

ED PS 5315/6315 Reading Methods I
Phonics and Word Study, K-6
Foundational Skills
Fall 2015

Instructor: Colli R. Lucas, PhD

Email: colli.lucas@utah.edu

Class Held: 2151 SAEC, 7:30 am-10:30 am

Office Hours: By appointment

Course Description:

The purpose of this course is to assist pre-service teachers in learning about early reading development and practices. Pre-service teachers will learn how K-6 children become readers and how they develop and grow as readers. They will learn the developmental process of reading. Specifically, they will learn how teachers can facilitate the developmental process and enhance and enrich students' opportunities to learn how to read. The major areas that will be covered in this early reading course are oral language, phonemic awareness, phonics, spelling, and fluency. Pre-service teachers will learn how to assess, teach, and monitor growth in each of these areas. In addition, pre-service teachers will learn how to accommodate a variety of learners through the use of differentiated instruction.

Field Practicum:

This course contains a field practicum where you will be spending time working with students in a K-12 school setting. If you have not applied and been admitted to a teacher education program, it is your responsibility to obtain a "district level" clearance for \$15.00 - \$20.00 in order to complete your practicum experience (see district contact information below). The Department of Educational Psychology will notify all school districts of the students who are enrolled in a field practicum within their schools. The schools in which you are placed will monitor whether you are in compliance with this requirement. If you have already applied and been admitted to a teacher education program, your state and federal background clearance will be sufficient to allow you to complete your field practicum. All students will be required to obtain both a state and federal background check when applying for admission into a teacher education program.

Davis: (801) 402-5722 or www.davis.k12.ut.us

Granite: (801) 646-5000 or www.graniteschools.org

Jordan: (801) 567-8100 or www.jordandistrict.org

Murray: (801) 264-7400 or www.murrayschools.org

Park City: (435) 645-5600 or www.parkcity.k12.ut.us

Salt Lake City: (801) 578-8599 or www.slk.k12.ut.us

Please contact Private or Parochial Schools directly

If you have questions regarding the practicum please email Carrie DeCoopman @ carrie.faulkner@utah.edu.

Required Texts: All books have been ordered at the University of Utah Bookstore.

1. Honig, B., Diamond, L., and Gutlohn, L. (2013). *Teaching Reading Sourcebook*. Arena Press. Updated 2nd Edition.
2. Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (**5th Edition**).
3. Armburster, B.B., Lehr, F., & Osborn, J. (2003). *Put reading first: The Research Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Department of Education. Available at <http://www.nifl.gov/archive/pfr/about.html>
 ~That will bring you to the National Institute for Literacy page
 ~There are 4 blue tabs on the top of the page, click on the one that says Publications
 ~Under Publication for Educators on the right, click on View Full List at the bottom
 ~The last one that comes up on the bottom is 2001 Put Reading First: The Research Building Blocks for Teaching Children to Read
 ~Download and print that publication
4. You will also be reading articles/chapters that are on Canvas. Please note that additional required readings may be posted throughout the semester. Please refer to the *class schedule* section of this syllabus for a complete list of required readings for each week of class.

Baker, L., Dreher, M. J., & Guthrie, J. T. (Eds.). (2000). *Engaging young readers: Promoting achievement and motivation*. New York: Guilford Press.

Brown, K.J. (1999/2000). What kind of text for whom, when? Textual scaffolding for beginning readers. *The Reading Teacher*, 53, 292-307.

Carlo, M. S. (2011). Best practices in Literacy instruction for English Language Learners. In *Best Practices in Literacy Instruction*. New York: Guilford Press.

Duke, N. K. & Bennett-Armistead, V. S. (2003). *Reading and writing informational text in the primary grades*. New York: Scholastic, Inc.

Morrow, L. M. (2003) *Organizing and Managing the Language Arts Block: A Professional Development Guide*. New York: Guilford Press.

Samuels, S. J. Reading fluency: Its development and assessment. (2002). In *What Research Has to Say About Reading Instruction*. Edited by Alan E. Farstrup and S. Jay Samuels. Third Edition. Newark: International Reading Association.

