exam
3. Theories on the relationship between writing and reading	<ul style="list-style-type: none"> • Effective reading instruction essay • Reflection • Test • Final Exam
5. Theories of first and second language acquisition and development	<ul style="list-style-type: none"> • Effective reading instruction essay • Research and Report • Test • Final Exam

7.06: Subject Matter Knowledge Requirements for Teachers

(7) Elementary (Levels: 1-6) p. 17-18

(b) Subject Matter Knowledge:	
1. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension	<ul style="list-style-type: none"> • Reflection • Research and Report • Test • Final Exam • Participation
2. Phonemic Awareness and phonics: principles, knowledge, and instructional practices	<ul style="list-style-type: none"> • Effective reading instruction essay • Phonics Mastery Test • Test
9. Second language acquisition and its relationship to literacy learning	<ul style="list-style-type: none"> • Effective reading instruction essay • Research and Report • Test • Final Exam

MTEL Foundations of Reading Competencies-English Language Arts/Reading

- Oral Language
- Phonology and Phonemic awareness
- Alphabetic Principle
- Word Analysis and Decoding

Note: The remaining components will be addressed in more detail in EDU346/7

Course Objectives:

Knowledge Objectives

The teacher candidate will be able to:

1. articulate an understanding of the reading process and its connection to beginning reading instruction, supported by scientifically based research. **(Effective reading instruction essay, tests, class participation, research and report, reflection)**
2. describe the connections among listening, speaking, reading, and writing in first and second language learners. **(tests, class participation, research and report, reflection)**
3. articulate an understanding of phonological and phonemic awareness and the connection to learning to read and translate this into instructional practice. **(tests, reflection)**
4. articulate an understanding of concepts of print and the alphabetic principle, and translate this into instructional practice. **(tests, class participation, reflection)**
5. describe the role of phonics in promoting reading development and translate this into instructional practice. **(tests, class participation, reflection, phonics mastery test)**
6. articulate an understanding of different approaches to teaching reading. **(tests, class participation, research and report, reflection)**

Skill Objectives

The teacher candidate will be able to:

1. explain the reading process. **(tests, class participation)**
2. demonstrate mastery of phonics and its relation to reading and writing development. **(tests, phonics mastery test)**
3. compare and contrast methodologies of teaching reading. **(research and report, tests, reflection)**
4. explain the relationship between oral language development and reading. **(tests, class participation, reflection)**
5. describe the relationship between the five components of reading. **(tests, class participation, reflection)**

6. demonstrate an understanding of basic terminology related to reading. **(tests, class participation, reflection, research and report)**
7. describe and demonstrate scientifically based practices for teaching beginning readers and writers. **(tests, class participation)**
8. demonstrate masterful manuscript handwriting **(manuscript post test)**

Affective Objectives

The teacher candidate will:

1. develop a professional attitude toward reading by keeping current with reading research and nurturing one's own reading efficiency, appreciation, and practice. **(class participation, reflection)**
2. reflect on the diversity of all learners and how their background contributes to the way they learn to read. **(class participation, final exam)**

Course Textbook and Materials:

Adams, M. J. (1990) *Beginning to read: Thinking and learning about print(summary)*. Chicago: University of Illinois Press.
(book will be distributed in class and charged to your account)

Armbruster, B.B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: Center for the Improvement of Early Reading Achievement.
(will be provided in class at no charge)

* Honig, B., Diamond, L., & Gutlohn, L. (2008). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press.

*Wasyluk, T. M. (2006). *Handwriting: Teacher training workbook*. Pennsylvania: Universal Publishing.

*Books will be used Fall and Spring Semesters (EDU 346 and EDU347).

Optional Resources:

Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York: The Guilford Press.

Gunning, Thomas. (2008). *Creating Literacy Instruction for All Children 6th Edition*. Boston, MA: Pearson Education, Inc.

Henry, M. K. (2003). *Unlocking Literacy: Effective Decoding & Spelling Instruction*. Baltimore, MD: Paul H. Brookes Publishing, Co.

Accommodations Statement: Students with Disabilities

Gordon College is committed to assisting students with documented disabilities (see Academic Catalog Appendix C, for documentation guidelines). A student with a disability who may need academic accommodations should follow this procedure:

1. Meet with a staff person from the Academic Support Center (Jenks 412 X4746) to:
 - a. make sure documentation of your disability is on file in the ASC,
 - b. discuss the accommodations for which you are eligible,
 - c. discuss the procedures for obtaining the accommodations, and
 - d. obtain a **Faculty Notification Form**.
2. Deliver a Faculty Notification Form to each course professor *within the first full week of the semester*; at that time make an appointment to discuss your needs with each professor.

Failure to register in time with your professor and the ASC may compromise our ability to provide the accommodations. Questions or disputes about accommodations should be immediately referred to the Academic Support Center. (See also Grievance Procedures in Student Handbook.)

Academic Dishonesty Statement:

Academic dishonesty is regarded as a major violation of both the academic and spiritual principles of this community and may result in a failing grade or suspension. Academic dishonesty includes plagiarism, (see Plagiarism in Student Handbook), cheating (whether in or out of the classroom) and abuse or misuse of library materials when such abuse or misuse can be related to course requirements.

Course Requirements

Readings and Reflection (20%) – Not all of the important content for this course can be presented in class, therefore assigned readings should be completed prior to class in order to maximize participation in class discussions and to support written responses. Required readings will be assigned for each class from the textbooks. These are listed in the tentative course outline section of this syllabus. It is imperative that readings are completed before class in order for you to benefit from class instruction as well as submit your reflection on time. At each class session (except October 20th) a **reading response reflection** will be placed in a folder provided by the professor. The reflection will include a labeled and dated commentary for each assigned reading. In your response, note confusion, highlight clear understandings, and make connections to experiences you have had with children. Include questions that come to mind as you read. I want to know what you are thinking about when you interact with the content.

There are additional articles posted on Blackboard that support the required readings.

Reading and referencing these articles in your reflection will demonstrate your interest and initiative beyond the minimal reading requirements. Each reflection entry will be scored on 10 points.

Reading Rockets (weekly) – In order to quickly become familiar with what is happening in reading in this country and around the world, you may either visit the Reading Rockets site once a week or subscribe online to receive Reading Rockets e-newsletters. If you choose to visit the site, bookmark it. If you choose to subscribe, approximately once a week you will receive an email with some of the latest news in reading. Skim the topics and read at least one article that is of interest to you and appropriate to the content of this class. Be prepared to share in class about an article that you have read. (Participation grade) To subscribe, go to http://pbsmail.org/weta_learning/join.html and follow the subscription directions. You may unsubscribe at the end of this course. To enrich your preparation to teach English Language Learners (ESL), subscribe to Colorin' Colorado! <http://pbsmail.org/colorincolorado/join.tcl>

Diagnostic Assessment of Reading (DAR) Assignment (15%) - After receiving in class instruction in the administration of the Diagnostic Assessment of Reading, you will administer the DAR to an elementary grade student who is enrolled in the College Bound program. You will enter the results into the DAR scoring service and print the score sheet and instructional recommendations. Place these materials in a file folder for submission. Detailed instruction and due date will be distributed in class after the College Bound program begins this fall.

There are two College Bound locations. One is on campus and the other is at Curwin Circle in Lynn. The CB program begins after public schools are in session so there are details that must wait to be confirmed. This is a pilot program and it will require our flexibility. Flexibility is a necessary attribute for teachers and we are thankful for the opportunity to practice flexibility in this pilot project.

Research and Report (15%) – As part of a cooperative learning group with your peers you will research one approach for teaching reading and present it to the class. Research will include the theoretical or scientific foundation, a classroom description and current research to support *your evaluation* of the approach to teaching reading. Your group will demonstrate that you have evaluated your approach according to the research based standards for an effective reading program as presented in class. A written summary of the research will be presented to the class in the form of a one pager* (see below) on the date assigned. Presentations will be scheduled **December 1st** and **December 8th**. Presentations will be completed within a thirty minute block of time that includes 5 minutes for questions. Presentations will be thorough and concise. Use visuals. Show sample materials. Demonstrate/Model a lesson. You may take us to a website and use it to enhance your presentation. Note: The one pager (may use both sides; size 12 font) summary of your group findings will be distributed to your classmates and the instructor at the time of the presentation. The one pager should include a description of the method, salient features, examples, research (from peer reviewed journals) on the use of this

method and your resources for information. Group members will be evaluated on their contribution to the group project. Planning meetings must be scheduled at mutually convenient times with members realizing they need to make their attendance a priority.

Sign-up to be finalized in class.

Phonics – You will demonstrate mastery (90%) on written phonics test (**November 17th**). You will learn phonics generalizations through the CORE textbook, handouts, and in class activities. Successful demonstration of your mastery is necessary to pass the course. In the event that additional test times are needed they will be scheduled outside of class time.

Effective reading instruction essay – You will write a one-two page essay (size 12 Times New Roman font) that describes *effective reading instruction* that is based upon scientific research. You will include a minimum of three research citations to support your statement. Your audience is a school administrator who may or may not be knowledgeable in the current research. Bring your essay to class on **December 8th**. You will each read a classmate's statement and respond. This statement is a writing piece that is under construction throughout this course and into EDU346 or EDU347. This piece will become part of your senior portfolio. Credit for this assignment is based upon completion and it is included in the class participation percentage of your grade.

Class Participation (15%) – Components of class participation include contributions to discussions, attendance, and participation in application activities. Exceptional class participation demonstrates your understanding of the foundations of teaching reading that goes beyond the minimum course requirements.

Test (15%) and Final Exam (20%) – There will be one test (**October 20th**) as noted on the tentative schedule. It will include matching, objective and essay questions on the readings and class content. The final exam will consist of objective and essay questions. It will be administered during the final exam period on Thursday, **December 15th 9-11 AM**.

Course Expectations

It is expected that you will thoughtfully participate in class discussions by asking questions, answering the questions of your peers and instructor, entering discussions, and sharing connections you make between readings, personal experiences and your understanding. National concerns about literacy make this a topic that we hear and read about daily. Already many of you, if not all of you are in a position(s) to make a difference in the lives of children with regard to their preparation to learn to read, their ability to read, and/or their enjoyment of reading. Take advantage of this opportunity to collaborate as a learning community called by God to teach *all* children *and* adults to read and to keep them reading.

Attendance is expected at all classes. If you are absent due to illness or a family emergency, documentation should be given to the instructor. Two absences will result in

the loss of a letter grade. In the event that you are absent, you are responsible for checking in with the TA to obtain what you missed. Punctuality is as important as attendance, and two tardies comprise an absence. Leaving class early will also have the same result as being tardy. It is the student's responsibility to make up work missed.

You are expected to volunteer as a TA for one class. The TA will do the following:

- Arrive for class 5 minutes early
- Welcome students and open class with a Scripture reading, devotional, and prayer
- Pass the attendance sheet and return it to the folder at the end of class
- Facilitate the distribution and collection of materials
- Collect handouts and offer a copy of your notes to anyone who is absent
- Help the professor transport supplies at the end of class as needed

A sign up sheet will be distributed at the first class.

Make every effort to eat and drink prior to class. Only if necessitated by your consecutive schedule of classes, may you bring food to class. Please take care to ensure that it is not a distraction to others and that you clear your area when you leave the room. Please be sensitive to your classmates.

Assignments/Homework - Students are expected to complete all homework assignments on time and in the format indicated in class. Late work carries a penalty of ten points per calendar day that the assignment is late. Assignments should be typed. Computer difficulty, whether your own or the College's equipment, is not an acceptable excuse for late work.

In an effort to minimize distractions and support learning, cell phones, laptops, and other means of electronic communication should be turned off *prior* to the beginning of each class session unless requested to bring laptops to class.

Additional Information

Professional Associations - You are encouraged to take advantage of a student membership in at least one of the professional organizations focused on reading such as the **Massachusetts Reading Association** (MRA) for \$15.00. You may access membership information at <http://www.massreading.org/membership.html>. You need the professor's signature to complete your form and qualify for student rates. Membership entitles you to receive the MRA publications, notification of meetings, and permits you to attend the MRA Conference in March. It is recommended that you use your permanent address so you do not miss summer mailings.

