**CTRD 3013**

**Auburn University**

Department: Department of Curriculum & Teaching

 Reading Education

Program: Early Childhood Education

Course Title: Foundations of Language and

 Literacy Instruction II

Course Number: CTRD 3013

Course Credit: 4 hours

Semester: Spring, 2017

Instructor: Mary Jane McIlwain, PhD

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Office: 5068 Haley Center 5th floor

Office Hours: Wednesday/Thursday, 1:00-3:00

Schedule: Monday/Wednesday, 10:00-11:50, except for

 specified on-line dates (Mondays); see

 Tentative Course Schedule for details

Classroom: 2435 Haley Center

**1. COURSE DESCRIPTION**

**Catalog Description:**

This course introduces theoretical foundations of first and second language acquisition and literacy development of children and implications for teaching in diverse settings. Clinical experiences in teaching reading in small groups are included.

**Required Text:**

Miller, D. (2013). Reading with meaning: Teaching comprehension in the primary grades. Stenhouse Publishers: Portland, MA.

Fountas, I. & Pinell, G. S. (2017). The continuum of literacy learning, preK—8. Portsmouth, NH: Heinemann.

**Course Goals:**

I.  Theories of First & Second Language Acquisition and Theories of Learning

* demonstrate knowledge of the four language domains—speaking, listening, reading, writing
* demonstrate a basic understanding of the universal structures, systems, and development of oral and written languages and ways in which acquisition of phonology and grapheme-phoneme correspondences for English and other alphabetic languages differs from non-alphabetic languages
* demonstrate knowledge of the impact of native language and linguistic background on language acquisition
* *demonstrate the knowledge of the process of English acquisition and strategies to support the learning of students whose first language is not English; demonstrate knowledge of bics & calp*
* *demonstrate knowledge of cultural and linguistic factors that influence* first *and second language acquisition*
* recognize and relate the different theories and models of learning and teaching and of language and literacy development that have been used to explain how children learn and should be taught phonology and grapheme-phoneme correspondences—speaking, listening, reading, writing

II. Pedagogy & Assessment

* demonstrate knowledge of state reading and language arts standards and varied techniques involved in effective early and ongoing reading instruction and practice as described in the Alabama Reading Initiative Publication, Essential Skills of Teachers of Reading
* demonstrate knowledge of the diversity of language and communication skills and learning processes in pluralistic settings and the diagnostic tools used for monitoring acquisition of reading skills , improving reading instruction, and identifying students who require additional instruction
* *demonstrate the ability to differentiate between learner difficulites that are related to cognitive or skill development and those that rlate to language learning*
* *create and use authentic and unbiased assessments for ELs*

III. Development of an Authentic, Personal & Responsive Home-School-Classroom Community Using a “Diverse Lens”

* use strategies for involving families in planning for and assisting with the children’s reading development
* *demonstrate the ability to collaborate with teacher of English language learners and to assist those students with full integration into the regular classroom*
* demonstrate ability to involve families, community agencies and organizations and colleagues in helping support academic achievement of diverse learners
* *demonstrate knowledge of how personal/cultural biases can affect teaching and learning*
* facilitate development and skills in communication, inquiry, creative expression and reasoning by planning for and involving student in reading and discussing literature with adults and peers both in school and at home using traditional, electronic and internet formats; demonstrate ability to create a learning community in which individual differences are respected
* create and organize classroom environments that include opportunities for cooperative learning and various other grouping strategies that promote students’ ability and appreciation for taking efferent and aesthetic stances in reading and writing activities and integrate traditional and innovative technologies
* select appropriate research based strategies and materials including multimedia and software materials that meet the needs of developing and struggling readers and teach skill related to phoneme awareness, decoding, fluency, vocabulary, & comprehension

**2. COURSE REQUIREMENTS**

**Attendance:**

Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn points by attending class and participating in the Interactive Notebook Entries (see grading plan below) according to the dates specified in the Tentative Course Schedule.