Sonnenschein, S. & Schmidt, D. (2000). Fostering home and community connections to support children's reading development. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.). *Engaging young readers: Promoting achievement and motivation*. New York: Guilford Press.

Snow, C. E., S. M. Burns, and P. Griffin. (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academies Press

Course Objectives: By the end of this course each student is expected to:

1. Identify and understand the characteristics and components of emergent literacy.
2. Understand the stages of reading acquisition.
3. Identify and understand the characteristics of effective reading teachers.
4. Demonstrate knowledge of the major components of foundational reading skills: oral language, phonemic awareness, phonics, and fluency.
5. Understand the role of motivation in the process of learning to read.
6. Have knowledge of the components that are necessary to create a classroom environment that promotes literacy.
7. Be able to administer and analyze a variety of reading assessments.
8. Be able to make instructional decisions based on the results of reading assessments.
9. Know the relationship between assessment, curriculum, and instructional methods.
10. Understand the process involved in matching students to appropriate texts.
11. Understand how to differentiate instruction.
12. Be familiar with a variety of curricular materials used to enhance literacy instruction.
13. Develop a repertoire of instructional strategies appropriate for each of the core components of foundational reading skills.

International Reading Association Standards for Reading Professionals

IRA Standard: Foundational Knowledge

- 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading processes and instruction.
- 1.2 Demonstrate knowledge of reading research and histories of reading.

- 1.3 Demonstrate knowledge of language development and reading acquisition and the variation related to cultural and linguistic diversity.
- 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, fluency, and motivation) and how they are integrated in fluent reading.

IRA Standard: Instruction Strategies and Curriculum Materials

- 2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing different purposes.
- 2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
- 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

IRA Standard: Assessment, Diagnosis, and Evaluation

- 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
- 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.
- 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different development states and those from differing cultural and linguistic backgrounds.
- 3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

IRA Standard: Creating a Literate Environment

- 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
- 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 4.3 Model reading writing enthusiastically as valued lifelong activities.
- 4.4 Motivate learners to be lifelong readers.

IRA Standard: Diversity

- 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 4.3 Develop and implement strategies to advocate for equity.

IRA Standard 5: Professional Development

- 5.1 Display positive dispositions related to reading and the teaching of reading.
- 5.2 Continue to pursue the development of professional knowledge and dispositions.
- 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- 5.4 Participate in, initiate, implement, and evaluate professional development programs.

Policies and Procedures

Accommodations and ADA:

If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further,

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Honesty:

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in **ALL** your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (please refer to sections IV, V, and VI)

Civility Statement:

This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone. All students are expected to conduct themselves in accordance with the College of Education's Policies and Procedures Governing Academic Performance and Professional Conduct as well as the University of Utah Code of Student Rights and Responsibilities (available at www.admin.utah.edu/ppmanual/8/8-10.html).

FIT Policy

The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), offers a nationally accredited curriculum designed to prepare individuals for the teaching profession. However, satisfying the curriculum, field-based, and testing requirements alone does not ensure recommendation to the state of Utah for a teaching license. Prospective licensure candidates must also demonstrate professional dispositions for teaching in accordance with program, university, state, and national requirements for professional licensure.

Dispositions for teaching are defined as the behavioral and social abilities expected of an education professional. (i.e., UETS, TEAC, CAEP, USOE). Education professionals must possess the maturity required for the full utilization of their intellectual abilities, for the exercise of good judgment, and for the development of effective relationships with students, parents and colleagues. Education professionals must be good communicators and role models and possess qualities of compassion, integrity, concern for others, commitment, motivation and teamwork. Education professionals must develop mature, sensitive and professional and effective relationships with students of all genders, ages, races, lifestyles, sexual orientations, abilities, language, and cultural backgrounds, as well as with their families, with other teachers and administrators, and with all members of the learning and working community. Education professionals must be self-reflective and have the ability to assimilate appropriate suggestions and criticism and, if necessary, respond by modifying their behavior. Education professionals must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the teaching environment.

