**CTRD 3013**

**Auburn University**

Department: Department of Curriculum & Teaching

 Reading Education

Program: Elementary Education

Course Title: Foundations of Language and

 Literacy Instruction II

Course Number: CTRD 3013

Course Credit: 4 hours

Semester: Spring, 2018

Instructor: Dr. Jamie Harrison

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Office: 5080 Haley Center 5th floor

Office Hours: Wednesday 10 – 12; Tu/Th 4 - 5

Schedule: MW, 8:00 – 9:50, except for

 specified on-line dates (Mondays)

Classroom: 2461 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:**

Fountas, I. & Pinell, G. S. (2017). The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning & Teaching. Portsmouth, NH: Heinemann.

Harvey, S. & Goudvis, A. (2007). Strategies That Work: Teaching Comprehension for Understanding and Engagement. Portland, ME: Stenhouse Publishing. ISBN: 9781571104816

**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 difficulties that are related to cognitive or skill development and those that relate 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

* **Weekly Response Guides** (20%)
* **Lesson & Assessment Notebook** (15%)
* **Teaching & Learning Segments** (25%)
* **Shadowing Project** (15 %)
* **Vocabulary Scratch Offs (10%)**
* **Final Case Study (15%)**

**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 handbook:**

 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 | Online Reading and Response Guide (Prior to F2F Class) | Assignments Due Wednesdays @ Midnight |
| Wk1 Jan 11 | Review Course StructureLab ExpectationsOverview of Reading Process  | NA |  |
| Wk. 2 Jan 12-Jan18 | Working w/ Diverse FamiliesFunds of knowledgeOverview of Gradual ReleaseLearning Theories and Learning Language & Literacy | **Text 1:** Grant & Ray, Ch. 5 PDF**Text 2:** Mol, et. Al, Hidden Resources, PDF Funds of Knowledge Supplement, PDF**Text 3:** “Becoming an Effective Teacher of Reading,” Tompkins Ch. 1, PDF Literacy Continuum, “Introduction,” pp 1-10**Text 4:** SIOP Model: Overview  | Week 2 Response Guide |
| Wk. 3  Jan 19-Jan 25 | First Language AcquisitionThe Reading Process | **Text 1:** “Language Explosion,” PDF**Text 2:** Stages of Expressive Oral Language Development, PDF**Text 3:** Harvey & Goudvis: “Reading is Thinking”**Text 4:** Harvey & Goudvis: “Reading is Strategic”  | Week 3 Response Guide |
| Wk. 4 Jan 26-Feb 1 | Second Language AcquisitionOral & Visual Communication English Oral Language Look Fors  | **Text 1:** First & Second Language Acquisition, Diaz Rico, Ch. 2, PDF**Text 2:** SLA Panopto Lecture ELP Levels, PDFOral Language Rubrics**Text 3:** Literacy Continuum,” Oral and Visual Communication,” pp 326-342**Text 4:** Harvey & Goudvis:” Effective Comprehension Instruction: Teaching, Tone, and Assessment”  | Week 4 Response Guide |
| Wk. 5 Feb 2-Feb 8 | Effective Instruction, Gradual Release and AssessmentInteractive Read Aloud  | **Text 1:** Harvey & Goudvis: “Tools for Active Literacy: The Nuts and Bolts of Comprehension Instruction” **Text 2:** Literacy Continuum, “Interactive Read Aloud & Literature Discussion,” pp 12-87**Text 3:** “Bugs, Bugs, Bugs,” Video Set**Text 4:** “Can Do Indicators,” Wida4Skills, PDF Go To Strategies, PDF | Week 5 Response Guide |
| Wk. 6 Feb 9-Feb 15 | Shared & Performance Reading Text Complexity and Text Choice | **Text 1:** Literacy Continuum, “Shared & Performance Reading,” pp 103-158**Text 2:** Shared Reading in 1st Grade, video Shared Reading in 4th Grade, video**Text 3:** Harvey & Goudvis: “Text Matters: Choice Makes a Difference”**Text 4:** Common Core Appendix | Week 6 Response GuideT&L I |