**Lab Work:**

You will be working with a small group throughout your practicum to apply your learning from CTRD 3013. I will assign you a small group. You will develop an assessment notebook, detailing language and literacy progress for each of your students via anecdotal records, running records, lesson plans and look for guides. You will use this information to plan, instruct, assess and reflect upon (through commentaries) three *teaching and learning segments.* The first, T&L1, will involve interactive read aloud or shared reading and a set of abbreviated commentaries for the planning, instruction, and assessment stages. T&L 2 will involve two connected, guided reading lessons and one set of abbreviated commentaries reflectively analyzing the two lessons. T&L 3 will consist of three connected, small group lessons—one interactive read aloud or shared reading and two guided reading lessons and a complete set of commentaries. (You will not be required to teach the second guided reading lesson.) You must successfully complete the teaching to receive credit for this course.

**Grading Plan:**

 The final grade for the course is based on the following:

 90%-100%= A

 80%-89% = B

 70%-79% = C

 60%-69% = D

 Below 60% = F

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

Grades will be weighted the following ways

* **Interactive Notebook** (35%)
* **Teaching & Learning Segments** (25%)
* **Assessment Notebook** (15%)
* **Self-Study project** (15 %)
* **Vocabulary Tests (10%)**

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
	+ The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
	+ No unauthorized guests.
	+ Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

**Online Expectations:**

 Students are expected to complete ½ of the course workload online via Canvas. You are expected to check

Canvas often for assignments and announcements. The course is set up in weekly modules (see calendar for dates) and is divided into 3 sections: overview, resources, and student responsibilities. New modules start on Thursdays and work must be completed by Tuesdays at midnight so that you can apply your learning in our face-to-face class on Wednesdays. Instructions will be provided in Canvas.

**Assignment Requirements:**

 All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use PDF or Word files when uploading to Canvas.