Actions that violate the standards for education professionals include but are not limited to:

- verbally destructive or inappropriate, physically aggressive and/or unprofessional behavior toward course instructor(s) or teachers, classmates;
- inappropriate, destructive, aggressive, or unprofessional behavior towards instructor(s), classmates, or professionals in the field in writing (e.g., electronic communications by cell phone/text, email, blogging, Facebook, and/or other social network communications).

As a professional preparation program, the UITE reserves the right to recommend or fail to recommend admission into the teacher licensure program based upon a series of stated criteria, including the dispositions for teaching set forth in this policy. Thus, prior to admission to the UITE, students enrolled in licensure course work will be apprised of the Fitness to Teach (FTT) policy. This policy applies to all students completing pre-licensure coursework in the College of Education at the University of Utah.

In the event that a course instructor or clinical placement advisor develops concerns about a licensure candidate's disposition for teaching, those concerns will be presented in writing to the candidate. The candidate may provide a written response to the concerns. The instructor memo as well as the candidate's response (if there is one) is then sent to the FACTE Committee. The Faculty Advisory Committee on Teacher Education (FACTE) will consider the instructor's concerns, the response from the candidate, and write a consensus opinion of the concerns. All documents will be placed in the admissions file of the candidate and reviewed for admission into the UITE.

Rubrics and Guidelines for All Class Requirements

Due dates are given for all assignments. Assignments are due at the beginning of class on the assigned due date. Each student must turn in assignments via Canvas. Papers and assignments that are not turned in by the due date will not be accepted.

Professional conduct

You are also responsible for everything that is covered, distributed, or announced during class. You need to be in class each week! Sometimes there are emergencies, so if an absence is unavoidable, please notify me as soon as possible via email. If you miss class, or are late, you will need to get the notes, handouts, etc. from a friend. I will not re-teach the course over the phone or by email. As the instructor, I will try to foster an environment that is respectful toward all members of the class. At the same time, I expect members of the class to show respect towards me as well as all others in the class.

1. Text Reflection Journal = 110 points (10 points for every day that journals are turned in.)

For each class meeting you have assigned book chapters and/or articles to read. You are expected to have **completed the reading(s) before coming to class** and be ready to contribute to whole-class and small-group discussions and activities. There is a text reflection journal due for each class session. The purpose of the journals is for you to process and reflect on the course readings. You are required to do 11 of the 12 journals. You will submit your journals via Canvas prior to coming to class. The written portion of the journal is worth 5 points. An additional 5 points are earned for coming to class and discussing your journal with classmates. If you are absent, **you may NOT make up these 5 points. No exceptions.**

Your Text Reflection Journal is a place to reflect on the assigned readings. Use this journal to record important ideas and insights, to make connections, to think critically about the implications of what you're reading, and to record potential questions for class discussion. You should also synthesize and highlight what you feel are the most important concepts in each chapter or article. All of these reflections will help you extend your understanding of the topics covered in this class. An active and constructive process like keeping a journal is one of the best ways to learn. Each Text Reflection should be 1-2 pages long, typed, and must cover **each** reading assignment.

You will be evaluated on (1) the thoughtfulness of your reflections, including interesting ideas, speculations, and questions, (2) the clarity of your ideas, and (3) if you reflected on each reading for the day.