As a full time student you are eligible for a discount membership in the **International Reading Association** (IRA). This is the umbrella group for the MRA. A basic student membership is \$24.00 (includes newspaper *Reading Today*) or \$42.00 with newspaper and one journal, as compared to a non-student fee of \$100.00. You may access student membership information at <http://www.reading.org/association/membership/categories.html>

The International Dyslexia Association (student membership \$60.) addresses many issues related to learning to read. Each issue of their journal *Perspectives* is themed. While the MRA and IRA cover all aspects of reading, the IDA is more focused on reading-writing process. If reading and special education are areas that you may want to specialize in, the IDA offers a sharper focus on the needs of struggling readers. You may access membership information at <https://www.interdys.org/jsp/member/index.jsp>

Use the addresses below to browse the websites of these organizations:

International Reading Association	www.reading.org
Massachusetts Reading Association	www.massreading.org
International Dyslexia Association	http://www.interdys.org

Tentative Course Outline:

Date	Topic	Reading
August 25	Introduction Manuscript pre-test TA Sign up Survey of Language	
September 1	The Big Picture Research About Readers: Good Readers vs Poor Readers	CORE: pp 1-18 Adams 1-35
September 8	M. Adams video Structure of Words – English Structure of Words – Spanish	Adams: 36-48 CORE: Ch 1 CORE: Ch 2
September 15	Phonological Awareness	Put Reading First booklet Begin Study Guide
September 22	Phonemic Awareness Instruction in the administration of the <i>Diagnostic Assessment of Reading</i>	CORE: 5
September 29	Phonemic Awareness cont'd	Review CORE: 5 (no Reflection)
October 6	Concepts of Print/Letter Knowledge /Alphabetic Principle	CORE: 3 and 4 Adams: 51-72

EDU 345 B Fall 2011 – Thursday Section

October 13	Quad Break – No Class	
October 20	Test On CORE 1, 3- 5	
October 27	Decoding & Word Study: Phonics	CORE: 6
November 3	Phonics cont'd	Adams: 73-87
November 10	Irregular Word Reading	CORE: 7
November 17	Multisyllabic Word Reading	CORE: 8
	Phonics Mastery Test	Adams: 95-104
November 24	Thanksgiving Holiday – No Class	
December 1	Approaches to Teaching Reading Presentations	Adams: 88-94
December 8	Presentations Cont'd The Reading Process – Wrap Up Effective reading instruction essay is due	Adams: 107-114

There are 14 class sessions. There are 12 Reflection Submissions

<p>FINAL EXAM. Thursday, December 15th 9-11 AM Cumulative test (but heavier on text Chapters 6-8) class notes, handouts and class discussions Manuscript post test will be administered.</p>

Evaluation:

Class participation	15%
DAR assignment	15%
Reflection	20% (12 submissions at 10 points each)
Research and Report	15%
Test	15%
Final exam	<u>20%</u>
	100%

Weekly Reflection will be scored on evidence of the following characteristics:

- understanding of content
- making connections between readings, class sessions, personal experiences etc.
- raising relevant questions
- including additional readings – posted on Blackboard
- communication quality: whether auditory or visual (such as: coherence, voice quality, readability, written mechanics)

Range of evidence:

10-strong evidence 8-above average 5-minimal evidence 3-weak evidence 0-incomplete



GORDON COLLEGE

ED347 Teaching Reading and Other Language Arts Spring 2012

Instructor: Donna J. Robinson

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Office Hours: Mon. 2- 6, Tues., 2-3, Thr. 2-3

Class Sessions: Tuesday: 9:45 – 11:15 a.m. and Thursday: 8:00-11:15 a.m.

Room: Jenks 114

Field Work: Thursdays at West School, Peabody, MA

Prerequisites: ED225 or PY244 and at least a conditional acceptance into the education program

Final Exam: May 14th 12 noon – 2PM

Course Objectives and Evaluation

Objectives

Evaluation

The student will:

0004: Demonstrate word analysis skills and strategies *

0005: Demonstrate comprehension of and utilize vocabulary development and teaching methods *

0006: Demonstrate knowledge of and apply reading comprehension strategies to imaginative texts *

0007: Apply reading comprehension skills and strategies to informational/expository texts *

0008: Utilize formal and informal methods of

Mid-term exam and lessons at West Memorial School
Quiz, Journal Summary and lessons at West Memorial School

Lessons, Journal Summary and Quiz

Lessons, Quiz and Journal Summary

Quiz on GRADE

assessing reading development and determine students' independent, instructional and frustrational reading levels *

0009: Understand and apply multiple approaches to reading instruction *

Lessons, Quizzes, Journal Summaries and Reading Strategy Presentation

*Foundations of Reading Test Objectives
Apply effective, research-driven pedagogy in the areas of handwriting, spelling, writing, grammar, language mechanics, literary elements and phonics

Student demonstrations of language arts methodology, lessons, quizzes, post-tests in handwriting and journal summaries

Identify the roles of a Reading Specialist in collaboration with teachers and parents

Quiz

7.08 (2) (a)1. Plan effective curriculum and instruction that draws on relevant curriculum frameworks. **

Lesson Plans

7.08 (2) (a)3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. **

Lesson Plans

7.08 (2) (a)5. Plans lessons with clear objectives and relevant measureable outcomes. **

Lesson Plans

7.08 (2) (b)2a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing. **

Lesson Plans

7.08 (2) (b)2. Employs a variety of reading and writing strategies for addressing learning objectives. **

Lesson Plans

7.08 (2) (b)2e. Uses questioning to stimulate Thinking and encourages all students to respond. **

Lesson Plans

7.08 (2) (c)1. Creates an environment that is conducive to learning. **

Teaching Rubric

7.08 (2) (c)3. Maintains appropriate standards of behavior, mutual respect, and safety. **	Teaching Rubric
7.08 (2) (e)3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in the classroom. **	Journal Summaries
7.08 (2) (e) 4. Collaborates with colleagues to improve instruction, assessment, and student achievement. **	Lesson Plans
7.08 (2) (e)6. Reflects critically upon his or her teaching experience, identifies areas for further professional development... **	Post-Analyses on Lessons

** Regulations for Education Licensure and Preparation Program Approval: Section 7.08 Professional Standards for Teachers

Course Texts and Materials

Armbruster, B.B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: Center for the Improvement of Early Reading Achievement.

Gunning, T. (2005). *Creating literacy instruction for all children*. Boston: Allyn and Bacon.

Honig, B., Diamond, L. & Gutlohn, L. (2008). *Teaching reading sourcebook*. Novato, CA: Arena Press.

Herrell, A. & Jordan, M. (2002). *50 Active learning strategies for improving reading comprehension*. Upper Saddle River, NJ: Merrill Prentice Hall.

Massachusetts Curriculum Frameworks

Wasylyk, T.M. (2006). *Handwriting: Teacher training workbook*. PA: Universal Publishing.

Course Requirements and Evaluation

Student Center Activities (10 %) – Assemble **five** grade one or two student center activities that provide reinforcement in one of the five components of reading. Ideas and templates for the activities should be taken from the Florida Center for Reading Research Student Center Activities <http://www.fcrr.org/activities/> or <http://www.adrianbruce.com/reading/games.htm>. Other sites may be suggested for approval by the professor. Each activity should be run on cardstock (you are responsible for buying a package of cardstock) and stored separately in a labeled large brown

envelope or a labeled Ziploc bag. The packet will include directions, materials, Massachusetts Curriculum Frameworks being addressed, the targeted skill and other notes of help for the teacher. All of the activity materials should be ready for use by children. If you plan to use these materials in the future, lamination is advised.

In addition each preservice teacher will make three reading center activities to leave in their classroom. These are due throughout the semester in conjunction with input from the classroom teacher.

Lesson Plans, Post-Analyses and Teaching (15%)

The student is responsible to complete 9 lesson plans and post-analyses, one for each visit to the West School in Peabody. These should be completed in **triplicate** and will be assessed by the professors and cooperating practitioners.

1. The student will arrive at the West School meeting room **fifteen minutes prior** to entering the classroom. Students must sign in at the front door and wear name tags.
2. Students will make arrangements for car pools. It is the driver's responsibility to make sure that preservice teachers arrive at the appropriate time. It is the rider's responsibility to be at the meeting place on time and pay a \$10 fee. The driver will fill out an Assumption of Risk Release and Indemnification form.
3. The preservice teacher will be dressed professionally per the Gordon's internship dress code. The code is attached.
4. Snow days are a possibility. Listen/watch for cancellations on WBZ Channel 4 or 1030 a.m. If there is a delayed opening our time at the school will be cancelled and you should come to our classroom at 9:45.
5. Complete a *Field Experience Record Form* for your field work. One is attached to this syllabus. It must be typed and reflect the times you are teaching at the West School. It will be placed in your personal record folder in the education office. Bring the *Field Experience Form* on the Final Exam day to turn in. All students should have **20 hours** of field experience completed.

The cooperating practitioners and observers will assess a grade for the student's ability to teach students. This includes choice of interactive methodologies and implementation, professionalism, enthusiasm, effort, connection with students, group management, sensitivity to the needs and abilities of students and lesson momentum.

Class Participation (10%) The attached class participation rubric will be utilized twice during the semester to ascertain this grade. This class requires informed and active student participation by all individuals. A quiz (Exit Ticket) on GRADE and a summary of the responsibilities of a reading coach will fall into this category.

Journal Summaries (25 %)

Choose five articles from *The Reading Teacher* or *Reading Research Quarterly* **that include scientifically based research**. They must be completed in the following sequence:

1. Fluency
2. Vocabulary
3. Reading Comprehension in the Content Area (or Informational Text)
4. Reading Comprehension and Narrative Text
5. ESL Reading Class Instruction

Photocopy the article and read and highlight it. Type a double-spaced, concise, three-page report that summarizes and analyzes the articles. **Attach the photocopied copy to your report.**

Arrange the report according to the following headings and underline them.

1. Purpose – What do you think was the author’s purpose or “mission” in writing this article?
2. Methodology- What was the manner in which the information was gathered?
3. Conclusions – Present a short summary and the conclusions of the author.
4. Reactions – What is your reaction to the article? Is the information practical, useful, relevant, based on adequate data? Was the purpose identified in #1 (above) accomplished?
5. Final Paragraph – Write a final summary paragraph in which you delineate any unanswered questions and the main impact the article had on you.

General Instructions:

Include a minimum of **two relevant quotes** from the article. Make sure you underline each category. Papers must have correct spelling, punctuation and grammar. One point will be deducted for each grammatical or mechanical error.

Language Arts Strategy Presentations and Co-Proctoring of Classes (10%)

Each student will be assigned a date when she/he will co-proctor class and make a presentation on a reading strategy found in *Fifty Active Learning Strategies for Improving Reading Comprehension*. A rubric is attached for these presentations.

Co-Proctoring Requirements

The students will:

- Choose and read 3-4 verses of scripture or a devotional
- Pray or ask a peer to pray
- Read agenda
- Utilize the syllabus to reiterate upcoming assignments
- Lead the class in MTEL questions and answers
- Collect and pass out handouts
- Collect handouts for students who are absent and put in absentee folder
- Erase board and straighten up the classroom after class

Demeanor should be professional in both proctoring and in presenting the strategies. The student should be:

- Well prepared
- Articulate

- Heard by all
- Utilizing appropriate body language
- Dressed professionally
- Use appropriate technology and visual aids
- **Have a prepared one sheet worksheet for all students**

Mid-Term Exam (15%) – The midterm exam will cover Core classroom planning, lesson plans, Chapters 8, 10, 11 and class notes, and handouts. It will contain both objective and short essay questions.

Final Exam (15%) – The final exam grade will be a composite of the following: a set of Cornell Notes for each of chapters 10 – 15, your performance as a facilitator of one chapter, (Cornell Notes are due in class on the day the assigned reading is due. See the Tentative Class Schedule for the due date for each chapter. Facilitation dates are listed at the end of the syllabus.

Each student will serve as a facilitator for one chapter of the CORE readings. The facilitator will lead the class through the discussion of chapter questions that have been prepared by the professor. All students should come prepared to actively participate in the discussion of each chapter. A rubric is provided to indicate factors considered in grading facilitators. A checklist will be used to record facilitation grades and active participation of the other members of the group.

Making It Clear:

Three late entries to class are equivalent to one absence. One unexcused absence is allowed after which each absence will result in a deduction of 3 points from the **final** grade.

Students will have 10 points deducted per day when assignments are late.

Computer problems or crashes are not acceptable excuses for late work.

The syllabus is tentative and may be changed

MTEL Registration

It is recommended that you take the *Foundations of Reading Test* on **May 12, 2012** or as soon as possible thereafter. Registration deadline is **March 30**. Remember when you register to record your name exactly the same way (spelling, with or without middle initials) as you did for the Communication and Literacy Test so that your file will be accessed in a timely manner.

Students with Disabilities

Please Note: Students with disabilities who need academic accommodations are asked to speak with the instructor within the first two weeks of class. Students are responsible for making sure that documentation of the disability is on file in the Academic Support Center.

- 1.) Contact Ann Seavey, Jenks 412, x4746. (See Academic Catalog Appendix C for documentation guidelines.)
- 2.) Meet with the Academic Support Center (ASC) staff person to discuss the accommodations for which you are eligible and the procedures for obtaining them.
- 3.) Obtain a Faculty Notification Form from the ASC and deliver it to your professor within the first full week of the semester.
- 4.) Set up a follow-up appointment to discuss your needs with your professor. Your failure to register in time with your professor and the ASC may compromise our ability to provide the accommodations, so please follow the above procedure.

Questions or disputes about accommodations should be immediately referred to the Academic Support Center. Gordon College is committed to assisting students with documented disabilities. If you have a disability, it is essential that you obtain appropriate documentation of the disability and that you understand the accommodations, appropriate to the specific disability, to which you are entitled.

Blackboard

Throughout the semester, we will use Blackboard as a tool to supplement the course. Students will be able to access course information such as the syllabus, details about each assignment and grades on the course site and utilize other features as well. To log on:

- Go to: <http://blackboard.gordon.edu>
- Enter the same username that you use for Gordon email.
- Enter your student identification number as your password

Grading

- Final grades will be assigned based on the following total percentages:

A = 93 - 100	C = 73 – 76.99
A- = 90 - 92.99	C- = 70 – 72.99
B+ = 87 - 89.99	D+ = 67 – 69.99
B = 83 - 86.99	D = 63 – 66.99
B- = 80 - 82.99	D- = 60 - 62.99
C+ = 77 - 79.99	F = Below 59.99

In the event that assignments are returned for resubmission, the two grades will be averaged.