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

 Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**4. Tentative Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Module | Concepts for the Week | Readings | Assignments |
| 1/11, W | Review Course StructureThe Reading ProcessVocabulary Review | NA |  |
| 1/18, W | Working w/ Diverse FamiliesFunds of knowledgeReading Teachers Know (Theories/Principles)Speaking & Listening Standards | Grant & Ray, Ch. 5 PDFMol, et. Al, Hidden Resources, PDFFunds of Knowledge Supplement, PDF“Supporting Language & Communication,” PDF | RG 1/Participation |
| 1/23, MOn campus | **Oral Language & Literacy Connection**Learning Theories and Learning Language & LiteracyFirst Language Acquisition | “Language Explosion,” PDFStages of Expressive Oral Language Development, PDF“Becoming an Effective Teacher of Reading,” Tompkins Ch 1, PDF“First Language Acquisition & Ways to Support Its Development,” Mcilwain, PPT | RG 2A/Participaiton |
| 1/25, W | **Oral Language & Literacy Connection** Second Language AcquisitionOral & Visual Communication PreK-3English Oral Language Look Fors | First & Second Language Acquisition, Diaz Rico, Ch 2, PDFLiteracy Continuum,” Oral and Visual Communication,” pp 326-336 | RG 2B /Participation |
| 1/30, MOn campus | **Oral Language & Literacy Connection**Guiding Principles RevisitedEmergent Literacy & Surface StructuresPhonics, Spelling. Word Study Prek-KLang/Lit Progressions | Reading with Meaning, Ch. 1Literacy Continuum, “Phonics, Spelling & Wd. Study,” pp. 358-366Comprehension Strategies, To Understand—Appendix, PDF“Comprehension Review,” McIlwain, PPT | RG 3/ Participation |
| 2/1, W | **Oral Language & Literacy Connection**Readers Workshop | Time to reflect and regroup.  | NA |
| 2/6, MOn-line | **Balanced Literacy in Primary Grades**Book Selection & GenresInteractive Read Aloud/Think Aloud PreK-K | Reading with Meaning, Ch 2-3“Comprehension Review,” McIlwain, PPTLiteracy Continuum, “Interactive Read Aloud & Literature Discussion,” pp 12-55 | RG 4/Participation |
| 2/8, W | **Balanced Literacy in Primary Grades**Interactive Read Aloud/Think Aloud w/ Gr. 1-3Comprehension Strategies |
| 2/13, MOn-line | **Balanced Literacy in Primary Grades**Planning an Interactive Read Aloud LessonMaking Connections w/ Fiction | “Making Connections While Reading Fictions: Content, Pedagogy & Diverstiy, McIlwain, Panopto Lecture“Bugs, Bugs, Bugs,” Video Set“Can Do Indicators,” Wida4Skills, PDFGo To Strategies, PDF“Making Connections,” Draper, PDF | RG 5/Participation |
| 2/15, W | **Balanced Literacy in Primary Grades**Interactive Read Aloud & Think AloudsMaking Connections  |
| 2/20, MOn-line | **Balanced Literacy in Primary Grades**Making Connections w/ NonfictionShared & Performance Reading | Reading w/ Meaning, Ch 4Literacy Continuum, “Shared & Performance Reading,” pp 103-135Shared Reading in 1st Grade, video“Are You Scaffolding or Rescuing?” PDF | RG 6/Participation |
| 2/22, W | **Balanced Literacy in Primary Grades**Scaffolding DLLs to Make Connections during Shared Reading |
| 2/27, MOn-line | **Balanced Literacy in Primary Grades**Visualizing with FictionAlabama College & Career Ready StandardsVisualization Look Fors | Visualisation, Draper, PDFReading with Meaning, Ch. 5Alabama CCR Standards, PDF, pp 1-38 | RG 7/ParticipationNB Check 1 |
| 3/1, W | **Balanced Literacy in Primary Grades**Writing a Visualization LP using Shared Reading |
| 3/6, MOn-line | **Balanced Literacy in Primary Grades**Visualizing w/ NonfictionGuided Reading | Alabama CCR Standards, PDF, pp 15-30The Literacy Continuum, Guided Reading up to Level A, pp 399-409Can Do Indicators, gr k-3, PDFIEC Rubric for Oral English Language Proficiency, PDFELP Levels, PDF | RG 8/ParticipationFinish NB Check 1 |
| 3/8, W | **Balanced Literacy in Primary Grades**Share Lesson Plans Components of Guided Reading |
| **Spring Break 3/13-3/17** |
| 3/20, Mon-line | **Balanced Literacy in Primary Grades**Phonics, Spelling & Word Study Gr 1-3Guided Reading Levels A-C | Literacy Continuum, “Phonics, Spelling & Wd Stdy,” reread pp 357-366 and add pp 368-377.Literacy Continuum, “Guided Reading,” Levels A-C, pp 410-427.Literacy Continuum, “Guided Reading,” Levels D-F, pp 428-445Guided Reading Videos (Early Emergent, Emergent and Early Readers) | No Response Guide Due |
| 3/22, W | **Balanced Literacy in Primary Grades**Guided Reading Levels D-FText Selection Revisited for Guided Reading |
| 3/27, MOn-line | **Balanced Literacy in Primary Grades**Questioning w/ FictionGuided Reading Levels G-I | “Questioning,” Draper, PDFLiteracy Continuum, “Guided Reading,” Level G-I, pp 446-463 | T&L 1: Interactive Read Aloud/Shared Reading Lesson & Commentary  |
| 3/29, W | **Balanced Literacy in Primary Grades**DLL Progress in Emergent & Early Stages Modified GR for DLLs  | One Day I Cud Not Red, Amedom, PDFModified Guided Reading, Avalos et Al., PDF | RG 9/ParticipationNB Check 2 |
| 4/3, MOncampus | **Balanced Literacy in Primary Grades**Interactive Read Aloud & Shared Reading in PreschoolOral Language Revisited | Comprehension & Storytelling in Preschool & Early Grades, Webinar, <https://vimeo.com/109842728>TBA |  |
| 4/5, W | Dialogic Reading & Dialogic Buddy Reading | TBA | RG 10/Participation T&L II: GR Lessons & Commentary |
| 4/10, MOn campus | Story Dramatizing/Retelling in Pre K/K/1 | TBA |  |
| 4/12,W | Writing About Reading PreK-KWriting About Reading Gr.1-3  | Literacy Continuum, “Writing About Reading,” pp 161-190TBA | RG 11/Participation |
| 4/17, MOncampus | Questioning & InferringGuided Reading J-MDelineating between Assumptions & Observations | Reading with Meaning, Ch. 6Literacy Continuum, “Guided Reading,” Levels J-M, pp 464-495Guided Reading Videos, Transitional Readers |  |
| 4/19, W | Inferring w/ Nonfiction Guided Reading N-P | “Inferencing,” Draper, PDFLiteracy Continuum, “Guided Reading,” pp 496-519Guided Reading Videos, Fluent Readers | RG 12/Participation NB Check 3 |
| 4/24, MOn campus | Questioning/Determining Importance w/ Nonfiction Vocabulary Test 2Delineating Between Assumptions & Observtions | Reading with Meaning, Ch. 7Comprehension Instruction…”, Block, PDFTBA | Vocabulary Test 2Shadowing/Self Study Project Due |
| 4/26, W | Determining Importance w/ FictionSummarizing & SynthesizingGroup Case Study | “Summarizing, Synthesizing & Determining Importance,” Draper, PDFReading With Meaning, Ch 8 | RG 13/ParticipationT&L III: Interactive Read Aloud to Story Retelling/DramatizationLessons & Commentary  |
| Final Due5/4 |  |  | Group Case Study (as Final) |
|  |   |  |  |