2. Midterm Exam (100 points). The exam will be used to assess your knowledge of phonemic awareness, phonics, and fluency. Questions related to any additional topics covered prior to the midterm exam may also appear on the exam. The format of the exam will be essay. **Due November 25 via Canvas.**

3. Teaching Lessons in Class. (20 points). Presentation of Lesson. Each class member will teach one lesson to the class. We will sign up for the lessons on the first day of class. You will be given a lesson plan template and grading rubric in class. **Due Date: See schedule to sign up.**

4. Spelling Lesson (20 points). Students will prepare a spelling lesson using the Words Their Way framework. Students will share their prepared lesson in small groups. **Due November 4.**

5. Presentation of Content (20 points): Review is an essential component of the teaching and learning process. Therefore, in order to ensure that you master the material that is covered in class, we will begin each class with a review of the material covered in class the previous week. The class will be divided into five groups. You will be assigned a week during which you will be required to conduct a 15- minute presentation and lead a brief discussion for one of the five groups. The key points of

the topic must be presented. **Presentations should be no longer than 15 minutes.** At the end of the presentation, you will be required to submit via Canvas (1) a summary of the key points, (2) a list of five discussion questions related to your topic, and (3) a description of any activities used with your presentation. Grading Rubric for the presentations is attached. **Due Date: See schedule to sign up.**

5. Case Study (TWO parts: Assessment & Reflection at 10 points each = 20 points): Highly effective reading teachers use a variety of assessments to determine the literacy needs of their students. They then make instructional decisions based on the results of these assessments. Using one of the many informal assessments that you administer in the accompanying field practicum, ED PS 5316, please (1) explain the assessment in great detail, (2) tell me what knowledge/mastery you are testing for, which component of reading it is, and if this component of reading is important, and (3) why this is a good measure of the skill you are assessing. You will then be asked to analyze the assessment results. You will hand in the assessment that you administer along with a written summarization of the results (**10 points**). In addition, you will be required to write a reflection of one of the lessons that you conduct in the practicum (**10 points**). Guidelines for the Case Study are included at the end of this syllabus. **For those who are not enrolled in the practicum, there is an alternate final project. Due December 9 via Canvas.**

Additional Course Expectations:

College Writing Requirement:

This course is designated as a College Writing Course, and you will be taught and expected to follow proper English grammar and writing conventions. Each paper that you hand in will be expected to meet the following MINIMUM standards:

Papers are to be typed, double-spaced, 1" margins, 12 pt. font size (no fancy fonts!). Your paper must be free of spelling and grammatical errors. If not, you will be asked to rewrite your papers.

Revision Policy:

You will be allowed to revise your journals and lesson(s) until they are done correctly. Papers that do not meet the minimum writing requirements will not be read. Papers that are not turned in by the due date will result in zero points for the lesson or assignment.

Late papers/assignments:

Late papers/assignments will not be accepted. Lessons are due at the BEGINNING of class on the assigned due date and are to be submitted via Canvas.

Grading. Grades are earned and will be given at the conclusion of the course based on the following university guidelines. Please refer to the U of U Student Handbook for students' professional and academic responsibilities.

A = Superior performance, excellent achievement

B = Good performance, substantial achievement

C = Standard performance and achievement*

**** Pay attention to this** General Criteria for Grading Assignments**

<i>Appropriateness</i>	Does my work meet all criteria given on the syllabus and in class?
<i>Evidence of Knowledge</i>	Is it clear from my work that I know and understand the concepts?
<i>Completeness</i>	Have I included all relevant information and ideas?
<i>Clarity</i>	Is my paper organized so that the ideas and information are clear? Do the wording and phrasing of my sentences match the thoughts I am trying to convey?
<i>Professional Presentation</i>	Do I communicate my ideas in a manner reflective of a professional educator?

Caveat: This course is the research behind the components of reading, why these key components are important, and the research behind the most effective methodology. 5315/6315 is a class about HOW we should teach reading. The accompanying field practicum is how you implement these practices one-on-one, which is important to know and understand but not entirely applicable to teaching a full class of 30 children. Teaching one child is completely different than teaching a whole class how to read. Please keep that in mind.