Academic Dishonesty Statement

Academic dishonesty is regarded as a major violation of both the academic and spiritual principles of this community and may result in a failing grade or suspension. Academic dishonesty includes plagiarism, cheating (whether in or out of the classroom) and abuse or misuse of library materials when such abuse can be related to course requirements. For further details, read the section on Plagiarism in the Student Handbook (p. 8).

ED347 Tentative Course Schedule

TUESDAYS

THURSDAYS

	<u>Jan. 19</u> – Introductions, Syllabus Explanation, Travel Buddies, CORIE forms, Cursive Post-Test, Manuscript Pre-Test, Tee Shirt Sign Up for Centers HW: Review <i>Put Reading First</i> and Last Section of our textbook on Comprehensive Reading Model p.743
<u>Jan.24</u> – Preparing for West School Using Comprehensive Reading Model and Journey Curriculum Reading Review – Numbered Heads Together based on <i>Put Reading First</i> Demo FCRR for Reading Centers HW: Review Chapter 8	<u>Jan. 26</u> Orientation and Observation in West reading classes. One page reflection due by 7PM.
<u>Jan. 31</u> Centers with EDU346 HW: Fluency Journal Article Summary	<u>Feb. 2</u> West School Lab Observation One page reflection due by 7PM.
<u>Feb. 7</u> Modeled Facilitated Discussion on Chapter 8, Modeled Cornell Notes Preparing the first lesson HW: Read Ch. 10 and Cornell Notes	<u>Feb.9</u> West School Lab Post-Analysis

<u>Feb. 14</u> GRADE assessment with EDU346	<u>Feb. 16</u> West School Lab Post-Analysis
<u>Feb. 21</u> – Fluency Instruction Discussion HW: Read Introduction and Chapter 11, Cornell Notes	<u>Feb. 23</u> Specific Word Instruction West School Vacation Meet at Gordon at 9:45 HW: Read Chapter 12 and Cornell Notes
<u>Feb. 28</u> Word Learning Strategies Word Clues, Context Clues HW: Vocab. Journal Summary Read Chapter 13 and Cornell Notes	<u>March 2</u> West School Lab Post-Analysis
<u>March 6</u> Vocab. Journal Summary due Word Consciousness HW: Study for Exam	<u>March 8</u> Quad Finals – No classes

<u>March 13</u> Spring Break	<u>March 15</u> Spring Break
<u>March 20</u> – Mid-Term Exam Ch. 8-13 HW: Narrative Text Journal Summary and : Read Ch. 14 and Cornell Notes	<u>March 22</u> West School Lab Post-Analysis
<u>March 27</u> – Informational Text Journal Summary Due Narrative Reading Discussion HW: Read Chapter 15 and Cornell Notes	<u>March 29</u> <u>Last day to register for MTEL!</u> West School Lab Post-Analysis
<u>April 3</u> Informational Reading QAR HW: Read Article on ESL Reading Strategies, Informational Comprehension Journal Summary	<u>April 5</u> West School Lab Post-Analysis
<u>April 10</u> Sheltered English and Teaching Reading to ESL Students HW: ESL Journal Summary	<u>April 12</u> West School Lab Post-Analysis

<u>April 17</u> : Teaching Writing- Process, Purposes, Genres and First Steps Writing Technology and Reading	<u>April 19</u> – Public School Vacation and Symposium No Lab
<u>April 24</u> : Grammar, Literary Terms, Language Mechanics and Spelling	<u>April 26</u> West School Lab Post-Analysis
<u>May 1</u> –Creating and Managing a Literacy Program Guest Speaker on Literacy Coaching HW: One page summary on Literacy Coaching What is the purpose and why does it matter?	<u>May 3</u> West School Lab Post -Analysis
<u>May 8</u> – MTEL Review	<u>May 10</u> Reading Day
<u>Final Exam Date</u> May 14 th - Noon Handwriting Post-Test Final Draft of Reading Position Paper Field Hours	

ED347
Reading Comprehension Strategies Presentation Schedule

Date	Title	Page	Name
1-31	Structural Analysis	6	Christa
2-7	Chunking for Fluency	40	Leah
2-14	Readers Theatre	166	Helen
2-21	Vocabulary Processing	28	Caitlin
2-28	Vocabulary Role Play	24	Marissa
3-6	Word Mapping	14	Liz
3-20	Venn Diagrams	115	Christa
3-27	Data Charts	140	Victoria

4-3	Script Writing	156	Elaine
4-10	Summarization	187	Jessie
4-17	Reciprocal Teaching	222	Shannon
4-24	Double Entry Journals	96	Karyn
5-3	Story Retelling Boxes	151	

Reading Comprehension Strategies Rubric

Presentation clearly delineates the sequential process.	1	2	3	4	5
All steps are explained effectively.	1	2	3	4	5
The presentation is engaging, creative and interactive.	1	2	3	4	5
Application and simulation reflect understanding and effort.	1	2	3	4	5
Visual aids, technology and hand-outs are professional, creative and neat.	1	2	3	4	5

- 5 – Exemplary, beyond expectation and down right impressive!
- 4 – Met all expectations.
- 3 – Fair
- 2 – Poor
- 1 – Little to no work, effort or creativ

Field Experience Form

Student's Name: _____

Course Number and Title: _____

Professor's Name: _____

Term and Year: _____

School: _____

Grade(s): _____

Name of Cooperating Teacher(s): _____

Date	Hours Involved	School and Grade	Nature of Activity, your involvement and your insights

ED 347
West School
Important Information

Teacher's Name:

Teacher's email or phone number:

School phone number:

Number of students in the class? Number of students in a group?

Students with IEPs or 504's? (Special Ed. Majors need to identify yourselves to the teacher.)

What does an average day look like during the language arts block?

What area would you like us to work on?

What resources will be available to us, i.e., books, charts, curriculum?

What will our space look like? (As the teacher leaves you may want to follow her/him back to her/his room to see how to get there.)

GORDON READING

What is Gordon Reading?

Gordon Reading is a field experience for students enrolled in ED 347. The students are mostly juniors that are majoring in elementary education or special education. This is their second methods class. Most students have taught math in the Hamilton – Wenham schools. Instruction for interactive reading experiences takes place in the college classroom in Tuesdays.

When does it happen?

Every Thursday morning when both the Public Schools and Gordon College are in session. Gordon students spend time in the classroom practicing what they are learning.

What does it look like?

College students are assigned to a group of 4-5 students for the entire semester. These preservice teachers arrive prepared to teach up to 30 minutes on a topic assigned by the classroom teacher. There are between four and five pre-service teachers in a classroom. The pre-service students arrive 15 minutes early and give a copy of their lesson plan to the professor and assistant. The students then teach their lesson. Upon completion the preservice teacher will write up a post analysis and submit it to Blackboard by 6PM.

How will the preservice teacher know what to teach?

The classroom teacher will provide the topics and help the students to know what level the elementary students are on. Back on campus students will use resource materials and faculty to help plan the lesson. Any guidance from the classroom teacher is greatly appreciated by the students.

Should the school make manipulatives and books available?

If possible this is a wonderful help to the students. Campus manipulatives and books are shared by many students so being able to use school materials helps immensely. Pre-service teachers should contact the school at least one day before needing the materials.

What does the classroom teacher do while the preservice teachers are teaching?

The classroom teacher should circulate taking notes on the effectiveness of the lesson and ideas for improvement that can be fed back to the pre-service teacher. If you see a lesson and the pre-service teacher falling apart please ask if your assistance is needed.

What happens if a pre-service teacher is absent?

The pre-service teacher has been instructed to call his/her teacher and professor in the case of illness or emergency. As the classroom teacher you have a choice regarding coverage of the students. You may take the group or you may divide the group among the remaining students in your classroom.

What if there is a problem?

Please direct concerns to Dr. Donna Robinson. She can be reached at Gordon College at 978-927-2300 x4326 and at home at 1-508-572-4364. Her email is Donna.Robinson@gordon.edu. Your calls are welcome. Thank you for helping us teach and encourage our future teachers. You make it work!

Name: _____

Date: _____

Lesson Plan Rubric

Appropriate Frameworks Cited	1	2	3	4	5
Clear behavioral objectives	1	2	3	4	5
Assessment for each objective	1	2	3	4	5
Detailed Procedure	1	2	3	4	5
Motivational and review techniques	1	2	3	4	5
Closure statements and techniques	1	2	3	4	5
Content quality and coverage	1	2	3	4	5
Well sequenced and developed	1	2	3	4	5

Skillful Teaching Rubric

Variety of interactive methods	1	2	3	4	5
Professionalism (including dress)	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Obvious effort in preparation	1	2	3	4	5
Connection with students	1	2	3	4	5
Group management	1	2	3	4	5
Sensitivity to the needs and abilities of students	1	2	3	4	5
Smooth and efficient lesson momentum	1	2	3	4	5

Total Points: _____/80

Percentage: _____

5 – Exemplary, beyond expectation and down right impressive!

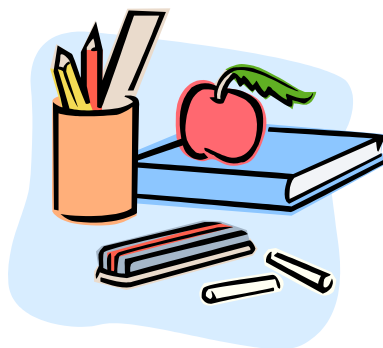
4 – Met all expectations.

3 – Average

2 – Fair

1 – Poor

Comments: _____



January 10, 2011

Dear Students,

Welcome to ED347, Teaching Reading and Language Arts. We are about to embark on a learning experience together. I do not use the word “we” lightly – I truly mean “we”. Utilizing a metaphor, I see us moving up an Appalachian trail together. I have been up the trail before, but not with this particular group and not under these unique conditions. I chart a course, but fully expect, as we have an open and contemplative dialogue together, that I will learn much from you. Further, as Christian brothers and sisters, I expect that our faith will inform our conversations, purposes and desire to encourage each other along the way. God has given us these days and hours to grow together. I hope you will be challenged and excited about what lies ahead. The purpose of this letter is to share my expectations for our journey together. These include those you can expect from me and those I expect from you. Being clear on this subject saves a lot of time and guessing.

To begin with, you should know that I hold William Glasser’s stance when he purported that the best classes, with the highest level of content retention, are those where fun, a sense of belonging, relevance, meaning, and interactive participation are valued. Secondly, you can expect that I will unabashedly brainwash you with my class credo and that is: **THIS IS IMPORTANT. YOU CAN DO IT. I WON’T GIVE UP ON YOU.** It’s very simple, but one that I hope you will take into your classrooms when you leave Gordon. Next, you should expect that being in this class will change your knowledge, capabilities and tendencies (Nicholas Wolterstorff). You should know new and different materials and strategies, be able to do things you haven’t done before, and you should leave having some changed ideas, ethics, morals, philosophies and habits. In reference to the above, I expect that you, in turn, will come to class with open and inquiring minds, a desire to learn, and a commitment to the furtherance of each other’s education.

In reference to quality of work, you can expect time, effort, and planning from me as I expect the same from you. My syllabus, lesson plans, activities, research, handouts and field work will be well prepared and professional. My assignments will be reasonable and relevant. I will provide models as often as possible. I expect you to pass in assignments that are of the highest caliber. They should fulfill all requirements and be edited to the point that there are no spelling or grammatical errors. APA writing standards should be adhered to at all times. If a student has a specific learning difficulty and has worked through Academic Assistance to document this, please see me after class in the first two weeks so that we can work out the needed modifications. Don’t put it off; we need to be working together at the outset. Modification provisions will be made after the end of the second week. **I WON’T GIVE UP ON YOU**, but you’ve got to do your part.

As far as classroom decorum is concerned, you can expect me to treat you with the utmost respect. You are beautifully varied and valuable children of God. I pledge not to embarrass you. I will not use sarcasm (although I might resort to humor or frivolity on occasion). I will keep class lively, interesting, and meaningful. I am a good listener and encourager, but I prefer to do those things before or after class.

As far as you’re concerned, respect needs to run both ways. If someone is speaking we’ll let them finish and if someone needs to eat in class, they need to bring enough for the whole class. (I’ll provide some food from time to time. I do not plan to put any of you to sleep, but if you should fall asleep, your classmates and I will make sure you don’t stay that way.

Lastly, you can expect me to be prompt and prepared. I plan to be organized, explicit, and consistent. I expect this from you as well. Don’t be late and come prepared with all the accoutrements you will need. (I really mean, don’t be late – as

you transition into becoming professional teachers, I need to see that you can be at West School, with your eyes wide open.) You will be allowed one unexcused absence. After that, three points will be deducted from your final grade, for every class missed. Remember, **THIS IS IMPORTANT** – it's too important to miss.

There is one final piece of information that some students have had confused expectations about. I am a nurturing, motherly, fun-loving woman, but I am not an easy grader. Please know that I will bend over backwards to help you achieve your best, but if you do not meet the high standards of this class, your grade will reflect that. If you think you're running into difficulties, seek help early. I hope you will agree that it is possible to be a loving and caring teacher and at the same time be a teacher who upholds and enforces high standards. It is what I hope you will do someday.

This letter is my attempt at making the parameters of this class clear. We all have a lot to learn and I hope that we can do so now that we know "what's on the table". Let's get started.