| Wk. 7 Feb 16-Feb 22 | Writing About ReadingMonitoring Comprehension & Look Fors | **Text 1:** Literacy Continuum, “Writing About Reading,” pp 161-213**Text 2:** Harvey & Goudvis: ‘Monitoring Comprehension: The Inner Conversation” | Week 7 Response GuideNotebook Check 1 (in class)Vocab Scratch Off 1 |
| Wk. 8  Feb 23-Mar 1 | Surface Structures, Decoding & Fluency & Look ForsPhonics, Spelling. Word Study  | **Text 1:** Literacy Continuum, “Phonics, Spelling & Wd. Study,” pp. 358-392**Text 2:** Why know about children’s home language? - reading TBA**Text 3:** Decoding Redefined (panopto lecture) | Week 8 Response Guide |
| Wk. 9 Mar 2-Mar 8 | Making Connections & Look Fors | Harvey & Goudvis: “Activating & Connecting to Background Knowledge” | Week 9 Response Guide |
| Wk. 10 Mar 9-Mar 22 | Questioning & Look ForsScaffolding DLLs | **Text 1:** Harvey & Goudvis: “Questioning: The Strategy That Propels Readers Forward”**Text 2:** “Are You Scaffolding or Rescuing?” PDF**Text 3:** Chapter from Gibbons (Scaffolding textbook) | Week 10 Response Guide |
| March 12-March 16 Spring Break |
| Wk. 11 Mar 23-Mar 29 | Guided Reading (Levels A-I)DLL Progress in Emergent & Early StagesModified GR for DLLs  | **Text 1:** The Literacy Continuum, Guided Reading up to Level A-I, pp 399-463**Text 2:** Guided Reading Videos (Early Emergent, Emergent and Early Readers)**Text 3:** One Day I Cud Not Red, Amedom, PDF**Text 4:** Modified Guided Reading, Avalos et Al., PDF | Week 11 Response GuideNotebook Check 2 (in class)T&L II |
| Wk. 12 Mar 30-Apr 5 | Guided Reading (Levels J-M)Visualizing & Look Fors/ Inferring & Look Fors  | **Text 1:** Literacy Continuum, “Guided Reading,” Levels J-M, pp 464-495**Text 2:** Guided Reading Videos, Transitional Readers**Text 3:** Harvey & Goudvis: Visualizing & Inferring: Making What’s Implicit Explicit**Text 4:** https://www.empoweringells.com/a6-teaching-inferencing/ | Week 12 Response Guide |
| WK 13  Apr 5-Apr 12 | Guided Reading (Levels N-P)Determining Importance & Look Fors | **Text 1:** Literacy Continuum, “Guided Reading,” pp 496-519**Text 2:** Guided Reading Videos, Fluent Readers**Text 3:** Harvey & Goudvis: “Determining Importance in Text: The Nonfiction Connection”**Text 4:** Harvey & Goudvis: “Reading to Understand Textbooks” | Week 13 Response GuideNotebook Check 3 (in class)T&L III |
| Wk. 14  Apr 13-Apr 19 | Guided Reading (Levels Q-U)Summarizing & SynthesizingShadowing Project | **Text 1:** Literacy Continuum, “Guided Reading,” 520-569**Text 2:** Guided Reading Videos**Text 3:** <https://www.empoweringells.com/a5-mindmap-summarizing/> http://blog.tesol.org/teaching-els-to-summarize-and-synthesize-texts**Text 4:**Harvey & Goudvis: Summarizing & Synthesizing Information: The Evolution of Thought” | Week 14 Response GuideShadowing ProjectVocab Scratch Off II |
| WK 15 Apr 20-Apr 26 | GenresAssessment & Test PrepCase Study/Final Set Up | Harvey & Goudvis: “The Genre of Test Reading” | Week 15 Response Guide |
|  | Case Study/Final Due by Midnight, Date May  |

**5. Assignment Descriptions**

**Weekly Response Guides**

***Rationale:*** The Response Guide is designed to give you an authentic learning experience with methods and materials that you can then apply to your own teaching practice. Each part of the

guide is a different instructional tool that will be applicable in your future classrooms. The more attention you give to each component, the more skilled you will become in application down the road.