Course requirements:

1. Participation/Journals & Professional Conduct	110 points
2. Lesson Plan	20 points
3. Spelling Lesson	20 points
3. Midterm Exam	100 points
4. Class Presentation	20 points
5. Case Study	20 points
	TOTAL: 290 points

Graduate Assignment:

You will answer additional midterm questions.	+20 points
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Grading scale:

A = 95-100%	C+ = 77-79%
A- = 90-94%	C = 73-76%
B+ = 87-89%	C- = 70-72%
B = 83-86%	D+ = 67-69%
B- = 80-82%	D = 63-66%

**It is the UITE policy that no teacher candidate shall earn less than a B- in this course. If a B- or lower is earned, the said student is automatically dropped from the education program.*

Class Schedule

Note: I reserve the right to make changes to this schedule as deemed necessary. Readings should be completed BEFORE class.

<i>Week/Date</i>	<i>Topic for Discussion</i>	<i>Read in Advance for Class:</i>
Week 1 August 26	Introduction to the course <ul style="list-style-type: none"> ▪ Syllabus, Assignments, ▪ Calendar/Goals for the Semester <i>Presentation Sign ups and guidelines</i>	
Week 2 September 2	Effective Reading Instruction: <ul style="list-style-type: none"> ▪ What is effective teaching of reading? ▪ Stages of Reading Acquisition ▪ Historical Perspectives ▪ Explicit Instruction Read: 1. <i>CORE: "The Big Picture,"</i> pgs. 1-18 Due: Text Reflection Journal 1	
Week 3 September 9	Setting the Stage for Success: <ul style="list-style-type: none"> ▪ Motivation & Engagement ▪ Creating & Sustaining a Classroom Environment that Promotes Literacy ▪ The Importance of Reading Aloud to Children and Shared Reading Read: 1. <i>Baker, Dreher, & Guthrie (2000)</i>	

2. *Duke & Bennett-Armistead (2003)*

3. *CORE: "Comprehensive Reading Model,"* pgs. 743-754

Due: Text Reflection Journal 2

Week 4

September 16

Emergent Literacy:

- Oral Language Development
- Concepts of Print
- Alphabet Knowledge
- Diverse Learners
- Early reading experiences

Read:

1. *CORE: "Print Awareness,"* pgs. 71-82; and "Letter Knowledge," pgs. 83-113

Due: Engaging Classroom Environment presentations

Due: Text Reflection Journal 3

Week 5

September 23

Phonological and Phonemic Awareness

- Stages of development of phonological awareness
- Relationship between phonemic awareness and learning to read
- Assessing phonemic awareness
- Teaching phonemic awareness
- English-Language Learners and phonemic awareness

Read:

1. *CORE: "Phonological Awareness,"* pgs. 115-159

2. Armburster et al--Phonemic Awareness-download

Due: Lesson Presentation

Due: Emergent Literacy & Oral Language Development Presentations

Due: Text Reflection Journal 4

Week 6

September 30

Phonics

- Research on effective phonics instruction
- Assessing Phonics abilities

Read:

1. *CORE*: "Decoding and Word Recognition," pgs. 159-239

Due: Lesson Presentation**Due:** Phonemic Awareness Presentations**Due:** Text Reflection Journal 5

Week 7

October 7

Phonics

- Teaching phonics to struggling readers (Tier II and Tier III)

Read:

1. Armburster et al--Phonics (download
2. Ruetzel

Due: Lesson Presentation**Due:** Phonics Presentations**Due:** Text Reflection Journal 6

Week 8

October 14

Fall Break—No Class

Week 9

October 21

Phonics

- Teaching students to read multisyllabic words
- Irregular word reading

Read:

1. *CORE*: "Irregular Word Reading," pgs. 241-258; "Multisyllabic Word Reading," pgs. 259-318