Sincerely,

Dr. Robinson



Daily Reading Routine

Devotional – 5 minutes

MTEL Review Questions – 10 minutes

Student Reading Strategy Presentation – 20 minutes

Mini-Lecture or Guided Discussion – 20 minutes

Analysis and Brainstorm related to West Memorial School – 20 minutes

Southern Methodist University
EDU 5357: Emergent Literacy
Spring 2012 – Undergraduate – Tuesday/Thursday 2:00-3:20

Instructor:	Classroom Location: 225 Simmons Hall
Email:	Office Location:
Phone numbers:	Office Hours: By appointment

Required Texts and Readings

- O'Connor, Rollanda E. (2007). *Teaching Word Recognition*. New York: The Guilford Press.
- Tyner, Beverly. (2004). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*. Newark, DE: International Reading Association.
- See Blackboard for additional readings.
- Familiarity with posted PowerPoints

Description of Course

This course examines evidence-based principles of literacy development and learning in young children, early childhood (EC) through second grade. Specifically, we will focus on designing, implementing, adapting, and evaluating beginning literacy instruction for children and discuss the predictable stages of basic language development in listening, speaking, writing, and reading. The course will include information regarding the acquisition of reading ability, the processes involved in learning to read and write, and techniques/strategies that can be used to facilitate the formation of literacy ability in young children. This class requires tutoring experiences in a local school.

Student Learning Outcomes

This course is designed to enable students to:

- Identify and describe the components and features of evidence-based literacy instruction for young children, including the essential components of phonological awareness, phonics, decoding, and word study; vocabulary; fluency; and reading comprehension;
- Learn and participate in a variety of teaching activities/strategies that support young children's development of reading and writing knowledge and skills.
- Create and present literacy activities that children can do independently
- Incorporate state standards and evidence-based practices into instruction
- Conduct tutoring sessions and apply the features of effective instruction while working with a student;
- Administer and interpret a variety of progress-monitoring assessment data to design instruction and form student groups;
- Discuss the rationale for using response-to-intervention for intervention instruction and early identification of students with learning disabilities in reading;
- Describe the 3-Tier Reading Model of providing instruction and intervention for students;
- Evaluate instructional materials;
- Create plans for differentiated tutoring instruction, including goals and objectives, performance outcomes, instructional practices implemented, adaptations to instruction, and recommendations for future instruction in both classroom and Tier II settings.

Focus on Big Idea Questions

For each component of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension), we will consider the following “big idea” questions:

1. What is it? Why is it important? What does the research say?
2. What should students know and be able to do at specific grade levels?
3. How do we assess what students know and how much they are learning?
4. How do we teach it effectively and efficiently?
5. How do we develop instructional plans that incorporate standards, assessment data, and evidence-based strategies?

These big idea questions will be incorporated in student literacy notebooks.

Policies for EDU 5357

The Three Ps – Professionalism, Preparation, and Participation: One of the purposes of this class is to train students for their future (and extraordinarily important) roles as teachers. As such, the Three Ps will apply to all classroom interactions and tutoring experiences and are a requirement for the successful completion of this course.

- **Professionalism:** Regular and punctual attendance is necessary and expected for all classes and tutoring experiences. Text messaging, cell phone calls, and any non-class related laptop activities during class are not acceptable professional behaviors. Students who would like to use laptops are welcome to do so; however, these students must sit in the front of the classroom and agree to restrict computer use to emergent literacy tasks/note taking only. Additionally, please remember as you visit schools that you are an ambassador for SMU, for me, and for yourself. Never forget that you have a strong Power of Who (Beaudine, 2009) around you.

Expectations:

- Attends classes - *Missing more than four classes is reason for you being dropped from the class roles.*
- Is prompt for class
- Is “present” in class (i.e., focused on classroom discussion and activities)
- **Preparation:** Students are prepared for class. Preparation includes not only turning in assignments when due, but also coming to class with the requested materials and prepared to actively discuss the readings and topic for the day. Additionally, students are responsible for checking SMU e-mail on a daily basis for messages from the university or from me. Students should contact a classmate to get any class notes, announcements, or course calendar updates missed due to an absence.

Expectations:

- Turns in assignments and homework on Blackboard prior to the beginning of class on the due date.
- Is always prepared for class (stays current with readings and review of PowerPoints, and completes reading guides; thinks about readings; is ready for group presentations and discussions, comes with manipulatives, knows routines, etc)
- **Participation:** Classroom participation shows an active level of cognitive engagement that is evidenced through thoughtful contributions to large and small group discussions. Student is respectful of others and is synergistic in her/his actions.

Expectations: Cognitive engagement and listening skills/group behavior

- Takes appropriate notes on assigned readings, videos, and class activities/discussions
- Contributes to the large and small group activities/discussion and seeks to offer ideas, ask questions, elicit feedback from others, and/or keep group on task (**i.e., I need to see evidence of active involvement**).

- Listens attentively and respectfully to others and builds off of their ideas and questions
- Is synergistic and never displays disruptive or disrespectful behavior during class (including inappropriate use of laptops, emails, social networking sites, text messaging, phone call, etc.)

Please note that the “Attendance” criterion impacts all the other criteria because they are based primarily on interactions displayed during class sessions. Please be sure to sign in each class.

WHY?? NO CHILD DESERVES A TEACHER WHO IS ANYTHING LESS!!!

Quality of Work: All written work must be typed and must meet the high quality standards expected of a classroom teacher. Present your assignments as if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. Having someone proofread your written work is always a good idea.

Due Dates: Major assignments must be turned in through Blackboard prior to the beginning of class on their specified due dates. If the assignment is late, the score will be reduced by 20% of the total grade per day. Absence from class does not constitute notification about a late assignment. If an absence is unavoidable, the student is responsible for posting the assignment to Blackboard before class on the day the student may be absent. Computer/prINTER failures are not acceptable reasons for late assignments. Alternative locations to complete work include the SMU libraries, the student center, or the Dallas Public Library. In addition, homework and class work cannot be made up. Please note that this element constitutes 20% of your semester grade.

Plagiarism and Academic Honesty: Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook.

Substitution of Assignments: If any student believes that completing one or more assignment(s) will not benefit her or him, the student can negotiate substitution of another assignment of equal depth and investment of time. Both the instructor and student must agree upon the replacement of the assignment at least one week prior to the due date.

Request for Help with Assignments: Students should feel free to call me, text, or email me about any assignment. However, the student must make an effort to begin the assignment before asking for help. Emailing or calling the night before a major assignment is due is not the optimal time to ask for help.

Revision of Assignments: If I ask that an assignment be revised because it is unsatisfactory, the highest grade that can be earned is 80% of the total points for that assignment. Revisions are due by the next class period unless otherwise specified.

Requests for Grades of Incomplete: Instructors in this department rarely grant such requests.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Final Exams: Final course examinations shall be given in all courses where they are appropriate, must be administered as specified in the official examination schedule, and shall not be administered during the last week of classes or during the Reading Period.

Spring 2012 Semester Calendar

Week	Date	Topic	Tentative Schedule of Readings
1	1/17	Introductions and review of syllabus	
	1/19	The psychology and neurobiology of literacy and literacy development: What the research says	PowerPoint (Foundations of Reading Research) Article – Moats (1999)
2	1/24	Importance of expressive oral language: Sounds and speaking; Dialogic reading	PowerPoint (Oral Language) Slides 1-33 Article – Whitehurst (1992) Textbook – O'Connor: Ch. 1
	1/26	Role of vocabulary in expressive/receptive oral language and reading development	PowerPoint (Oral Language) Slides 34-45 Article – Sedita (2005)
3	1/31	Importance of receptive oral language: Listening comprehension; read alouds	PowerPoint (Oral Language) Slides 46-52 Article – Santoro et al. (2008)
	2/2	Phonological awareness	PowerPoint (Phonological Awareness) Article – Chard & Dickson (1999)
4	2/7	Phonemic awareness	Article – Yopp & Yopp (2000) IRA Position Statement Textbook – O'Connor: Ch. 2
	2/9	Print Awareness; concepts of print; environmental print; letter recognition/naming; literacy center information	PowerPoint (Print Awareness) Article – Reading Rockets "Print Awareness"
5	2/14	Exam 1; Assessment practice	Exam
	2/16	Alphabetic principle/phonics; systematic phonics and its role in decoding; Vowels, consonants, blends, digraphs, diphthongs; Phonics sort	PowerPoint (Phonics) Slides 1-24 Article – Ehri (2001) pp. 3-6 Textbook – O'Connor: Ch. 3-4
6	2/21	Phonics/word analysis strategies – sight words; syllable types and letter patterns;	PowerPoint (Phonics) Slides 25-51 Textbook – O'Connor: Ch. 5-6
	2/23	Phonics/word study strategies - word sorts, word hunts, making words	PowerPoint (Phonics) Slides 52-59 Chapter – Bear et al. (2008)
7	2/28	Literacy work station presentations; begin Developmental writing/spelling	Literacy center due
	3/1	Finish developmental writing/spelling; midterm review	PowerPoint (Developmental Writing/Spelling) Article – Diffily (2001)
8	3/6	Mid-term exam	Exam
	3/8	Reward Day – No Class	
	3/13-3/15	Spring Break – No Classes	
9*	3/20	Meet at St. Philips: focus – phonological awareness activities	
	3/22	Fluency: An underrated skill	PowerPoint (Fluency) Textbook – O'Connor: Ch. 8
10 *	3/27	Meet at St. Philips: focus – phonics activities	

	3/29	Instructional decision-making: What assessment tells us; running records	Website – LearnNC: Run. Rec. Skill Portfolio Assessment due
11*	4/3	Meet at St. Philips: focus – phonics activities	
	4/5	Instructional decision-making: Grouping; tiers; intervention; readability of text	PowerPoint (Instructional Decision-making) Textbook- Tyner: Ch. 1-2
12*	4/10	Meet at St. Philips: focus – fluency activity	
	4/12	Comprehension strategies and higher level thinking; Modeling and the importance of before, during and after strategies	PowerPoint (Comprehension) Chapter – Moats & Hennesy (2010)
13*	4/17	Meet at St. Philips: focus – writing activity	Submit Lesson Study Report and Evaluation by Friday 4/20
	4/19	Dylexia and the brain; Evaluating Basal Reading Series: Reading instruction activity	Article – Hudson (2007)
14	4/24	Project Prep Day – No Class	
	4/26	Teaching the writing process; how does grammar fit in; wrapping it up	Final Skills Proficiency Portfolio due
Final Exam	5/2	@ 3:00-6:00 p.m.	

* Required tutoring experience in elementary school

Means and Criteria for Assessing Student Performance

Assessment of student performance on course objectives and content is determined by the following activities and assignments:

Requirement	Requirement Type	Designated Points	Percentage of Grade	Due Date
Content-related Tasks	Homework/class activities/participation	50 points	10%	Throughout the semester
Exam 1	Written test	50 points	10%	February 14
Mid-term Exam	Written test	75 points	15%	March 6
Tutoring Lesson Study Project	Lesson study – partner project	100 points	20%	Friday, April 20
Skills Proficiency Portfolio	Compilation of five individual proficiencies (25 pts. each)	125 points	25%	February 28 – Lit center March 29-Assessment April 26 – Overall
Final Exam	Test – oral and written	100 points	20%	Wed., May 2

Content-related Tasks * (50 points)

All content-related tasks should be posted on Blackboard: Discussion Board, unless otherwise indicated.

Homework and class activities will be graded as follows:

- 10 = Outstanding; goes beyond what is expected; shows in-depth understanding and/or reflection
- 9 = Good; shows good understanding and/or reflection
- 8 = Acceptable; adequately completes the task using basic language; may miss discussion points
- 7 = Poor; shows minimal effort to complete the task: may miss major discussion points
- < 6 = Unacceptable; shows little to no effort, thought, and/or preparation
- 0 = Does not complete or is not prepared to do the task

**Please note that make-up work will not be accepted. All content tasks are due at 2:00 p.m. on the class date specified.*

Exam 1 (50 points)

An exam will come from the course readings and PowerPoints, all of which are available on Blackboard. The purpose of this exam is to have students become familiar with terminology and general literacy concepts. Having this foundational knowledge will allow us to concentrate in greater depth on application and synthesis of knowledge and skills as we move into the tutoring phase of the course.

Mid-term (75 points) – Exam over course content from beginning of the semester to March 6, 2012.

Tutoring Experience and Lesson Study Report and Evaluation ** (100 points)

The tutoring experience is an important aspect of the course requirements. It allows you to take what you have learned about evidence-based practices and use that knowledge to tutor young children in a school/classroom or tutoring setting. St. Philips Episcopal School and Community Center has invited us onto their campus to tutor students who have been identified as having reading difficulties. I am working with the school to make the experience valuable for both you and the student(s) you will tutor.

As part of the tutoring requirement, you will be paired with another student in the class. Ideally, the two of you will be assigned to work with the same small group of 2 to 4 children. As a team, you will develop a study goal for the time you spend at St. Philips; you will also plan activities together, evaluate what worked and what did not, and revise instruction accordingly. Sometimes, you will teach in pairs (one teaching/one observing and critiquing, and then switch off); at other times, you will work independently with your child(ren). I have received permission from the principal at the school, Mrs. Barjon, to allow short segments of video to be taken of SMU students teaching, which will help in your self-evaluation as you seek to become increasingly effective helping children. The purpose of all of this is to promote self-reflection about your own performance and critique your partner's performance in the way of Japanese Lesson Study, which puts high value in this type of activity for teacher growth and development. You and your partner will submit a formal Lesson Study Report and Evaluation upon the completion of our time at the school. Further information will follow.

