

**ED PSYCH 5350/6351—Advanced Reading Methods
Fall Semester, 2014**

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Office hours: After class or by appointment. Email is the easiest way to communicate. **Office:** SAEC 3320

Class held: Wednesdays, 10:45 a.m.– 1:45 p.m.

Location: SAEC 3155

Course Description:

This course builds on EDPS 5131, which focuses on K-3 readers, and EDPS 5320, which focuses on grades 4-6 readers. This is a reading methods course in advanced reading instruction. This course stresses the importance of scientifically-based reading research and exemplary reading instruction. This course also focuses on contextually grounded, developmentally appropriate instruction, which includes such issues as lesson planning, unit design, continuous assessment, grouping, integrating instruction, and all elements inclusive in a reading program that meets the needs of *all* students, including those who are struggling, as well as linguistically and culturally diverse students. Students will learn about research-based principles for creating engagement in reading. Lifelong learning in literacy instructional approaches will be stressed.

Course Objectives:


By the end of this course, each student is expected to have accomplished the following. Students will be able to:

- ✓ Identify principles of explicit reading instruction by observing classroom teachers and completing in-class study guides.
- ✓ Implement principles of explicit reading instruction through writing, planning, and implementing lesson plans with elementary students.
- ✓ Identify and apply the principles of creating reading engagement for all students, grades 1-6.
- ✓ Recognize and teach key reading strategies and engagement principles for elementary grade levels.
- ✓ Apply four levels of assessment to meet the individual needs of all students.
- ✓ Make instructional decisions based on assessment of students' needs and background knowledge.
- ✓ Teach for student understanding of concepts in each lesson through explicit and tiered instruction.
- ✓ Know and apply the relationship between assessment, curriculum, and instructional methods as demonstrated in lesson planning, explicit teaching, differentiation for students' needs, and reflection of these lessons.
- ✓ Examine reading instruction in the classroom including how that instruction is extended to involve families and communities.
- ✓ Complete a term project.

Required Texts & Materials:

1. Almasi, J.F., & Fullerton, S. K. (2012). *Teaching Strategic Processes in Reading: 2nd Edition*. New York, NY: Guilford Press. Available at U of U Bookstore.
2. Morrow, L. M., & Gambrell, L. B. (Eds). (2011). *Best Practices in Literacy Instruction, 4th Edition*. New York, NY: Guilford Press. Available at U of U Bookstore.
3. Articles as assigned (available on CANVAS).

Materials:

1. You will need 3-4 File Folders  to use when turning in Lesson Plans. Folders may be any color. Your name MUST be on the TAB.
2. You will need sticky notes to use while you read. Each week you will respond to the assigned readings by taking notes and marking your text. Sticky notes provide a way for you to preserve your notes.
3. A hard OR an electronic copy of the Utah State Office of Education Core Standards for English Language Arts for the grade level you teach. Refer to: <http://schools.utah.gov/CURR/langartelem/Core-Standards/ELABWStandards.aspx>

State Core Standards:

This course meets many of the Utah Core Standards. We will be talking extensively throughout the semester about *HOW* and *WHY* standards are met with the principles taught in this course. The following is a list of the College and Career Readiness Anchor Standards: (Note: The standards for each individual grade level are more specific than these CCR Anchor Standards).

1. College and Career Readiness Anchor Standards for Reading:

A. Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

B. Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

C. Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

D. Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

2. College and Career Readiness Anchor Standards for Writing:

A. Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

C. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research

D. Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

3. College and Career Readiness Anchor Standards for Speaking and Listening:

A. Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

B. Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

4. College and Career Readiness Anchor Standards for Language:

A. Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

C. Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

These College and Career Readiness Anchor Standards are broken down further by individual grade level. The course will show students how to make instructional decisions that meet CCSS at individual grade levels through lesson planning and delivery.

Rubrics and Guidelines for All Class Requirements

1. Participation and professional conduct: 📖 (75 points total). For each class meeting you have assigned book chapters and/or articles to read. You are expected to **complete the reading(s) before coming to class** and be prepared to contribute to whole-class and small-group discussions and activities. We WILL use your reflections and notes during our class discussions each week.

Weekly Text Reading and Response= 55 points (5 points for every week x 11 reflections.)

This is a class where you need to read to learn. The assigned readings will help you deepen your knowledge AND APPLY it in the classroom. As you read, you need to MAKE CONNECTIONS to WHAT YOU ARE DOING in the classroom. You will **reflect on and question or make your own personal notes on each** reading assignment. Use post-it notes to record your questions, connections and ideas. This note taking process will help you focus on what YOU LEARN and

allow you to APPLY it in your teaching. BRING your BOOKS and notes to class EVERY WEEK. They will be used during class discussions and activities.