**5. Assignments Descriptions & Rubrics**

**Assignment Descriptions**

**Interactive Notebook Entries**

The Interactive Notebook is a digital instructional tool that will help connect the online lectures/videos, readings and in-class applications into seamless thinking and learning.  Well....that is the intent.  Here is how it will work:

**TO BE COMPLETED ON YOUR OWN BEFORE CLASS:**

1.  Download the guide for the module, located in Student Responsibilities, BEFORE you start the reading and viewing.

2.  Work through the lectures, videos and/or readings and complete the guide.  You may want to take your own notes throughout your work and then complete the guide.  That should be based on your learning preference.

3.  Upload the completed guide to replace in the table on the Interactive Notebook Page for the Week/Module.  This is the individual accountability mechanism for the collaborative work.  I will be checking over these to be sure everyone is completing the modules to prepare for the collaborative group work that will follow (either outside class or in class, which is indicated in the syllabus).

**TO BE COMPLETED WITH YOUR INTERACTIVE NOTEBOOK GROUP IN OR OUT OF CLASS BASED ON THE TENTATIVE COURSE SCHEDULE:**

***Synthesis***

1.  Each take a turn to share the terms and your graphic organizer.

2.  Participate in a collaborative structure to further develop shared knowledge on the concepts.

***Connection***

Instructions for connections will vary from week to week. These will be posted on the notebook page. Many will involve working with self study questions and creating the look for guides.

***Application***

Applications will involve writing up TL segments and case studies. These will vary from week to week and instructions will be posted on the notebook page.

Interactive Notebook Entry Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Advanced (3) | Proficient (2) | Needs Improvement (1) |
| Individual Response Guide |

|  |  |  |
| --- | --- | --- |
| Includes adequate completion of response guide.  |   |  |

 | Lapses in adequacy of completion of response guide.  | Completion of the guide does not represent the content presented OR  |
| Group Synthesis | Synthesis brings together all texts using examples for elaboration. | Synthesis lacks information from one or more texts OR lacks elaboration through elaboration. | Summary lacks information from one or more texts AND lacks elaboration through elaboration. |
| Group Connection | Connection is thoughtful and explained. | Connection is simple/literal and explained. | Connection is missing OR is not clearly explained. |
| Group Application |

|  |  |  |
| --- | --- | --- |
| Synthesis is original and includes at least one aspect of all texts. |   |  |

 | Synthesis is original and includes most texts. | Synthesis includes less than half of the texts. |
| Timeliness | Work is posted before class. Out of Class Entries are completed according to the dates specified in the schedule. |  |  |

**Assessment Notebook**

Please Keep Checklist in the Front of your Assessment Notebook

Materials: one inch or ½ inch three ring binder, sticky notes, lesson plan forms, running record forms, “look for” guides, dividers.