Due: Lesson Presentation**Due:** Tier II and Tier III Phonics Presentations

<p>Due: Text Reflection Journal 7</p>
<p>Week 10 October 28</p> <p>Spelling Development & Word Study (Bring WTW book.)</p> <p>Read: 1. WTW, Chapters 1, 2, and 3</p> <p>Due: Lesson Presentation</p> <p>Due: Multisyllabic Words Presentations</p> <p>Due: Text Reflection Journal 8</p>
<p>Week 11 November 4</p> <p>Spelling Development & Word Study</p> <p>Read: WTW, emergent, Letter-Name, Within Word, Syllable-Affixes, OR Derivational Relations</p> <p>Due: Spelling Lesson Presentation (Everyone will present this day.)</p> <p>Due: Text Reflection Journal 9</p>
<p>Week 12 November 11</p> <p>Fluency</p> <ul style="list-style-type: none"> ▪ Assessing Fluency ▪ Relationship between fluency and comprehension ▪ Practices that build fluency <p>Read: 1. <i>CORE</i>: "Reading Fluency," pgs. 319-404 2. Armburster et al--Fluency (download) 3. Samuels, 2002</p> <p>Read:</p> <p>Due: Lesson Presentation</p> <p>Due: Text Reflection Journal 10</p>
<p>Week 13 November 18</p> <p>Matching Books to Readers</p> <ul style="list-style-type: none"> ▪ Texts for reading aloud

- Texts for beginning readers
- Texts for transitional readers
- Easy readers
- Authentic texts
- Chapter books

Read:

Readings:

1. Brown, K.J. (1999)
2. Snow, Burns, & Griffin (1998)
3. Sonnenschein & Schmidt (2000)

Due: Lesson Presentation**Due:** Fluency Presentations**Due:** Text Reflection Journal 11

Week 14
November
25

Midterm

Week 15

December 2

Using Technology to Build Foundational Skills**Building a Home-School Connection**

- Struggling Readers
- English-Language Learners

Read:

1. Carlo (2007)
2. Morrow (2003)

Due: Text Reflection Journal 12

Week 16

December 9

Putting it all together

- Organizing the Language Arts Block

Due: Final Project/Case Study

EDPS 5315/6315 LESSON PLAN FORMAT

Name:

Date:

Grade Level:

1. Purpose:

Content Objective: Students Will Be Able To (SWBAT):

2. Reading Instruction Focus: (phonemic awareness, phonics, spelling, fluency)

Choose ONE only.

3. Interesting Texts for Instruction

What text(s) are you using for your lesson? Provide a rationale for why these texts are appropriate for this particular lesson?

4. Student Engagement: What engagement principle(s) are you choosing for this lesson?

_____autonomy, _____collaboration/relatedness, _____competence,
_____conceptual knowledge

Provide a detailed explanation of specifically what you will do to engage your students.

5. Student Activity/Differentiation. What will your students be doing to meet the purpose of your lesson?

What my students are actually DOING:

How will you differentiate your instruction for diverse/struggling/gifted readers?

6. Writing/Communicating/Assessment: How will you know students have met the purpose of the lesson? What will students be doing to record their understanding?

7. Reflection: What were the strengths and or areas of refinement of this lesson. Given what you taught in this lesson, what would be the VERY NEXT thing you would teach?

EDPS 5315/6315 Lesson Plan GRADING Rubric

Name: _____

Lesson Focus: _____

I will be using the following Grading Rubric for your Lessons. Each Lesson reflection will be worth a possible 20 points. You may revise the lesson one time for additional points, if necessary.

I. The student has a clear purpose for the lesson.

4. The lesson's objective is clearly stated and is appropriate for the target audience. All components of the lesson plan relate to and reinforce the purpose of the lesson.
1. The lesson's objective stated but is not clear, not relevant, not complete, or missing entirely.

II. The student appropriately reflects on the strengths and/or areas of refinement of the lesson (or part of the lesson) and provides recommendations for where to go next (if applicable).

2. Strengths and/or area(s) that may need refining are correctly identified and supported with specific examples from the lesson, and realistic alternatives are suggested, if changes need to be made.

1. Strengths and/or areas of refinement are not identified, and/or realistic alternatives are not identified well for trouble spots.

III. The student appropriately demonstrates understanding of the relationship between curriculum, instruction, and assessment as evidenced by appropriately planned strategies, engagement principles, and meaningful activities to accomplish the lesson's objective.