Tutoring has tentatively been set to start on Tuesday, March 20, and continue through Tuesday, April 17, once a week during our regularly scheduled class time. Tutoring will begin promptly at 2:15 each day with debriefing concluding by 3:10. During this time, I will be available to observe and assist you as you work with children. Please let both your tutoring partner and me know if you are unable to attend on any given day, and

please do so as far in advance as possible so that alternate arrangements can be made for your student(s).

***However, because your participation (attendance) is critical for your learning and your students' learning, and because this is a highly structured activity that cannot be replicated at another time, any absence will result in 10 points being deducted from your grade.*

Skills Proficiency Portfolio (125 points)

The purpose of the Skills Proficiency Portfolio requirement is for you to gather a collection of work that substantiates your growing understanding of critical literacy topics as well as your developing proficiency in making evidence-based instructional decisions. Over the course of the semester, we will discuss and develop each of the following skills:

1) **Literacy Assessment: Due March 29**

Literacy assessments give us valuable information about children's literacy needs. As a part of this course, you will learn how to give and interpret these types of assessments. I will upload on <http://locker.smu.edu> two recordings of a 'child' taking a literacy assessment. You will listen to the recordings and interpret the results of what you hear. Also, as a part of your tutoring experience, you will administer a one-minute test to children, the results of which you may use to give you some direction about their future literacy needs. I will work with each of you individually to make sure that children are getting an appropriate test. Tests may include those targeting aspects of phonological awareness, early writing, and/or those associated with the Dynamic Indicators of Basic Early Literacy Skills (i.e., letter naming fluency; phoneme segmentation fluency, nonsense word fluency, oral reading fluency). Each of these progress-monitoring measures will be reviewed and practiced in class prior to you listening to recordings and administering them to children. All test results and your interpretation of the results will be due on March 29. Please include the product in your final portfolio as well.

2) **Literacy Work Station: Presentations February 28**

Literacy work stations, or literacy centers, are an important aspect of any beginning reading classroom. At these centers, young students engage in literacy activities independently or with a partner while the teacher is involved with small group reading instruction. For this class, you will research and create a literacy center that could be used during a classroom reading group time. The centers will incorporate one of the literacy topics discussed in the course and require a plan for how children could be rotated through the centers on any given week. On February 28, you will set up and present your center to the class. Further information and a grading rubric will follow soon.

If you are interested in learning about literacy work stations beforehand, please see the Tyner textbook: Chapter 3, pages 41-48. Also see Blackboard: Course Documents. I have uploaded an informative PowerPoint for you to review. An excellent resource is also:

- [Literacy Work Stations: Making Centers Work](#) (Diller, 2003) – This resource will be placed on reserve in the Library.

3) **Running Record** – A running record is a diagnostic tool that allows teachers to see patterns in students' reading behaviors and thus be able to address any weaknesses through explicit and systematic instruction. Teachers should usually begin administering running records when children are able to read simple texts in first grade and then continue giving them periodically into second grade, or beyond if necessary. I would like for you to begin developing proficiency in conducting and interpreting a running record. To meet this proficiency, you will listen to a recording of a 'child' reading (on <http://locker.smu.edu>). You will then score the running record and provide an in-depth written interpretation of the results. We will go over how to conduct and analyze a running record in class at the end of March. If you are interested in learning about running records beforehand, the

University of North Carolina at Chapel Hill has provided an excellent resource at the following link:
<http://www.learnnc.org/lp/editions/readassess/1.0>

- 4) Data-driven Grouping and Management – When teaching young children to read, it is critical that teachers differentiate instruction as soon as possible. At the beginning of the academic year, assessment and/or progress-monitoring data are often the only source of information that teachers have available. Moreover, as the year progresses and children show growth (or sometimes lack of growth), teachers need to adjust – and **justify** – reading group placement. This often entails looking at and interpreting assessment and progress-monitoring data. Therefore, an important skill for you to develop is the ability to group children and make decisions about their instructional needs based upon student data, both quantitative (test scores) and qualitative (students' reading characteristics). To develop this proficiency, each of you will be given a different set of real assessment data for a classroom of students. (Please note that all names have been changed.) Using this assessment data and all you have learned about evidence-based literacy instruction and instructional decision-making during this semester, you will create reading groups from the data and then develop a plan to manage reading group instruction. We will go over these skills at the beginning of April. Further information and a grading rubric will follow.
- 5) Letter to Families – Cultivating the ability to communicate with parents/guardians about your literacy goals and instructional plans is an art. Many parents like to know that their child is in the hands of a capable and knowledgeable teacher, who understands children's developmental literacy needs. For this proficiency, you will need to compose a one-page welcome letter to families explaining your philosophy of literacy and your literacy plans for the coming academic year. In order to complete this proficiency, you will synthesize and use the information you have learned during this course.

Final Exam (100 points) – Comprehensive written exam with an oral component

Notice: Literacy Notebook

Students should keep a notebook of information and strategies for the major concepts covered over the course of the semester, including sections for expressive and receptive oral language, phonological awareness, print awareness, phonics and word analysis, developmental spelling/writing, fluency, and comprehension. You will be able to use this notebook when taking the final exam. As such, it is helpful to have dividers and well-labeled sections for easy access to information during the final.

Notice: Tutoring Opportunities

Three elementary schools (St. Thomas Aquinas School, Our Redeemer School, and Holy Trinity School) are looking for pre-service teachers to work in the classroom and tutor young children in a volunteer capacity this semester (or academic year if available). This is an invaluable opportunity for you to get firsthand experience in the classroom and work closely with a classroom teacher and students. If you are interested in giving between 1 to 3 hours a week, please see me and I will put you in touch with principals and schools. Several of my students in the past have found this to be a rewarding experience. These tutoring opportunities allow you to put what we will be learning in class into action and make a difference in children's lives.

Departmental Grading Scale with Point and Grade Range Allocations

Department of Teaching & Learning Grading Scale and Point Distribution of Grades for EDU 5357

Please be advised of the following departmental grading scale for undergraduate teacher certification classes:

<u>Grade</u>	<u>Points</u>	<u>Grade Range</u>
A	475-500*	95-100%
A-	465-474	93-94.9%
B+	455-464	91-92.9%
B	435-454	88-90.9%
B-	425-434	85-87.9%
C+	415-424	82-84.9%
C	395-414	79-81.9%
C-	385-394	77-78.9%
D	350-384	70-76.9%
F	Below 350	Below 70%

*** The letter grade of A constitutes exceptional work. In order to earn a grade of A, an assignment will need to demonstrate the highest level of content knowledge, quality and professionalism.** Additionally, because teachers are expected to demonstrate professional proficiency in writing, the grading standards for assignments and projects will include the use of clear, correct writing with an academic tone. **Although not directly, the Three Ps (Professionalism, Preparation, and Participation) may have an impact on student grades as well. Students should keep these tenets in mind in all aspects of the course.**

TEXES EC-6 Generalist Beginning Teacher Standards**Domain I: English Language Arts and Reading****Competency 001 (Oral Language)**

The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

The beginning teacher:

- A. Knows basic linguistic concepts (e.g., phonemes, segmentation) and the developmental stages in the acquisition of oral language—including phonology, semantics, syntax, and pragmatics—and recognizes that individual variations occur within and across languages.
- B. Plans and implements systematic oral language instruction based on informal and formal assessment of all students, including English-language learners, oral language development and addresses students' individual needs, strengths, and interests.
- C. Recognizes when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
- D. Designs a variety of one-on-one and group activities (e.g., meaningful and purposeful conversations, dramatic play, language play, telling stories, singing songs, creating rhymes, playing games, having discussions, questioning, sharing information) to build on students' current oral language skills.
- E. Selects and uses instructional materials and strategies that promote students' oral language development; that respond to students' individual needs, strengths, and interests; that reflect cultural diversity; and that build on students' cultural, linguistic, and home backgrounds to enhance their oral language development.
- F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students' reading and writing proficiencies.
- G. Selects and uses instructional strategies, materials, activities, and models to strengthen students' oral vocabulary and narrative skills in spoken language and teaches students to connect spoken and printed language.
- H. Selects and uses instructional strategies, materials, activities, and models to teach students skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes, and occasions.
- I. Selects and uses instructional strategies, materials, activities, and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.
- J. Selects and uses instructional strategies, materials, activities, and models to teach students to evaluate the content and effectiveness of their own spoken messages and the messages of others.
- K. Selects and uses appropriate technologies to develop students' oral communication skills.

Competency 002 (Phonological And Phonemic Awareness)

The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

The beginning teacher:

- A. Understands the significance of phonological and phonemic awareness for reading, is familiar with typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur.
- B. Understands differences in students' development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.
- C. Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual students' phonological development.

- D. Uses a variety of instructional approaches and materials (e.g., language games, informal interactions, direct instruction) to promote students' phonological and phonemic awareness.
- E. Understands how to foster collaboration with families and with other professionals to promote all students' phonological and phonemic awareness both at school and at home.

Competency 003 (Alphabetic Principle)

The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

The beginning teacher:

- A. Understands the elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students' alphabetic skills development, and recognizes that individual variations occur.
- B. Understands that not all written languages are alphabetic; that many alphabetic languages are more phonetically regular than English; and knows the significance of that for students' literacy development in English.
- C. Selects and uses a variety of instructional materials and strategies, including multisensory techniques, to promote students' understanding of the elements of the alphabetic principle and the relationship between sounds and letters.
- D. Uses formal and informal assessments to analyze individual students' alphabetic skills, monitor learning, and plan instruction.
- E. Understands how to foster collaboration with families and with other professionals to promote all students' development of alphabetic knowledge.

Competency 004 (Literacy Development)

The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

The beginning teacher:

- A. Understands and promotes students' development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.
- B. Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words, and the uses of print.
- C. Selects and uses instructional strategies, materials, and activities to assist students in distinguishing letter forms from number forms and text from pictures.
- D. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.
- E. Selects and uses instructional strategies, materials, and activities that focus on functions of print and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words.
- F. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to, and independently read literature in various genres and to interact with others about literature.
- G. Selects and uses appropriate instructional strategies to inform students about authors and authors' purposes for writing.
- H. Selects and uses appropriate technology to teach students strategies for selecting their own books for independent reading.
- I. Understands how to foster collaboration with families and with other professionals to promote all students' literacy.

Competency 005 (Word Analysis and Identification Skills)

The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

The beginning teacher:

- A. Understands that many students develop word analysis and decoding skills in a predictable sequence but that individual variations may occur.
- B. Understands the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and knows a variety of strategies for helping students develop and apply word analysis skills.
- C. Teaches the analysis of phonetically regular words in a simple-to-complex progression (i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, syllables).
- D. Selects and uses instructional strategies, materials, activities, and models to teach students to recognize high-frequency words, to promote students' ability to decode increasingly complex words, and to enhance word identification skills of students reading at varying levels.
- E. Knows strategies for decoding increasingly complex words, including the alphabetic principle, vowel-sound combinations, structural cues (e.g., prefixes, suffixes, roots), and syllables and for using syntax and semantics to support word identification and confirm word meaning.
- F. Understands the value of using dictionaries, glossaries, and other sources to determine the meanings, pronunciations, and derivations of unfamiliar words and teaches students to use those sources.
- G. Understands how to foster collaboration with families and with other professionals to promote all students' word analysis and decoding skills.

Competency 006 (Reading Fluency)

The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

The beginning teacher:

- A. Understands that fluency involves rate, accuracy, and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels.
- B. Understands the connection of word identification skills and reading fluency to reading comprehension.
- C. Understands differences in students' development of word identification skills and reading fluency and knows instructional practices for meeting students' individual needs in these areas.
- D. Selects and uses instructional strategies, materials, and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction).
- E. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.
- F. Uses strategies to encourage reading for pleasure and lifelong learning.
- G. Knows how to teach students strategies for selecting their own books for independent reading.
- H. Understands how to foster collaboration with families and with other professionals to promote all students' reading fluency.

Competency 007 (Reading Comprehension And Applications)

The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

The beginning teacher:

- A. Understands reading comprehension as an active process of constructing meaning.
- B. Knows how to provide instruction to help students increase their reading vocabulary.
- C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).
- D. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).
- E. Provides instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn" (e.g., recognizing different types of texts, understanding how a text is organized, using textual features such as headings and glossaries, appreciating the different purposes for reading).
- F. Uses various instructional strategies to enhance students' reading comprehension (e.g., by linking text content to students' lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).
- G. Knows and teaches strategies that facilitate comprehension of different types of text before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).
- H. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension.
- I. Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, retelling).
- J. Selects and uses instructional strategies, materials, and activities to guide students' understanding of their own culture and the cultures of others through reading.
- K. Teaches elements of literary analysis, such as story elements and features of various literary genres.
- L. Understands the continuum of reading comprehension skills in the statewide curriculum and grade-level expectations for those skills.
- M. Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.
- N. Understands how to foster collaboration with families and with other professionals to promote all students' reading comprehension.

Competency 008 (Reading, Inquiry, and Research)

The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

The beginning teacher:

- A. Teaches students how to locate, retrieve, and retain information from a range of content area, narrative, and expository texts.
- B. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, and diagrams).
- C. Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve, and retain information from technologies, print resources, and experts.
- D. Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., by using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information) and knows the significance of organizing information from multiple sources for student learning and achievement.

- E. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS).
- F. Understands how to foster collaboration with families and with other professionals to promote all students' ability to develop effective research and comprehension skills in the content areas.