If you are absent, you may not make up these points. But, keep in mind that the goal of reading and note taking is not to get points; the goal is to use the reading to help you plan effective lessons and become a more effective teacher of reading.

Professional conduct = 20 points

The expectations in this class are very high. You are responsible for everything that is covered, distributed, or announced during class. You are expected to arrive at the beginning of each class time and attend the full class period. I understand that sometimes there are emergencies. 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 or provided handouts from a class-friend. I will not re-teach the course by email. And yes, when you miss, you WILL miss A LOT of information

*****Cell phone policy***** All students are expected to conduct themselves in accordance with the *College of Education 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).

2. Classroom Video Observations 📺. Each Observation is worth 5 points = 35 total.

You will have the opportunity to view real classroom instruction of explicit reading instruction in the areas of phonics, fluency, comprehension, vocabulary, and intervention with struggling readers. You will also see instruction with both informational and narrative texts. You will see instruction for diverse student populations. These classroom observations are **very important** to the overall course objectives and CANNOT be made up if missed. NO exceptions. **Dates for classroom video observations are indicated on the course schedule. Each Video Observation will be completed IN CLASS and handed in for credit at the end of class.**

3. Four Classroom/Student Observations: 📋 (40 points total).

(1) Classroom Reading Observation Survey (PRE) is due **September 17**.

(2) Classroom Reading Observation Survey (POST) is due **December 3**. This survey is on pages 9-12 of the syllabus.

(3) Assessment Survey on pages 12-13 of the syllabus due **September 17**.

(4) Individual Student Interview/Assessment of Strategic Processing is due **September 17**. Questions for the student interview are in Chapter 4, page 90 of *Teaching Strategic Processes in Reading*. This will only be given to one student (more if you choose).

4. Teaching Lessons 📁 (15 points each). You will plan, teach, and assess/reflect on **THREE, complete, strategic reading lessons** in your site classroom. You have FOUR CHOICES for lessons. But, you will ONLY TEACH and TURN IN THREE LESSONS. The purpose of these lessons is to help you understand and implement the relationship between formative assessment, instructional strategies with explicit instruction, and reading curriculum content. These lessons will be focused on "regular and current" classroom reading instruction in your site classroom. You will be planning and then teaching lessons that focus on: phonemic awareness (grades K-1), phonics, fluency, writing, reading comprehension strategies, reading in the content* areas, and vocabulary instruction. *You may combine these content lessons to accommodate other classes' teaching requirements. **See Lesson Plan page 7 and Grading Rubric on page 8 of syllabus.**

Due dates for these lessons are:

Lesson 1 Comprehension: Due October 8

Lesson 2 PA/Phonics, or Writing: Due November 5

Lesson 3 Vocabulary-Text Talk Due: November 12

Lesson 4 Fluency Due: November 19.

(3 at 15 pts. = 45 points total for undergrads.) All revisions must be submitted on/before Dec 10.

NOTE: ED PS 6351 Students: You will teach and turn in ALL FOUR LESSONS. For your 4th lesson, you may teach Fluency or any of the alternatives you didn't choose for Lessons 1-3. **(4@15= 60 points total).**

5. Term Project (35 points). You may **choose ONE** from the following TWO options for your term project. For option #1 you may choose to work alone, or with a partner/small group (4 in a group maximum). If you work with a partner/small group, your grade will be based on your team grade and an individual grade. Option #2 is an individual option only. No partners/teams allowed.

1. Plan, design, and create a **Family Literacy Bag** (any grade level) using Utah CORE Standards for one content area (SCI/SS) (include alignment with state standards). Your bag must include everything that would be sent home with the kids.

2. Complete a **take home exam** that covers all of the content in your reading courses (5131, 5315, & 5320)

NOTE: ED PS 6351: You will have a research-based writing component to your project. See Rubric.

Term Projects/Exam will be presented in class on Dec. 10; DUE electronically on December 12 by 4:00 p.m. Please submit electronically ONLY. See Rubric and guidelines for this project. Guidelines will be given on Canvas and discussed in class in early November.

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:

All papers (unless specified otherwise) 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.

Revision Policy:

The purpose of revising is to LEARN how to teach lessons correctly. We will be very explicit about the lessons. You will have an opportunity to revise your lessons for additional points, if necessary. When you turn in your lessons, make sure they are typed and free of spelling and grammar errors. Papers that do not meet the minimum writing requirements will not be read, resulting in zero points.

Late papers/assignments:

Lessons are due at the BEGINNING of class on the assigned due date. Late papers (e.g., unexcused absences) will lose 1 point per day they are late, beginning with the day they are due. I do not accept emailed lessons unless prior arrangements have been made. When you miss class, you miss out on discussions, feedback, etc. This cannot be made up.