8. Student demonstrates how to select appropriate strategies, appropriate text, engagement principles, and meaningful activities that accomplish the lesson's objective. Student's assessment and reflection are documented as evidence.
4. Student lacks demonstration of understanding of ONE of the following: curriculum, instruction, or assessment of the lesson by not appropriately selecting any of the following: strategies, text, engagement principles, or formative assessment.
0. Student fails to demonstrate understanding of curriculum, instruction, or assessment of the lesson by not appropriately selecting more than one of the following: strategies, text, engagement principles, and/or formative assessment.

IV. The student clearly has a sense of where to go next in the lesson, regardless of execution.

4. The student has a very clear sense of where to go next in the lesson based on what happened in the lesson that was taught. (Note: the lesson does not have to go perfectly!!)
2. The student may have a sense of where to go next in the lesson that may or may not work. OR Student has a general idea of where to go next.
0. The student didn't mention where they would go with the next lesson.

V. The paper is free of all spelling, punctuation, and grammatical errors.

2. The student has edited the paper, cleaning up all spelling, punctuation, and grammatical errors.

1. The student has edited the paper, cleaning up most of the spelling, punctuation, and grammatical errors.
0. The paper still has many errors with spelling, punctuation, and/or grammar.

EDPS5315/6315 – Reading Methods 1
Group Presentation Guidelines

Name: _____ Date: _____

Topic: _____

Group Members: _____

Area	Description	Points
Focus on Topic	You are required to conduct a 15-minute presentation and discussion of the topic. For the duration of the 15-minute group discussion, you must use effective eye contact, gestures, and vocal variety to keep the group on task and focused on the topic	/2
Summary of Key Points	Begin your presentation by explaining that the purpose of your presentation, which is to review the important information from the week before. Then summarize the key concepts from the previous week, tailoring your pacing and explanations to meet the needs of your group members. You are required to hand in a written summary of the topic. The summary should include all of the key points related to the topic. Information on the topic addressed in the required readings as well as during the lecture must be summarized. Your work must be original and not copied directly from the readings and/or lecture notes that I have distributed in class. The summary must be typed using a 12-point font and must be double-spaced.	/5
Discussion Questions	Develop a list of at least 5 questions that you will use as the basis for your group discussion. The questions must be related to the topic and include both literal and inferential questions. Remember to include questions based upon both the required readings on the topic as well as the areas covered during class. The development of these questions will help you to engage the group in a discussion of the topic and, therefore, help to promote the development of a deeper conceptual understanding of the topic. You must turn in a typed list of the 5	/3

	questions.	
Personal Reflection	You are required to write a 1-page reflection on the topic. This is a personal reflection. Therefore, this portion of the assignment is open-ended. However, you may want to consider the following: How will what I've learned about the topic be applicable in a real classroom environment? What did I learn about the topic that I did not previously know? What questions do I still have related to the topic? You are not required to answer these questions in your personal reflection; the choice on how to approach this section is yours.	/5
Total		/15

EDPS 5315 GRADING Rubric for Case Study

Part One (10 points): Highly effective reading teachers use a variety of assessments to determine the literacy needs of their students. They then make instructional decisions based on the results of these assessments. Using one of the many informal assessments that you administer in the accompanying field practicum, TL 5316/ 6316, please:

1. Explain the assessment in great detail.
2. Tell me what knowledge/mastery you are testing for, which component of reading it is and if why component of reading is important.
3. Explain why this is a good measure of the skill you are assessing.
4. You will then be asked to analyze the assessment results.

You will hand in the assessment that you administer along with a written summarization of the results (**10 points**). In addition, you will be required to write a lesson that you conduct in the practicum to address one or more needs found in the assessment (**10 points**). Guidelines for the lesson and accompanying reflection portion are below in this syllabus.