Organization and Expectation Checklist

|  |  |
| --- | --- |
| **Section 1: Lesson Plan Forms/Completed Lesson Plans\*** | **✔** |
| Interactive Read Aloud/Interactive |  |
| 2 Connected Guided Reading Lessons |  |
| Preschool: Interactive RA/Shared Reading to Story Retelling/Dramatization |  |
| **Section 2: Assessment FOR Learning (Include shadowing project anecdotals in this section)** |  |
| **Student 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 3 – 5 Analyzed Running Records |  |
| 15-20 Anecdotal Notes (written observations (sticky notes, paper, rubrics) from lessons and throughout the day) |  |
| Transcribed Family Interview & Notes |  |
| Final Individual Strength/Needs/Next Steps Chart |  |
| **Student 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 3 – 5 Analyzed Running Records |  |
| 15-20 Anecdotal Notes (written observations (sticky notes, paper, rubrics) from lessons and throughout the day) |  |
| Transcribed Family Interview & Notes |  |
| Final Individual Strength/Needs/Next Steps Chart |  |
| **Student 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 3 – 5 Analyzed Running Records |  |
| 15-20 Anecdotal Notes (written observations (sticky notes, paper, rubrics) from lessons and throughout the day |  |
| Transcribed Family Interview & Notes |  |
| Final Individual Strength/Needs/Next Steps Chart |  |
| **Student 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 3 – 5 Analyzed Running Records |  |
| 15-20 Anecdotal Notes (written observations (sticky notes, paper, rubrics) from lessons and throughout the day |  |
| Transcribed Family Interview & Notes |  |
| Final Individual Strength/Needs/Next Steps Chart |  |
| **Section 3: “Look For” Guides (used in conjunction with the Prompting Guides)**  |
| Oral Language |  |
| Vocabulary |  |
| Phonological Awareness |  |
| Oral Reading |  |
| Monitoring & Problem Solving Words |  |
| Fluency |  |
| Comprehension |  |
| Monitoring Comprehension |  |
| Making Connections |  |
| Visualizing |  |
| Questioning/Predicting |  |
| Inferring (word level, btw the lines, theme) |  |
| Determining Importance |  |
| Synthesizing/Summarizing/Retelling |  |

Lesson Plan Template

Name: Date: Grade Level:

1. Common Core/State Standard:

 Learning Objective (and previous assessment/observations informing the objective):

II. Text Title/Level:

 Reasons for Text Selection:

III. Instructional Technique and Scaffolds to be Used:

IV. Materials

V. Procedure:

1. Before Reading:
2. uring Reading
3. After Reading
4. Plans for Assessment FOR Learning

(*Cut & Paste/Note the Look For Guide you will use AND include spaces for anecdotal notekeeping. Consider taking anecdotal notes on stickies so you can move the stickies to the individual sections after reflecting on the lesson & group as a whole.)*

Template For “Look For” Guides

***Skill/Strategy:***

Observational Look Fors/Continuum:

Prompts:

Template for Individual Strengths, Needs and Instructional Implications

This will be used towards the end of the semester; but you can start noting some things as you go along.

|  |  |
| --- | --- |
| **Strengths****Oral Language:***
*
*

**Oral Reading** *
*
*

**Comprehension***
*
*
 | **Needs/Next Steps****Oral Language:***
*
*

**Oral Reading** *
*
*

**Comprehension***
*
 |
| **Instructional Implications (Do Not Complete for Individual)** |

**Assessment Notebook Spot Check Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **3 Pts.** | **2 Pts.** | **1 Pt.** |
| **Section 1: Lesson Plans** | **All lesson plans completed and present** | **All lesson plans present, but lack some specificity** | **Lesson plans are missing** |
| **Section 2: Assessment for Learning**  | **All students have multiple forms of assessments present (language samples, running records, anecdotals, rubrics, etc.)** | **Most students have multiple forms of assessment present****(language samples, running records, anecdotals, rubrics, etc.)** | **Some students lack adequate number of assessments.** |
| **Section 3: “Look For” Guides** | **All guides have the strategy/skill defined AND have a relevant rubric AND have potential teacher language for modeling/coaching/reinforcing, graphic organizers/note forms, and/or other learning tasks.** | **Most guides have the strategy/skill defined AND have a relevant rubric AND have potential teacher language for modeling/coaching/reinforcing, graphic organizers/note forms, and/or other learning tasks.** | **Most guides lack one or more of the elements (defined strategy, rubrics, potential language/graphic organizers/note forms/learning tasks).** |