Competency 009 (Writing Conventions)

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

The beginning teacher:

- A. Understands that many students go through predictable stages in acquiring writing conventions—including the physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression—but that individual students vary in their rates of development of these conventions.
- B. Understands the relationship between spelling and phonological and alphabetic awareness and understands the contribution of conventional spelling toward success in reading and writing.
- C. Understands the stages of spelling development (precommunicative “writing” [understands the function of writing but cannot make the forms], prephonemic, phonemic, transitional, and conventional) and knows how and when to support students' development from one stage to the next.
- D. Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression.
- E. Selects and uses instructional strategies, materials, and hands-on activities for the development of the fine motor skills necessary for writing skills according to grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
- F. Selects and uses instructional strategies, materials, and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.
- G. Recognizes the similarities and differences between spoken and written English (e.g., in syntax, vocabulary choice) and uses instructional strategies to help students apply English writing conventions and enhance their own writing.
- H. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in these areas.
- I. Selects and uses instructional strategies, materials, and activities to teach pencil grip.

Competency 010 (Written Communication)

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

The beginning teacher:

- A. Teaches purposeful, meaningful writing in connection with listening, reading, and speaking.
- B. Knows how to promote students' development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.
- C. Monitors students' writing development and provides motivational instruction that addresses individual students' needs, strengths, and interests.
- D. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, editing, and revising.
- E. Understands the benefits of technology for teaching writing and for teaching writing for publication and provides instruction in the use of technology to facilitate written communication.
- F. Understands writing for a variety of audiences, purposes, and settings and provides students with opportunities to write for various audiences, purposes, and settings and in various voices and styles.
- G. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
- H. Understands how to foster collaboration with families and with other professionals to promote students' development of writing skills.

Competency 011 (Viewing and Representing)

The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

The beginning teacher:

- A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).
- B. Understands the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.
- C. Compares and contrasts print, visual, and electronic media.
- D. Evaluates how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings, and provides students with opportunities to interpret and evaluate visual images in various media.
- E. Knows how to teach students to analyze visual image makers' choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning.
- F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and points of view.
- G. Knows steps and procedures for producing visual images and messages with various meanings to communicate with others.
- H. Teaches students how to select, organize, and produce visuals to complement and extend meanings.
- I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium, and presentation contribute to the message.

Competency 012 (Assessment of Developing Literacy)

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

The beginning teacher:

- A. Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition (e.g., alphabetic skills, literacy development, word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, study skills) to address individual students' needs.
- B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).
- C. Analyzes students' reading and writing performance and uses it as a basis for instruction.
- D. Knows the state content and performance standards for reading, writing, listening, and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring performance up to grade level.
- E. Knows how to determine students' independent, instructional, and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students' selection of independent reading materials.
- F. Uses ongoing assessments to determine when a student may be in need of classroom intervention or specialized reading instruction and to develop appropriate instructional plans.
- G. Understands how to foster collaboration with families and communicate students' progress in literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students' work.
- H. Understands the use of self-assessment in writing and provides opportunities for students to self-assess their writings (e.g., for clarity, interest to audience, comprehensiveness) and their development as writers.

- I. Knows how to select, administer, and use results from informal and formal assessments of literacy acquisition.
- J. Analyzes students' errors in reading and responds to individual students' needs by providing focused instruction to promote literacy acquisition.
- K. Knows informal and formal procedures for assessing students' use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students' development in that area.
- L. Uses ongoing assessments of writing conventions to determine when students need additional help or intervention to bring students' performance to grade level based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).
- M. Analyzes students' errors in applying writing conventions and uses the results of the analysis as a basis for future instruction.
- N. Selects and uses a variety of formal and informal procedures for monitoring students' reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

TEXES EC-6 Pedagogy and Professional Responsibilities Domains and Competencies

Domain I – Designing Instruction and Assessment to Promote Student Learning

Competency 1: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

Competency 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning

Domain II – Creating a Positive, Productive Classroom Environment

Competency 5: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 6: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III – Implementing Effective, Responsive Instruction and Assessment

Competency 8: The teacher provides appropriate instruction that actively engages students in the learning process

Competency 9: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students

Domain IV – Fulfilling Professional Roles and Responsibilities

Competency 11: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities

English Language Proficiency Standards

Student will incorporate the English Language Proficiency Standards into Lesson Demonstrations and Activities:

- (1) Cross-curricular second language acquisition/**learning strategies** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
- (2) Cross-curricular second language acquisition/**listening** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
- (3) Cross-curricular second language acquisition/**speaking** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
- (4) Cross-curricular second language acquisition/**reading** - all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

SMU Department of Teaching and Learning Conceptual Framework Domains

- A. Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, and model collaboration in their professional interactions. (The Three Ps; Literacy Tutoring Experience and Lesson Study Report and Evaluation)
- B. Educators Committed to High-Quality Teaching.** Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies. (Literacy Tutoring Experience and Lesson Study Report and Evaluation; Skill Proficiency Portfolio; Literacy Center Project)
- C. Leaders in Translating Evidence-Based Research into the Classroom.** Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach. (Midterm; quizzes; Literacy Tutoring Experience and Lesson Study Report and Evaluation; Skill Proficiency Portfolio Project; Final)
- D. Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners. (Literacy Tutoring Experience and Lesson Study Report and Evaluation; Skill Proficiency Portfolio Project)

NOTE: The instructor reserves the right to make necessary changes to the course syllabus.

EDU 5357 – Emergent Literacy Exam 1

Match the terms with their definitions (Hint – there are three extra definitions):

- | | |
|------------------------------|--|
| 1. _____ phoneme | A. The letter or group of letters that spells a phoneme |
| 2. _____ word poverty | B. Using literature to enhance oral language development in children |
| 3. _____ receptive language | C. The study of the rules of grammar governing how we organize words into sentences |
| 4. _____ oral language | D. The understanding that print is organized; it has direction; it has conventions like capital letters, spaces, and punctuation |
| 5. _____ print | E. Comprises the ability to use oral language |
| 6. _____ dialogic reading | F. A way to remember the types of questions teachers should ask in dialogic reading |
| 7. _____ prosody | G. The oral language gap among children of different socioeconomic statuses |
| 8. _____ expressive language | H. The smallest unit in the sound system of language that can be combined to form words |
| 9. _____ letter recognition | I. Content words |
| 10. _____ phonology | J. The stress, tone, pitch, rate of speech |
| 11. _____ semantics | K. It has both function and form |
| 12. _____ PEER | L. The system that relates sounds to meaning and is the basis of all literacy development |
| 13. _____ concepts of print | M. Comprises the ability to listen and understand oral language |
| 14. _____ grapheme | N. The knowledge of what words mean |
| 15. _____ Tier 2 words | O. A way to remember the adult role when sequencing instruction in dialogic reading |
| 16. _____ morpheme | P. The study of the linguistic and auditory sound system used by speakers of a language |
| 17. _____ orthography | Q. The smallest meaningful part of a word |
| | R. Comprises the ability to name the symbols in graphemes as well as determine their shapes and sounds |
| | S. Means “straight writing” and is defined as the system used for spelling/writing |
| | T. Frequently used words that often should be explicitly taught to children |

Name _____

February 14, 2012

Fill in the blank with the missing term or concept (Hint – there are two extra words):

syllable	phonemic awareness	onset
word consciousness	alliteration	phonological awareness
rime	rhyme	word play
listening	print	sentence segmentation

18. The vowel and consonant sounds, pronounced together and following the onset within a word, are called the _____.
19. Phonological awareness is about HEARING language only. It is NOT about _____.
20. When students are proficient in _____, they have the ability to hear and distinguish every word in a sentence.
21. _____ involves matching, blending, segmenting, isolating, deleting, and substituting the sounds we hear in language.
22. Children must develop an ability to hear _____, or the repetition of the same initial sound in a series of words.
23. The ability to think about the structure of language is called _____.
24. The most complex type of phonological awareness is _____.
25. _____ is an individual's knowledge of and attentiveness to the sound structure of language.
26. Children must also develop an ability to hear and distinguish every _____, or segment of speech that usually contains only one vowel sound.
27. _____ is the initial consonant, or consonant cluster, sound within a word.

True-False: Write the whole word True or False

28. _____ Literacy is the earliest introduction to formal print.
29. _____ Children generally develop an awareness of letter names before they fully recognize their letter shapes and sounds.

Name _____

February 14, 2012

30. _____ Read alouds have been identified as having the most positive and substantial effect on children's oral language delays and subsequent development.
31. _____ The strongest predictors of reading success in young children are their facility with oral language, word identification, and phonemic awareness.
32. _____ Children in kindergarten need approximately 10 minutes of phonological awareness instruction each day.
33. _____ Research shows that children must engage with a word in context about 12 times if they are to make it a part of their vocabulary.
34. _____ Read alouds should be carefully selected to ensure that children's listening comprehension level matches their instructional level.
35. _____ The phonological processor allows us to receive visual input from printed symbols.
36. _____ The graphemes f, ph, and gh spell the phoneme /f/.

Southern Methodist University
Simmons School of Education and Human Development
EDU 5357: Emergent Literacy
Final Exam (100 points total)
December 8, 2012, 8:00 – 11:00

Welcome to the EDU 5357 Final Exam! An SMU examination Blue Book has been provided for you to complete all written graded work. You have also been given a couple of pieces of scratch paper to use so that you can connect your ideas before you write the final copy in your blue book. These sheets must be turned in along with the final; however, no part of the scratch sheets of paper will be graded. As discussed in class, there will also be an oral portion of the exam worth 10 points. I will be calling you up one at a time directly. And as discussed, you may use any of the course materials that you have brought along with you today to complete your exam. Good luck!! Just think about how much you have learned over the course of the semester. I am proud of you all.

To begin, carefully think about the following concepts:

- Sight words/High frequency word
- Alphabetic Principle
- Phonological awareness
- Text comprehension
- Decoding
- Vocabulary
- Word recognition
- Encoding
- Letter recognition
- Developmental spelling/writing
- Phonemic awareness
- Phonics
- Print Awareness
- Language comprehension
- Oral language

Tasks

1. Using all of the terms above and arrows to delineate the interrelationships among the concepts, create a diagram of the reading process. In other words, show me, using a visual display or flowchart, how these concepts are connected to one another. All concepts and arrows should be clearly marked.
2. Write an essay discussing how and WHY you constructed your diagram the way you did. I am looking for: a.) an understanding of the concepts, and b.) the description of the association between concepts. Specifically, I will grade on accuracy of information, depth of knowledge described, and your own personal synthesis of the information as reflected in the diagram.

Southern Methodist University
Conventional Literacy: EDU 5358
Reading and Writing to Learn
Spring 2012 Tuesday 3:30-6:20 p.m.

Instructor:	Email: outhur
Telephone:	Office Hours: Before or after class by appointment

Required Texts:

Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching Reading Sourcebook* (2nd ed.). Novato, CA: Arena Press.

Diller, D. (2007). *Making the most of small groups: Differentiation for all*. Portland, ME: Stenhouse Publishers.

Description: This course is an introduction of theories, practices, and materials for teaching reading and writing in the Elementary school, focusing on grades 3-6.

Course Topics: The course topics are organized around the following essential questions:

- How does a student read and write to learn?
- How does a teacher instruct a student in reading, writing, and language?
- What are the effective research-based practices of reading and writing?
- What are the best practices in developing reading comprehension, reading fluency, and increasing vocabulary?
- How does a teacher organize and implement reading instruction in order to effectively meet the needs of all students?

Course Requirements: All requirements for the course are described in this syllabus. All course work will be submitted to the instructor via e-mail, on Blackboard, as a Google Doc, or in class. Refer to Blackboard for class resources including a copy of the syllabus, updated class schedule (if needed), class handouts, rubrics, and other resources. Some information is purposefully left off of Blackboard for various reasons. If something you need is not provided on Blackboard, ask your classmates for copies or for the information you need. However, if you need special assistance, such as advice or extended resources beyond the scope of the class, please email the instructor.

Standards: Students enrolled in EDU 5358 will begin to access and understand the standards that apply to literacy instruction in the general education classroom. These standards include the TExES, TEKS, and CCRS. Descriptions and online links are located below.

TExES Standards: The course addresses the following standards of the TExES for Preparing to Teach Language Arts and Reading which is 40% of the EC-6 Generalist test. The course will address the Department of Teaching and Learning Conceptual Framework for the Annette Caldwell Simmons School of Education at SMU.

DOMAIN I—ENGLISH LANGUAGE ARTS AND READING Standards

(http://www.texas.ets.org/assets/pdf/testprep_manuals/191_generalist_ec_6.pdf)

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Texas Essential Knowledge and Skills (TEKS) will be addressed through individual lesson planning for the Teaching and Learning with Children (TLC) lessons. TEKS can be accessed at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

§74.4. English Language Proficiency Standards will be addressed throughout the course. In particular, the course will address how to linguistically accommodate reading and writing instruction for various stages of English language acquisition. Specific standards for English Language Learners can be accessed at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

Department of Teaching and Learning Framework for the Annette Caldwell Simmons School of Education at SMU Educators Committed to High-Quality Teaching. Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies.

Leaders in Translating Evidence-Based Research into the Classroom. Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach.