Part 1 Vocabulary

Define the two assigned terms and select two additional terms from your readings that you deem significant and relevant to the topic at hand. Include for each term: definition, how it relates to the reading process, & how it can be incorporated into teaching practice.

Part 2 Graphic Organizer

Graphic organizers will change weekly to match the strategy being studied and will be embedded below for you to use. However, for the first few weeks, we will use a graphic organizer meant to scaffold your ability to synthesize reading across multiple text

Part 3 Look-For Guide

Each week (beginning at Week 4) you are to create a ‘Look-For Guide’ matching the skill or strategy being studied that week. The guide has three parts: definition & connection to reading process; a continuum/rubric describing the development of the skill/strategy over time (which is provided for you); a list of graphic organizers, teacher language and other activities that can be used to develop the focus skill/strategy

Part 4 Higher Order Thinking Question

Create a five question “quiz” to share with your groupmates each week. Use this template to help you categorize and create your quiz questions. <https://medicine.wright.edu/sites/medicine.wright.edu/files/page/attachments/QuestionTemplates.pdf>

In addition to the question, provide any other details to support (a quote from a chapter, a chart, etc.) the question.

|  |  |  |  |
| --- | --- | --- | --- |
| Component | 3 pts | 2 pts | 1 pt |
| Vocabulary | **Four** terms including thorough response (definition, relation to process, AND ways to bring into the classroom. | **Four** terms including thorough responses for **MOST** terms. | **Less** than 4 terms **OR** responses lack thorough ness. |
| Graphic Organizer (GO) | GO is completed with thoroughness, clarity **AND** shows awareness of targeted strategy. | GO is completed with thoroughness, but has lapses in clarity **OR** shows developing awareness of targeted strategy. | GO lacks thoroughness **OR** lacks clarity throughout **OR** show minimal awareness of targeted strategy. |
| Look For Guide | Look For Guide is completed with thoroughness, clarity **AND** shows awareness of targeted strategy **AND** its connection to the reading process. | Look For Guide is completed with thoroughness, clarity **AND** shows a developing awareness of targeted strategy &its connection to the reading process, with some lapses. | Look For Guide is incomplete **OR** shows many lapses in clarity **OR** shows minimal awareness of targeted strategy. |
| HOT Questions | HOT Questions are completed with thoroughness, clarity **AND** show an awareness of higher order questioning. | HOT Questions are completed with some lapses in thoroughness **OR** clarity **AND** show a developing awareness of higher order questioning. | HOT questions are incomplete **OR** contain many lapses in clarity **OR** show minimal awareness of higher order questioning. |
| Timelines | Response guide is Turned in on time. |  |  |

**Shadowing Project**

Rationale:  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 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 academic 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 question, 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Synthesis, Creating Generative Knowledge3 pts | Developing Connected Understanding2 pts | Developing Awareness1 pt |
| Knowledge of Content:Understands the complexity and interconnectedness of the reading process | Final reflection addresses content question providing evidence showing developing professional knowledge. | Final reflection addresses content self-study question, and includes evidence showing emerging professional knowledge. | Final reflection addresses content self-study question, but lacks evidence. |
|  Knowledge of Teaching & Learning: Understands and applies various learning theories in helping children develop as readers | Final reflection addresses teaching & learning question providing evidence showing developing professional knowledge | Final reflection addresses teaching & learning question, and includes evidence and includes evidence showing emerging professional knowledge. | Final reflection addresses teaching & learning question, but lacks evidence. |
| Synthesis & Clarity | Final reflection clearly synthesizes thinking, making connections between the two questions. | Final reflection attempts to synthesize thinking across the questions, but lacks some evidence or clarity. | Synthesis across questions is not evident OR there are many lapses in clarity. |
| Mind Map (or other Representation) | Mind map thorough consistently providing depth by going a minimum of three nodules out from question. | Mind map is complete, with some lapses in depth. | Mind map lacks depth **OR** is incomplete. |
| Usage & Mechanics  | Error free | 1-2 errors | More that 2 errors |