Accommodations and ADA:

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)

Knowledge and Skills for Classroom Teachers: International Reading Association (IRA) Standards for Elementary Classroom Teachers (2010). This course meets the following IRA standards:

Standard 1: Foundational Knowledge

1.1 Understand major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Standard 2: Curriculum and Instruction

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Standard 3: Assessment and Evaluation

- 3.1 Understand types of assessments and their purposes, strengths, and limitations.
- 3.3 Use assessment information to plan and evaluate instruction.
- 3.4 Communicate assessment results and implications to a variety of audiences.

Standard 4: 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.

Standard 5: Literate Environment

- 5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
- 5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
- 5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
- 5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Standard 6: Professional Learning and Leadership

- 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
- 6.4 Understand local, state, or national policy decisions.

Grading. Grades are earned, based on criteria below. Grades are determined 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 these**** General Criteria for Grading Assignments

<i>Appropriateness</i>	Does my work meet all criteria given on the syllabus and in class? Did I follow the directions and requirements for the assignment?
<i>Evidence of Knowledge</i>	Is it clear from my work that I know and understand the concepts? Is there written evidence from what I turn in, that the principles required make sense to me and I am able to communicate this knowledge in written form?
<i>Completeness</i>	Have I included all relevant information and ideas? Have I completed ALL the requirements? Are all the pieces in place? Does what I turn in make sense? Did I attach rubrics to my lesson plans? Is it typed?
<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? Is my language professional? Is my language academic?

Course requirements:

	Undergrad	Graduate
1. Class Participation and professionalism	75 points	75 points
2. Classroom Reading Observation Survey (PRE)	10 points	10 points
3. Classroom Reading Observation Survey (POST)	10 points	10 points
4. Classroom Assessment Survey	10 points	10 points
5. Student Interview	10 points	10 points
6. Lesson Teaching Assignments: 3 lessons @ 15 points each	45 points	60 points (4 lessons x 15)
7. Video Observations: 7 @ 5 points each	35 points	35 points
8. Family Literacy Bag or Exam	35 points	45 points (research included)
TOTAL:	230 points	255 points

Grades will be assigned as follows: 95% & Up, A; 90-94.99%, A-; 87-89.99%, B+; 83-86.99%, B; 80-82.99%, B-; 77-79.99%, C+; 73-76.99%, C; 70%, C-; Below 70%, F (Personal scale may vary.)

EDPS 5350/6351 LESSON PLAN (Type right into the form; boxes will expand.)

NOTE: Ask your site teacher for guidance and appropriate text(s) to use. Lessons must be purposeful, based on data, have clear and appropriate learning goals for the students you are teaching, and aligned with the state core standards at the grade-level you are teaching.

Name:

Date:

Grade Level:

1. INTRODUCTION

Purpose of the lesson:

Learning goal formula: **SWBAT: Learning behavior** (verb from taxonomy level locator) + *content (what you will assess)* + *strategy (means)* + conditions.

(e.g., SWBAT: **identify** 6 features of plants by asking questions and observing with small groups.

Learning Goal written on the board:

Utah State Standards covered:

2. EXPLICIT READING STRATEGY INSTRUCTION FOCUS:

Interesting/appropriate TEXTS for lesson purpose:

Text the teacher reads aloud to students:

Text the students read with teacher support or independently:

Teacher MODELING and SCAFFOLDING: (this will include declarative, conditional, and procedural knowledge of any strategies)

GUIDED PRACTICE: (teacher and students together)

INDEPENDENT PRACTICE: (students on their own or with a partner)

3. READING ENGAGEMENT: What engagement principle(s) are you choosing for this lesson?

_____choice, _____collaboration, _____building concepts, _____relevance/real world interaction _____challenge

Briefly describe HOW you will engage your students in this lesson.

4. DIFFERENTIATION. How will you simplify or provide challenge for students who need it?

5. WRITING/ASSESSMENT TOOL: How will you know that your students understand your purpose? What will students be *doing* to demonstrate their learning? (assessment tool).

6. REFLECTION: Based on this lesson, what is your *very next step* of instruction?

ED PS 5350/6321 Lesson Plan Grading Rubric

NOTE: Undergrads—YOU ONLY TURN IN THREE LESSONS. You choose WHICH three.

NOTE: Grad students: YOU will turn in ALL FOUR Lessons.

Please staple this rubric to the front of your typed lesson plan.

Remember to turn in lesson plans in a file folder that has your name on the tab.

Name: _____ Lesson # _____ Lesson Focus: _____

I will be using the following Grading Rubric for your Lessons. Each Lesson will be worth a possible 15 points. If you do not earn 15 points, you may revise your lesson ONCE to meet the point requirement. Revisions must be turned in on/before December 10th.