College and Career Readiness Standards (CCRS) are comprised of the knowledge and skills that students need to succeed in entry-level college courses. Pre-service teachers will be aware of these standards as they relate to literacy instruction. These standards are included in §28.008 of the Texas Education Code and can be accessed at <http://www.theccb.state.tx.us/index.cfm?objectid=EAE69736-B39D-F3FF-EA777519F1F0348B>

The CCRS English Language Arts Standards include:

- I. Writing:
 - A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.
- II. Reading:
 - A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
 - B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.
 - C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
 - D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
- III. Speaking:
 - A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).
 - B. Develop effective speaking styles for both group and one-on-one situations.
- IV. Listening:
 - A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).
 - B. Listen effectively in informal and formal situations.
- V. Research:
 - A. Formulate topic and questions.
 - B. Select information from a variety of sources.
 - C. Produce and design a document.

Student Learning Outcomes:

- Students will demonstrate an understanding of the major theories in teaching reading and writing in Elementary school by writing lesson plans appropriate for students at a variety of abilities and stages of reading development.
- Students will critically evaluate teaching ideas to determine their potential educational value and effectiveness for addressing specific grade-level learning objectives.
- Students will be able to evaluate a struggling student and make an appropriate intervention plan to meet individual needs.
- Students will understand how the components of reading impact each other and how to teach the components in order to help all students become successful, fluent readers.
- Students will understand how to teach reading and writing to special populations, including English language learners, students with Dyslexia, and gifted students.
- Students will collaborate with each other as a learning community and will now share ideas in a professional way.

Policies for EDU 5358

Professionalism: Regular and punctual attendance is expected. Although students are expected to learn any missed information, assignments missed due to tardiness or absences will be worth zero points. Students are expected to be prepared for class, which includes reading all assigned readings, thoughtfully completing reader's responses, and preparing engaging activities to share new concepts with classmates. All assignments are to be high-quality and completed individually. Text messaging and cell phone calls during class are not acceptable professional behavior. Students are responsible for checking SMU e-mail on a daily basis for messages from the university or from instructors. Students are responsible for contacting a classmate to get any class notes, handouts, and announcements missed due to tardiness or absence.

Substitution of Assignments: If any student believes that completing one or more assignment(s) will not benefit him or her, the student can negotiate substitution of another assignment of equal depth and investment of time.

Due Dates: All assignments must be submitted as specified for each assignment before the beginning of class on the date listed in this syllabus. For assignments that include rubrics, the assignment is not considered submitted until the entire assignment, including the rubric has been submitted (late rubric = late assignment). The score of a late assignment will be reduced as noted on the rubric for the assignment (either as "late" or regarding "followed instructions"). Absence from class does not constitute notification about a late assignment. If an absence is unavoidable, the student is responsible for submitting the assignment to before class on the day the student may be absent. Computer/printer failures are not acceptable reasons for late assignments. Alternative locations to complete work include the SMU libraries, the student center, or the Dallas Public Library.

Quality of Work: Assignments must meet the high quality standards expected of an outstanding classroom teacher. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. All work should be completed independently, without collaboration, unless specifically instructed to work in a group. Class presentations should demonstrate best teaching practices and should resemble what would be acceptable at a teaching conference or professional development seminar. Group work should be professional collaboration.

Plagiarism and Academic Honesty: Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook.

Requests for Help with Assignments: Students should feel free to talk to the instructor or email the instructor about any assignment. However, the student should always make an effort to begin the assignment before asking for help. Students may ask other students for help understanding instructions, but should not share answers or responses unless the assignment is specifically assigned as group work. E-mailing the instructor the night before a long-term assignment is due is not an optimal time for questions.

Revision of Assignment: The highest grade that can be earned on an assignment that is redone is a "B."

Requests for Grades of Incomplete: Such requests are rarely, if ever, granted by the instructor.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Support Services: The success and well-being of students is a priority of SMU. The Student Health Center and the Counseling Center are available to provide support and resources for students needing support related to their physical or emotional health. The Altschuler Learning Enhancement Center is available to provide various forms of academic support.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Proof of Insurance: Students in EDU courses with off-campus field experience are required to provide proof of medical insurance to the instructor at the beginning of the course. Proof of automobile insurance coverage is also required if the student will be driving to and from the field location.

Class Assignments Specific expectations will be discussed when the assignment is assigned. This is an overview of the major assignments.

Weekly Reading Artifacts (TLCF A): For each reading assignment, complete a reader's response activity, due beginning of class the same day the reading assignment is due. This will usually be a worksheet-like activity to help focus your thinking and learning. It is important to complete these thoughtfully and thoroughly, because they will be used in class each week.

Mini-Lessons (TLCF A, C): Select two concepts about which you will teach the class. Claim the concepts by signing up for them on the designated document. Use best teaching practices and engage the class in your presentation. Be clear and make sure other students comprehend your instruction. Both classmates and the instructor will evaluate the effectiveness of your mini-lesson.

TLC Sessions - Teaching Learning Cycle (3 sessions; TLCF B, C, D): Complete four 30-40 minute tutoring sessions with one 3-6 grade student. In the first session, you will assess the student and determine the area of greatest need. In the remaining two sessions, you will provide instruction to target the area of need. These sessions will provide experience with designing instruction and teaching to meet students' needs. For each session, write or complete a partially written lesson plan, do the lesson with the child, and reflect on the lesson.

Annotated Bibliography (TLCF C): In order to become familiar with a wide variety of children's literature and how to use it in the classroom, create an annotated bibliography of literature that is appropriate to use in 3-6 classrooms. Book titles, authors, summaries, and classroom applications (including TEKS) will be included. The format will be provided.

Strategies Notebook (TLCF B, C, D): Create a notebook to organize teaching strategies with sections for vocabulary, fluency, comprehension, and writing.

Poetry Anthology (TLCF D): Create a collection of poetry that is appropriate to share in a 3-6 class and can serve as a reference and resource for teaching poetry. Write, illustrate, and publish at least 10 different poems.

Storybird Book (TLCF D): Create an electronic book that is appropriate to use in a 3-6 classroom to teach a specific TEKS. Collaborate with another person, either a classmate or someone else you know, when writing the book.

Literacy Center Activity (TLCF B, C): Find or create an activity that can be used in a literacy center in a 3-6 grade classroom to meet a specific learning objective of your choice, based on the state curriculum. Claim your activity so no one else will duplicate it.

Final Exam (TLCF B, C, D): Create a literacy unit based on 1 piece of grade appropriate literature. Claim your book so no one else will duplicate it. Include activities for activating and assessing prior knowledge, vocabulary, fluency, comprehension, writing, and a content area. Organize it in one electronic file and share it with the class. Complete the rubric, including the reflection. Submit the unit and rubric electronically by the final exam date and time designated in the official examination schedule.

Class Participation (TLCF A, C): Participate actively in class. Complete class assignments thoroughly and thoughtfully and engage in discussions and group work. Respect others.

Class Grade Based on the Following:

Item	Points
Weekly Reading Artifacts	24
Mini-Lessons	32
TLC sessions	40
Annotated Bibliography	42
Strategies Notebook	36
Poetry Anthology	30
Storybird Book	18
Literacy Center Activity	20
Final Exam	48
Class Participation	28
Total Possible Points	318

Letter grade determined by the percentage of points earned.

Departmental Grading Scale:

	A = 95-100	A- = 93-94
B+ = 91-92	B = 88-80	B- = 85-87
C+ = 82-84	C = 79-81	C- = 77-78
	D = 70-76	
	F = less than 70	

*Extra credit can be earned by winning class games or by exhibiting outstanding effort beyond expectations on assignments.

Tentative Class Plan

Date	Focus Topic	Readings Due	Homework To Do After Class
January 17	Getting Acquainted	First day of class! ☺	Get a gmail account and claim 2 topics Work on annotated bibliography and strategies notebook
January 24	Intro to Literacy and Assessment	TRS: 1-18, 340-344	Prepare for mini-lesson (if applicable)
January 31	Word Study	TRS: 161-168, 259-318	Prepare for mini-lesson (if applicable)
February 7	Vocabulary	TRS: 407-606 Diller: Chapter 8	Prepare for mini-lesson (if applicable)
February 14	Fluency	TRS: 327-404 Diller: Chapter 5	Prepare for mini-lesson (if applicable)
February 21	Comprehension	TRS: 607-742 Diller: Chapter 4	Prepare for mini-lesson (if applicable)
February 28	Writing	Article from Blackboard	Create a Poetry Book
March 6	Small Groups	TRS: 743-754 Diller: Chapters 1, 3	Finish annotated bibliography Get materials ready for tutoring session 1
March 13	SPRING BREAK		
March 20	Tutoring Session 1		*Annotated Bibliography Due* Prepare for tutoring session 2 Finish strategies notebook
March 27	Tutoring Session 2 and Management		Prepare for tutoring session 3 *Strategies Notebook Due* Claim and prepare technology tool
April 3	Tutoring Session 3 and Technology		Prepare for tutoring session 4 Create a Storybird Book Finish poetry anthology
April 10	Tutoring Session 4 and Literacy Stations		*Poetry Anthology Due* Find/make & claim 1 activity for a literacy center Finish Storybird book
April 17	Center Activities & Storybird Books		*Literacy Center Activity Due* *Storybird Book Due*
April 24	Special Populations and Differentiating Instruction	TRS: 17-18 Articles from Blackboard	Work on Final Exam
May 7	Final Exam		*Final Exam Due by 2:30*

Name _____

February 12, 2013

EDU 5358 – Emergent Literacy Exam 1

Short Answers

1. What is the difference between collaborative and shared reading?
2. Explain the alphabetic principle.
3. What are the six syllables types? In 1-2 sentences, explain each one.
4. What are inflectional ending? Name the four most common inflectional endings.
5. How do derivational affixes affect a base word?
6. What is the relationship between fluency and automaticity?
7. What are CBMs, and how should they be used?

Match the terms with their definitions (Hint – there are three extra definitions):

- | | |
|----------------------------------|---|
| 8. _____ base word | A. Instruction that is based on learning word patterns and meanings |
| 9. _____ structural analysis | B. Knowledge that words have separate parts |
| 10. _____ summative assessment | C. CBMs |
| 11. _____ affix | D. The study of the rules of grammar governing how we organize words into sentences+ |
| 12. _____ phonological awareness | E. Two vowel sounds in one syllable |
| 13. _____ prosody | F. A segment of speech that usually contains only one vowel sound |
| 14. _____ morphology | G. Ability to use knowledge of meaningful word parts to aide in the identification of unknown words |
| 15. _____ diphthong | H. A morpheme attached to the main meaning-bearing part of a word |
| 16. _____ phoneme | I. The smallest unit of speech sound in language |
| 17. _____ word study | J. The smallest meaningful word unit that can stand alone |
| 18. _____ spelling inventory | K. The stress, tone, pitch, rate of speech |
| 19. _____ schwa | L. Knowledge of and attentiveness to the sound structure of language |
| 20. _____ syllable | M. A type of free morpheme that is derived from another language |
| 21. _____ root word | N. The study of word parts related to syntax and meaning |
| 22. _____ orthography | O. Cognate |
| 23. _____ formative assessment | P. Test that determines the types of encoding errors students use but confuse |
| | Q. Two vowels in one syllable representing one speech sound |
| | R. Chapter tests |
| | S. The study of the linguistic and auditory systems of language |
| | T. Unaccented vowel sound |
| | U. The study of the spelling/writing system of language |
| | V. A type of bound morpheme that is derived from another language+ |

True-False: Write the WHOLE word in the blank.

1. _____ Teachers should develop end-of-year performance goals and intra-individual framework goals for all students in their classrooms.
2. _____ Texts used for shared reading should be at the students' independent reading level.
3. _____ A consonant digraph makes one consonant sound.
4. _____ Phonological awareness is the most complex form of the sound structure of language.
5. _____ Giving students lists of connected words to define is an appropriate instructional activity.
6. _____ Repeated reading is one of the best ways to develop vocabulary knowledge.
7. _____ The three layers of the English orthography include knowledge of phonemes, patterns, and meaning.
8. _____ Cognates are words that have descended from the same ancestral root.
9. _____ Practice at reading helps spelling more than practice at spelling helps reading.
10. _____ A phoneme can be made up of more than one grapheme.

Midterm Exam

Answer the following questions as concisely as possible.

1. Explain the progression of how children learn the three layers of the English orthography.

2. Write the rule for the following:
 - a. Dropping a silent *e*.

 - b. Doubling a consonant.

 - c. Changing a *y* to *i*.

3. Describe two types of activities that research has shown to be beneficial for teaching fluency.

4. What are morphemes?
 - a. The smallest units of sound in spoken words.
 - b. The smallest units of meaning in spoken words.
 - c. The smallest units of meaning in spoken syllables.
 - d. The smallest units of sound in spoken syllables.

5. A third grade teacher has a group of five students in his class who are struggling with multisyllabic word recognition. What would be the MOST effective strategy to help these students?
 - a. Have students work with word families to see the common patterns in words.
 - b. Enhance students' knowledge of common Latin and Greek roots.
 - c. Have students transfer their knowledge of syllables types to words.
 - d. Provide more instruction in useful strategies, such as semantic mapping and linear arrays.