**Assessment Notebook**

Rationale: Classroom teachers have 3 to 6 different reading groups in their class. Effective teachers collect and maintain observations and other formative assessments for the individuals in each of the groups using an assessment notebook. Each group has a separate notebook. The notebook also includes the lesson plans used with the group. The idea is that the teacher gathers the group for a small group lesson (i.e. guided reading) and has the lesson and ways of recording observations during the lesson in the notebook. You are to use a 1 inch three ring binder to develop an assessment notebook for the group assigned to you in your lab placement. The notebook will have three sections—lesson plans. Assessment for learning, and assessment statements. Use the following table to set it up and to keep track of your progress:

|  |  |
| --- | --- |
| **Section 1: T&L Lesson Plans (w/out the reflections or commentary; just the lesson plans)** | **✔** |
| T&L I—Interactive read aloud or shared reading lesson |  |
| T&L II—2 Connected Guided Reading Lessons |  |
| T&L III—3 connected lessons (one interactive read aloud or shared reading & 2 guided reading lessons) |  |
| **Section 2: Assessment FOR Learning (Include shadowing project anecdotals in this section)** |  |
| **Student 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 5 Analyzed Running Records (1 by NB check 1, 3 by NB check 2) |  |
| 15-20 Anecdotal Notes (written observations (sticky notes, paper, rubrics) from lessons and throughout the day) ) (5 by NB check 1; 10 by NB check 2) |  |
| Transcribed Family Interview & Notes (by NB check 2) |  |
| **Student 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 5 Analyzed Running Records (1 by NB check 1, 3 by NB check 2) |  |
| 15-20 Anecdotal Notes (written observations (sticky notes, paper, rubrics) from lessons and throughout the day) ) (5 by NB check 1; 10 by NB check 2) |  |
| Transcribed Family Interview & Notes (by NB check 2) |  |
| **Student 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 5 Analyzed Running Records (1 by NB check 1, 3 by NB check 2) |  |
| 15-20 Anecdotal Notes (written observations (sticky notes, paper, rubrics) from lessons and throughout the day ) (5 by NB check 1; 10 by NB check 2) |  |
| Transcribed Family Interview & Notes (by NB check 2) |  |
| **Strength Based Assessment Statements** |  |
| **Student 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 5 assessment statements for oral language (1 by NB check 1; 3 by NB check 2) |  |
| 5 assessment statements for oral reading (1 by NB check 1; 3 by NB check 2) |  |
| 5 assessment statements for comprehension (1 by NB check 1; 3 by NB check 2) |  |
| Final Individual Strengths/Next Steps Chart (will do in last class) |  |
| **Student 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 5 assessment statements for oral language (1 by NB check 1; 3 by NB check 2) |  |
| 5 assessment statements for oral reading (1 by NB check 1; 3 by NB check 2) |  |
| 5 assessment statements for comprehension (1 by NB check 1; 3 by NB check 2) |  |
| Final Individual Strengths/Next Steps Chart (will do in last class) |  |
| **Student 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 5 assessment statements for oral language (1 by NB check 1; 3 by NB check 2) |  |
| 5 assessment statements for oral reading (1 by NB check 1; 3 by NB check 2) |  |
| 5 assessment statements for comprehension (1 by NB check 1; 3 by NB check 2) |  |
| Final Individual Strengths/Next Steps Chart (will do in last class) |  |

Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | 3 Pts. | 2 Pts. | 1 Pt. |
| Section 1: Lesson Plans | All lesson plans completed and present | Most lesson plans completed and present. | Two or more 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.) | One or more students lack adequate number of assessments. |
| Section 3:Assessment Statements | All have expected number of assessment statements for oral language, oral reading AND comprehension. | 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). |