Due: June 18, 2014

Part Two (10 points): Create a lesson plan to address one or more needs of your student you identified through the assessment. I will be using the following Grading Rubric for your Lesson Reflection. Each Lesson reflection will be worth a possible 10 points. You are to reflect on what **YOU** did as a teacher: **your** strengths (as a teacher) and **your** weaknesses (as a teacher) are to be identified in your implementation of your lesson that you taught. Be extremely explicit; tell me exactly what you did in the lesson (section 1), what your strengths were in your teaching and why (section 2), what your weaknesses were in teaching, why, and what you will do next time to fix them (section 3), and then based on the child's success with the lesson, what exactly you will do next time (section 4). Again, be extremely explicit! Please organize your reflection by the following sections:

1. You are to provide a sufficient lesson plan description so that I can read it and understand what you did. This part should include (1) your purpose/focus of the lesson and (2) a description of what happened, what you did, how the student responded, what materials or text you used. Paint a picture so I can see what you taught and what you said and did. 2 points.

2 points: The lesson is explained well with enough depth so that someone can understand what the teacher did.

1 point: The lesson is adequately explained.

0 points: The lesson plan doesn't make sense. It is unclear what the teacher did.

2. You are to appropriately reflect on the strengths that you, as a teacher, displayed in the lesson and explain why the lesson went well. Think about how your student responded. Did he/she understand your focus or purpose?

How do you know it was your strength? What did you do well (as a teacher)? 2 points.

2 points: Major strengths are identified, and excellent reasons are provided for those strengths.

1 point: Major strengths are identified, and adequate reasons are presented.

0 points: Strengths of the lesson or reasons for strengths are not clear.

3. You are to appropriately reflect on two weaknesses that you, as a teacher, displayed in the lesson and explain how to make your lessons better. What didn't go so well with your teaching/implementation of the lesson? What were your stumbling blocks? What was difficult, or what happened that you didn't anticipate? (You must have a minimum of two (2) identified weaknesses). 4 points (2 points each).

4 points: Major weaknesses are correctly identified, and excellent alternatives are suggested.

2 points: Weaknesses are identified, and alternatives are presented.

0 points: Weaknesses are not identified, and/or alternatives are not identified well.

***** (weaknesses MUST be identified) = 4 points possible for this section*****

4. Show me that you clearly have a sense of where to go next in the lesson. So now what? Where will you go next? What can you do tomorrow or next week or next time that will move this student forward? What is your next plan? Is this an appropriate step and why? 2 points.

2 points: The student has a very clear sense of where to go next in the lesson based on what happened in the lesson that was taught.

1 point: The student has a sense of where to go next that may, or may not, work.

0 points: The student does not have a sense of where to go next in the lesson.

Alternative Final Project

Purpose: to create a plan for implementing all of the important components of reading instruction: oral language development, phonological and phonemic awareness, phonics (spelling), fluency, vocabulary, comprehension, and motivation.

Directions: Write up a plan for how you plan to organize your reading instruction. Your plan should include a break down of your language arts block (i.e, how much time you will devote to each literacy component and how many times a week you will spend time on that component). Also, provide two or three specific examples for each of the components of activities you will do to teach that component. Attach the materials you will need to do the activities. You may work individually or in a group. Use the following checklist to help you develop and self-assess your final project.

_____ Your final unit includes a description of all the important components of reading instruction.

_____ Your descriptions of the components are detailed enough that I have a complete picture of how you plan to implement each component.

_____ Your unit includes a step-by-step description of 2 or 3 activities for each component.

_____ Your unit includes all the necessary materials needed to teach the activities you have planned.

_____ Your unit includes time allotments for how much time you will spend daily/bi- or tri-weekly/weekly on each of the components of reading instruction.

_____ Your unit includes time allotments for each of the activities.

_____Your unit includes a thorough description of what you plan to do to motivate your students intrinsically (e.g., build their competence, sense of autonomy, and feelings of relatedness).

_____Your unit is authentic and realistic. In other words, your unit is a description of what you actually intend to do in your classroom and that you can realistically do.

Note: This is a checklist, so you know that as long as you have each piece included, you will earn full credit on this project. I am happy to read your projects along the way to provide guidance and feedback. I will read your projects as many times as you need me to.