6. What is the purpose of the minilesson?
 - a. To model and teach a lesson in a short amount of time.
 - b. To teach the principles of effective instruction.
 - c. To model and teach one skill or strategy explicitly.
 - d. To teach a skill or strategy using guided and independent practice.
7. What would be one rationale that a teacher might have for wanting to conduct a minilesson?
8. A sixth grade teacher wants to build vocabulary ability in her class. What would be the MOST effective strategy for doing this?
 - a. She should teach her class more about syllable types and how to use them.
 - b. She should incorporate cognates into her teaching.
 - c. She should work on high frequency words lists and post them on the word wall.
 - d. She should have students generate word webs.
9. _____ is the process of judging, concluding, or reasoning between and across sentences to establish textual coherence.
 - a. Clarifying
 - b. Reading comprehension
 - c. Synthesizing
 - d. Inferencing
10. What is the ultimate purpose of phonics instruction?
 - a. To teach students how to use context clues when reading
 - b. To give students the basic strategies to be able recognize words automatically
 - c. To enhance students' knowledge of phonology and orthography
 - d. To provide students with an understanding of letter-sound correspondences
11. A teacher wants students to make connections to a new story she is presenting, but she knows that some in the class may not have the prior knowledge needed to effectively connect to the story. Describe two instructional strategies that she could use?
12. The most important use of CBMs is....
 - a. tracking student data.
 - b. instructional decision-making.
 - c. documenting student progress.
 - d. setting end-of-year goals.

13. A spelling inventory shows the following student error patterns:

bed	train	spoil	Shower	plesure
ship	place	serving	bottel	fortunit
when	drive	chuwed	faver	confadint
lump	bright	carrys	rippin	sivalize
float	shopping	marched	sellor	oppasishun

What do you know about this student's spelling ability? Explain how you would systematically plan instruction. Be specific.

14. Circle the Tier 2 word.

- a.) umbrella b.) photosynthesis c.) severe d.) community

15. Which of these is typically taught first?

- a.) inflectional ending
b.) derivational root words
c.) base words
d.) compound words

16. Draw lines to match each of the terms in Column B with the words in column A.

- A. incredible
B. cracks
C. actor
D. credence
E. research

- inflectional suffix
- bound morphemes
- derivational prefix-suffix
- prefix-base word
- cognate

17. What is *structural analysis* and how does it relate to a program of *word study*?

Write the free morphemes in each word on the line.

Name _____

EDU 5358: Conventional Literacy Spring 2013

18. redcoat _____

21. scaling _____

19. decide _____

22. gentle _____

20. adverb _____

23. tardiness _____

For numbers 24 – 27, divide the words at their syllable junctures. Then, name each syllable by its type (closed-open, etc.)

24. organize _____

25. kitchen _____

26. poet _____

27. streamline _____

For numbers 28 – 30, name the base word or root word.

28. misbehavior _____

29. prescription _____

30. harmonious _____

31. What is phonological recoding? Please explicitly describe and provide an example.

Essay (20 points)

32. Typically, as students advance in grade level, the emphasis of literacy instruction changes. Discuss these changes from a word recognition, vocabulary, fluency, and reading perspective.

Name _____

EDU 5358: Conventional Literacy Spring 2013

EDU 5358 Conventional Literacy Final Exam
Spring 2013 – May 11, 2013

Name:

By typing your name above, you certify that the answers you submit at the conclusion of this exam are your responses and only your responses. You agree to receive no help from others. Thank you.

Welcome to the final exam for Conventional Literacy!

Type your responses below each item. Remember, I can only grade you on what I read here....so be thorough, yet concise. Remember that this is a final exam, so you should use the knowledge you have gained from this semester. You have until 11am to finish. Please post your answers on Blackboard by that time. Relax, and let this be your opportunity to show me all that you have learned this semester – and year! Just think how much you have learned since August!!

If you have any questions, you may call or text me. If I don't answer my phone right away, try again or text me, and I will get back to you as soon as I can. We will be on the road traveling to Austin on Saturday morning, so I can't vouch for the service, but I don't think it should be an issue either. I will do my best to get back to you ASAP.

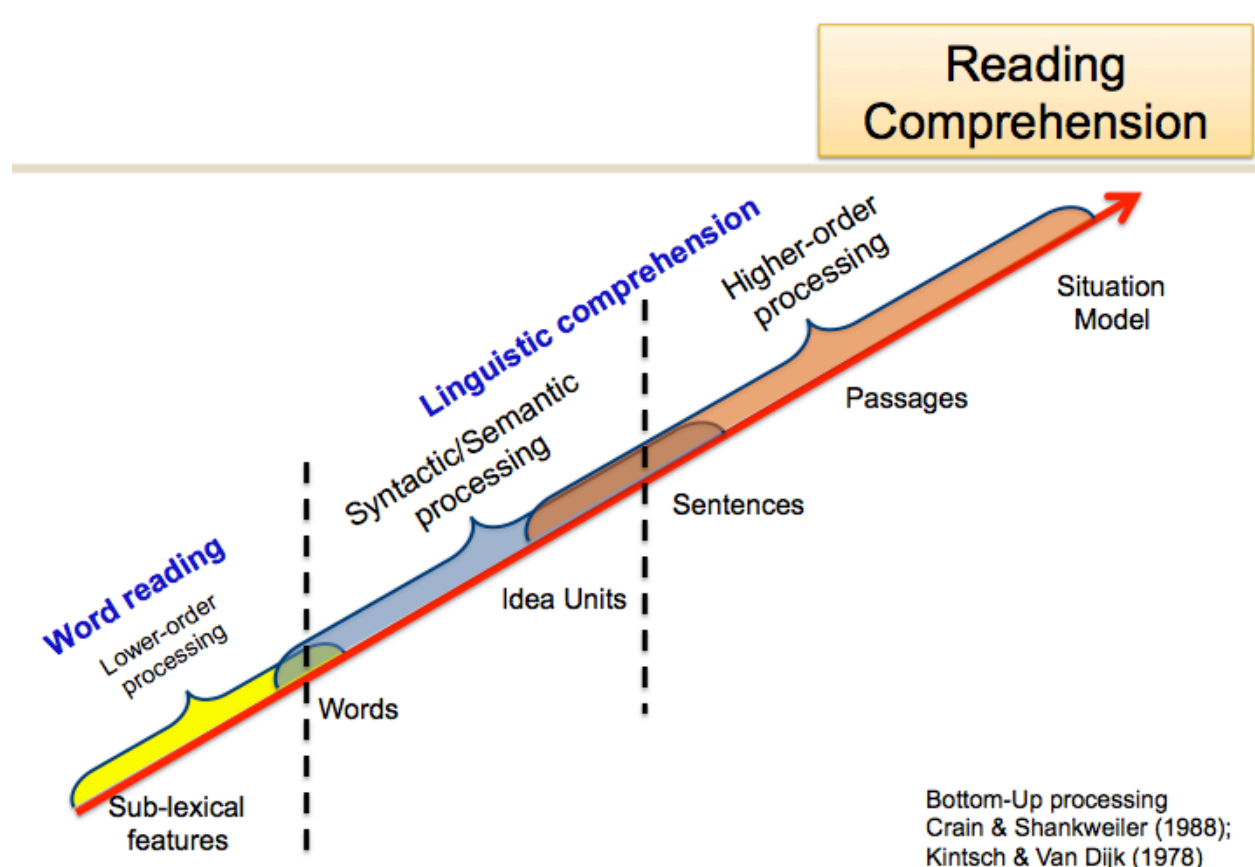
1. Scenario: Please consider the following scenario, and discuss what you would do to support this student's academic and literacy development. Be thorough and specific.

Anna is a fifth grader at a suburban elementary school. Her reading strengths include a wide vocabulary, average decoding skill, and average fluency. Anna enjoys reading but still has difficulty comprehending what she reads. The comprehension difficulties include both literal and inferential questions. In addition, Anna has difficulty identifying the main components of a story. As the end of the school year approaches, her teacher has become concerned about her lack of progress in comprehension. During a consultation with the reading specialist, several strategies were discussed and the following goals were developed for Anna. Talk about Anna's situation. What kinds of strategies does Anna need? How would you help her?

2. Scenario: Please consider the following scenario, and discuss what you would do to support this student's academic and literacy development. Be thorough and specific.

Kevin is a fourth grader. While most students in Kevin's fourth-grade class are able to decode unfamiliar, multi-syllabic words, Kevin is struggling with this task. Although Kevin is able to quickly and accurately read sight words, he tries to sound out multi-syllabic words letter-by-letter. This difficulty affects Kevin's fluency and comprehension. During the first grading period, Kevin's teacher and his parents had a meeting in which they discussed trying new strategies to assist him in reaching his goal. Talk about Kevin's situation. What is going on with his word recognition skills? What types of new skills would you teach him? What kind of strategies would you put in place?

3. Essay Response – Explain this diagram in detail:



4. IS THIS CHILD MISLABELED?

Case Study – Consider Serge’s situation. What do you think is happening in this case study? Discuss in detail. Use the knowledge that you have gained from this semester.

Serge Romanich, a third-grade student and refugee from Serbia, spoke limited English. His education had been sporadic at best and the new elementary school he was attending had tested and classified him as learning disabled.

A week before school was scheduled to start, Harry Simms, the principal at Oakwood Elementary, was busy at his desk. The school secretary entered his office and said, “There are some people here to see you. I think they want to enroll a student.”

Harry stood up and welcomed the visitors, two women and an-eight-year-old boy.

“I am Byona Romanich and this is Serge,” said one of the women. The other woman

quickly added, "I am Byona's sister-in-law, Trina. I am here to interpret for her because she speaks only French, Russian, and Spanish--very little English. She would like to enroll Serge in the school."

Trina translated as Byona talked. "Serge was born in Serbia and his development was completely normal, just like the other little boys of the village. He was getting ready to begin school when the Serbian war began. We went to France and stayed with relatives outside Vichy. Although Serge was ready to begin school, he was unable to attend until the next school year due to my extended hospital stay. During his schooling in France, he did not speak the language very well and received no reading instruction. At that point, Serge, his sister, and I traveled to America to join my brother."

Harry did not know how to respond. He decided simply to welcome Serge to Oakwood and assure Mrs. Romanich the school staff would help him adjust to his new environment.

Serge was placed in a third grade class and received additional services from the Limited English Proficiency (LEP) program. He made very little progress over the next few months. Serge was essentially a non-reader and showed little aptitude in the LEP class. His teacher suggested to Mrs. Romanich that perhaps Serge had a learning disability that should be explored with testing. Mrs. Romanich rejected that possibility, stating that she felt that her son would catch up as he became more proficient in speaking the language.

By the end of the year, Serge had not caught up. He was still struggling with the language and had made very little academic progress. Mrs. Romanich reluctantly agreed to have Serge tested. When the testing was complete, she met with Serge's teachers, the principal, and the school psychologist. The school psychologist read the evaluation results. "Serge's score on the Leiter (a nonverbal intelligence test often used with non-English speakers) was 105. This score falls within the Average range of intelligence. On the Woodcock-Johnson Test of Cognitive Abilities, he scored at least 2 standard deviations below the mean in the areas of auditory processing, short-term memory, comprehension knowledge, and fluid reasoning; tasks that typically measure an individual's verbal abilities. He scored in the Average range in: long-term processing, processing speed, and visual processing; these tasks are mostly perceptual. On the Woodcock-Johnson Tests of Achievement, Serge scored 2 standard deviations below the mean in reading, written language, and knowledge. He scored in the Average range in math." The school psychologist then turned to Mrs. Romanich and her interpreter and said, "This pattern of scores, achievement scores 2 standard deviations or more below the intelligence score, is indicative of a learning disability. In addition, the equally wide gap between Serge's verbal and non-verbal scores supports the proposition that he has a learning disability. He would benefit from individualized and small-group instruction for part of the day in a resource room." Everyone around the table nodded in agreement except Serge's mother.

Mrs. Romanich said, "I think Serge is just having trouble picking up the language. At home he does fine. He seems so intelligent to me."

"He is intelligent, Mrs. Romanich, but he has a learning disability that is holding him back. We can help him overcome that disability and achieve his full potential by providing more individualized instruction. He will also continue to receive services in the LEP class," the psychologist responded. Mrs. Romanich finally agreed to the placement.

Despite his new placement, Serge made limited progress the next year in fourth grade. However, the fifth grade proved to be a true success story for Serge. His new resource teacher,

Mrs. Evans, was in her third year of teaching. She was impressed by the diversity of the students at the school, including a large population of children of Serbian descent. She became interested in finding out as much as she could about the culture and background of her students in order to develop a relationship with them. She developed an especially close relationship with Serge.

Mrs. Evans worked with Serge in a resource pull-out program for two hours every day. She also went into Serge's classroom three times each week for language arts in order to provide him with additional support. Serge's English speaking proficiency increased as well as his reading skills. The combination of resource room instruction and an inclusive language class proved to be effective. Serge progressed from being a non-reader to reading and speaking English at a second-grade level. His math skills were even stronger.

Mrs. Evans observed firsthand Serge's rapid academic achievement. She noted that when Serge was introduced to a new word and its definition, he was able to retain that knowledge. Although Serge was still a quiet child and hesitant to become involved in detailed English conversations, he was very comfortable when talking socially to his peers.

Because of his rapid academic growth, Mrs. Evans began to question Serge's diagnosis of learning disabled. She decided to check out his records in the school office. As she read his file, she discovered that the initial testing was done in English and Serbian, but Serbian was used only if Serge indicated that he did not understand what was being said. She thought of the gains Serge had made this year. Was he really learning disabled, or did he simply need more time to learn and feel comfortable speaking English? Could the testing results simply be a result of poor language skills and not a learning disability per se? She continued to ponder the situation as she closed Serge's file and handed it back to the secretary.