**Teaching & Learning Segments**

**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. Consult with your teacher 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. Use the Reading Lesson Plan Format and Scaffold to write the lesson.
3. Complete the reflection/commentary for planning.
4. 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.
5. 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.
6. Complete the reflection/commentary for instruction.
7. 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.
8. Submit your work to the Assignment section of Canvas.
9. Rubric will be uploaded to 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)***

**Teaching & Learning Segment II**

**Two Connected, 20-minute Guided Reading Lessons**

Description: Teaching and Learning Segment II involves the planning, teaching and assessment of **two connected, 20-minute guided reading lessons**. These lessons should be on two of YOUR CONSECTUTIVE VISITS. You will need to do the following:

1. Shortly after you meet with your teacher to share assessment from Teaching and Learning Segment I, conference with her again to determine the standard and objectives for the two guided reading lessons. 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. Use the Reading Lesson Plan Format and Scaffold to write the lesson.
3. Complete the reflection/commentary at the end of the lesson play template for context and planning.
4. Turn the lesson plan into your teacher and professor for review 2 days prior to the date of the first guided reading lesson.
5. Conduct the lessons on the agreed upon dates. 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 from the response guides.
6. Complete the reflection/commentary for instruction.
7. 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 reflection/commentary for assessment. Share your reflection and commentary with your teacher to discuss your group’s progress.
8. Submit your work to Canvas.
9. Rubric will be uploaded to Canvas.

***A Note about Academic Language***

***Academic Language should be addressed throughout the planning, instruction and assessment commentaries, as well as throughout the lessons.***

**Teaching & Learning Segment III**

**Three Connected, 20-minute Lessons: One Interactive Read Aloud & Two Guided Reading**

Description: Teaching and Learning Segment III involves the planning, teaching and assessment of **THREE connected, 20-minute lessons: one interactive read aloud, followed by two guided reading lessons**. The lessons are connected through the standard and objectives. These lessons should be scheduled on three consecutive days during the two full weeks you are at the school**.** 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. Shortly after you meet with your teacher to share assessment from Teaching and Learning Segment II, conference with her again to determine the standard and objectives for the interactive read aloud and two, related guided reading lessons. 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. Use the Reading Lesson Plan Format and Scaffold to write the lessons.
3. Complete the reflection/commentary for planning.
4. 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.
5. 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.
6. Complete the reflection/commentary for instruction.
7. 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.
8. Submit your work to Canvas.
9. Rubric will be uploaded to 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).***

**Vocabulary Scratch Offs**

Rationale: It is important that teachers and administrators use a shared language as they develop shared knowledge and understanding about teaching and learning. The two scratch-off vocabulary activities are an interesting spin on a multiple choice test. Other interesting spins;

* + We will select 15 terms as a group.
	+ The test will be written in a case analysis format, pushing you to apply the concepts in a realistic and practical way.
	+ The test will be open book, note, resource.
	+ You will work in collaborative groups. The group will begin with number 1, discuss the potential answer, come to consensus on the answer and scratch off, continue scratching off until correct answer is identified, then move on to number 2 as a group.

**Final Case Study**

Rationale: One of the most valuable routines created by an effective teacher is the one that allow him/her to document student growth during the minute by minute interactions during instruction. This is called assessment FOR learning and includes observations, samples of oral responses, writing samples, running records, etc. Many teachers create assessment binders for each reading group in a class. You are expected to create an assessment notebook or binder for your group of students. You will look across all the assessments documented in your assessment notebook for each of your students and generate a learner profile for each student that includes strengths and needs in oral language and comprehension. Then you will use these individual profiles to create a group profile of strengths and needs. Finally, you will complete the Instructional Implications section for the group as whole. You will turn submit the GROUP LEARNING PROFILE (S/N CHART), Instructional Implications and a lesson plan based on your stated instructional implications on Canvas and your assessment notebook will be checked off in class.

Rubric TBA on Canvas.