**Details for the Teaching & Learning Segments Are Below**

**Shadowing Project**

Description: Formative assessment rests on teachers’ ability to make objective observations as they relate to the stages relevant to the objective and standards of the lesson. However, many teachers have a difficult time delineating between and assumptions and objective observations. This assignment is designed to guide you in understanding the difference between observations and assumptions, particularly as these relate to the academic and social lives of DLLs. You will do the following:

1. Generate a content question and a teaching and learning question about the path to literacy for DLLs as it relates to English oral language proficiency. Consider oral language development, English language acquisition and learning and literacy acquisition and learning and the DLL in your group. If you don’t have a DLL, then pair up with a classmate to complete this assignment. Find a classmate whose group is a approximately the same level as your group.
2. Arrange a time to shadow the DLL (ESOL) student in your group from the primary placement. This can happen on one of the Mondays we are to meet on campus and will be considered an excused absence from class. Or I may consider this online work over two Mondays. I would like you to observe for at least half a day. Contact me if you cannot commit the morning of a Monday (student arrival until noon) and we will set up alternative details. Let me know the day you will observe and this will be an excused absence from our MONDAY on campus meeting.
3. Collect anecdotal notes about the role the child’s oral language plays in his or her interaction throughout the day—both in academics situations and social situations. Note various aspects of both English oral language proficiency AND the academic objective or social objectives targeted in the interactions.
4. Add these anecdotal notes to the appropriate section of your assessment notebook. Label the notes, “Shadowing Project.”
5. For extra credit, choose another day to shadow a native English speaker from your group for half a day. Include the anecdotal notes in that child’s section of you notebook, titling the page, “Shadowing Project Native English Speaker.”
6. These anecdotals will need to be in place for NB Check 3.
7. We will work these observations into our final in class activity AND the group case study that is also the final for this class.
8. This work is also going to make up the self-study project for this semester. Create a mind map representing what you learned about your questions. Include a cover page with a paragraph for each questions, synthesizing the mind map and making connections across questions. Use anecdotal notes to substantiate your synthesis and connections.
9. The rubric for this assignment can be found on Canvas.

**Teaching & Learning Segments**

Descriptions, Scaffolds (Commentary Templates) and Rubrics for Teaching and Learning Segments I, II, & III

Teaching and Learning Segment I

**One, 20-minute Interactive Read Aloud or Interactive Shared Reading with Identified Small Group**

Description: Teaching and Learning Segment I involves the planning, teaching and assessment of a **single, 20-minute interactive read aloud or interactive shared reading**. You are required to provide commentary (via reflection) on the following: context and planning, instruction and assessment. You will need to do the following:

1. One week before your lesson (the first or second week in the practicum): Consult with your professor to determine the standard of focus for the lesson and the comprehension strategies and/or other foundational skills involved in meeting that standard. Then talk about what the two of you know about the students in the group as it relates to that standard and strategy/skill. Use your assessment notebook to guide this conversation, making it based on assessment and focused on adjusting to student learning and language needs.
2. Read through the planning template and planning rubrics to help guide your thinking for planning.
3. Use the Reading Lesson Plan Format and Scaffold to write the lesson.
4. Complete the commentary for context and planning.
5. Turn the lesson plan into your teacher and professor 2 days prior to the date of the lesson. Also put the lesson in your Assessment Notebook.
6. Conduct the lesson on the agreed upon date. Collect work samples and take anecdotal records on student responses and add to your Assessment Notebook. You can also use applicable rubrics from your “look for” guides in your Assessment Notebook.
7. Complete the commentary for instruction.
8. Review your assessment pieces in your Assessment Notebook to reflect on student progress and on your teaching. Determine what the next steps are for these students as they continue to work to increase the sophistication of their use of the targeted strategies/skills linked to the standard. Complete the commentary for assessment. Share your reflection and commentary with your teacher to discuss your group’s progress. Also include this in your Assessment Notebook.
9. Create a single PDF of the following to submit to Canvas by the due date:
	* Commentary of context
	* Commentary of planning
	* Commentary for lesson plan and materials (photos of materials can be used)
	* Commentary of assessment and student products from 3 identified students(language samples w/ rubrics, etc.)
10. Rubric for this assignment is located on Canvas.

***A Note about Academic Language***

***Academic Language should be addressed throughout the planning, instruction and assessment commentaries, as well as throughout the lesson(s). See appendix defining academic language.***

Teaching & Learning Segment II

**Two Connected Guided Reading Lessons**

Description: Teaching and Learning Segment II involves the planning, teaching and assessment of **TWO connected, 20-minute guided reading lessons:** (You are required to provide commentary (via reflection) on the following: context and planning, instruction and assessment. You will need to do the following:

1. Talk with your professor about what the two of you know about the students in the group as it relates to that standard and strategy/skill. Use your assessment notebook to guide this conversation, making it based on assessment and focused on adjusting to student learning and language needs.
2. Read through the planning template and planning rubrics to help guide your thinking for planning.
3. Use the Reading Lesson Plan Format and Scaffold to write the lessons.
4. Complete the commentary for context and planning.
5. Turn the lesson plans into your teacher and professor for review 2 days prior to the date of the first of the three reading lessons.
6. Conduct the lessons on the agreed upon date. Collect work samples and take anecdotal records on student responses and add these to your Assessment Notebook. You can also use applicable rubrics from your “look for” guides in your Assessment Notebook.
7. Complete the commentary for instruction.
8. Review your assessment pieces in your Assessment Notebook to reflect on student progress and on your teaching. Determine what the next steps are for these students as they continue to work to increase the sophistication of their use of the targeted strategies/skills linked to the standard. Complete the commentary for assessment. Share your reflection and commentary with your teacher to discuss your group’s progress.
9. Create a single PDF of the following to submit to Canvas by the due date:
	* Commentary of context
	* Commentary of planning
	* Commentary for Instruction to include lesson plans and materials (photos of materials can be used)
	* Commentary of assessment and student products from 3 identified students (language samples w/ rubrics, etc.)
10. Rubric for this assignment is located on Canvas.

***A Note about Academic Language***

***Academic Language should be addressed throughout the planning, instruction and assessment commentaries, as well as throughout the lesson(s). See appendix defining academic language***

Teaching & Learning Segment III

Preschool Interactive RA/Shared Reading to Story Retelling/Dramatization

Description: Story telling is an important part of early literacy development. It helps move a child from contextualized language to decontextualized language. This assignment requires you to design three lessons that moves from a whole class interactive read aloud to dialigic reading to story retelling/dramatization. The latter should involve props and intentional use of interest areas to facilitate story retelling/dramatizaion. You will need to do the following:

1. Discusss the assignment with your teacher. Your teacher will help you with book selection. Also refer to text characteristics for Pre K interactive and shared/performance reading in The Literacy Continuum. The main objective should be to increase oral language and some component of story retelling. Refer to the retelling continnums provided or those from the Golds progressions to decide on a standard and objective.
2. Plan and conducte an interactive read aloud for the whole class using the same lesson plan format as in earlier assignments. Decide on specific assessments/rubrics you will use to gude your formative assessment (to occur during and during follow-up observations). You may want to use this time to introduce props that will you will model retelling and dramatization with in a future lesson. Collect observations in a “preschool” tab in the assessment for learning section of your assessment notebook.
3. Plan and conduct a dialigic reading lesson to use with interested children in a small group. Again, you will want to include props that will be placed in interest areas. . Decide on specific assessments/rubrics you will use to gude your formative assessment (to occur during and during follow-up observations). You may want to use this time to introduce props that will you will model retelling and dramatization with in a future lesson. Collect observations in a “preschool” tab in the assessment for learning section of your assessment notebook.
4. Plan and conduct a lesson inviting students to retell or dramatize the story using the props previously introduced. . Decide on specific assessments/rubrics you will use to gude your formative assessment (to occur during and during follow-up observations). You may want to use this time to introduce props that will you will model retelling and dramatization with in a future lesson. Collect observations in a “preschool” tab in the assessment for learning section of your assessment notebook.
5. Write up the commentaries noting the thinking involved in planning, the intentional interactions and how children repsonded during instruction, and assessments for learning and submit to Canvas by the due date.
6. Rubric for this assignment in located on Canvas.