I. The student provides clear objectives that follow the SWBAT formula.

- 2. The lesson's objective is clearly stated in the appropriate SWBAT formula. State Standards included.
- 1. The lesson's objective is purposeful and relevant, but not in the SWBAT formula or standards not included.
- 0. The lesson's objective is not clear, not relevant, not complete, or missing entirely. Standards not included.

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. Student reflects on the lesson taught, students' reactions, etc. Strengths and/or area(s) that may need refining are correctly identified and realistic alternatives are suggested.
- 1. Student's reflection is minimal. Strengths and/or areas of refinement are not clearly identified, and/or realistic alternatives are not identified well for trouble spots.
- 0. Strengths and/or areas of refinement are not addressed.

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

- 9. Student clearly demonstrates knowledge of explicit, strategic instruction. 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.
- 5. Student lacks demonstration of understanding of ONE of the following: curriculum, explicit strategic instruction, **or** assessment of the lesson by not appropriately selecting one of the following: strategies, text, engagement principles, or formative assessment.
- 1. Student fails to demonstrate understanding of curriculum, explicit strategic 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.

- 2. The student has a very clear sense of where to go next (tomorrow) in the lesson based on what happened in the lesson that was taught. (Note: the lesson does not have to go perfectly!!)
- 1. The student has a general idea of where to go next, but this may or may not work.
- 0. The student does not have a sense of where to go next in the lesson or does not address this point.

Total: _____/15 points

EDPS 5350/6351 Classroom Reading Observation Survey

DUE: September 17 (PRE) and December 3 (POST)

Hint:  Take notes on a piece of paper with a timeline, THEN **type** onto this form.

YOUR Name: _____ **STE's Name:** _____

Date Observed: _____

Time Observed : _____ (You should observe for at least an hour, if not the entire a.m. literacy block.)

Grade level Observed: _____

Please observe your classroom STE's reading instruction and mark all that apply. You are looking for evidence of any of the following reading principles, as well as evidence of explicit instruction. Depending on grade level, you may or may not see some of these things.

Please type your comments and attach to this sheet when handing in assignment.

1. Phonemic Awareness. Mark all the levels of phonemic awareness instruction you notice.

<u>Level of P.A.</u>	<u>Time spent on this:</u>
_____ rhyiming	_____
_____ onset/rime	_____
_____ blending	_____
_____ segmenting	_____
_____ manipulation	_____

For any that you marked, provide examples of the instruction.

Evidence of explicit phonemic awareness instruction:

2. Phonics/Decoding Instruction. Mark all the kinds of phonics or decoding instruction you notice.

<u>Level of Instruction:</u>	<u>Time spent on this:</u>
_____ word level	_____
_____ syllable level	_____
_____ onset/rime level	_____
_____ individual letter level	_____

For any that you marked, provide examples of the instruction.

Evidence of explicit phonics instruction:

3. Fluency. What evidence of fluency instruction did you notice?

_____ repeated readings

_____ teacher explicitly models components of fluent reading (i.e., rate, expression, accuracy)

_____ students read along with books on tape

_____ partner reading for purposes of fluency

_____ students reading books at their independent or instructional level

How much time was spent on fluency instruction?

Provide an example of the fluency instruction you observed.

Evidence of explicit fluency instruction:

4. Vocabulary Instruction

- _____ word meaning focus
- _____ word pronunciation focus
- _____ isolated word list
 - _____ before reading
 - _____ during reading
 - _____ after reading
- _____ words taught in context of connected text
 - _____ before reading
 - _____ during reading
 - _____ after reading
- _____ words looked up in dictionary
- _____ words written in sentences
- _____ words discussed in multiple context(s)

How much time was spent on vocabulary instruction?

Provide examples of the vocabulary instruction you observed.

Evidence of explicit vocabulary instruction:

5. Comprehension Instruction:

- _____ listening comprehension (students listen to a story that is read aloud and are asked questions)
- _____ questioning
- _____ retelling story
- _____ explicit instruction
- _____ strategy instruction: which strategy(ies) was (were) taught? _____
- _____ activated background knowledge
- _____ previewed text
- _____ predictions
- _____ narrative text
- _____ informational text
- _____ whole class instruction
- _____ small group instruction
- _____ 1:1 instruction
- _____ before reading activity
- _____ during reading activity
- _____ after reading activity
- _____ writing as a response to reading text

How much time was spent?

Provide examples of the comprehension instruction you observed.

Evidence of explicit comprehension instruction:

6. Writing Instruction:

- _____ morning message
- _____ interactive writing
- _____ teacher modeling writing
- _____ writing as a response to reading
- _____ writing narrative or informational pieces or poetry
- _____ teacher-directed writing prompts
- _____ journal writing: what is the purpose of the journal? _____

- _____ writing process instruction
- _____ brainstorming ideas
- _____ drafting
- _____ revising
- _____ editing
- _____ publishing
- _____ 6 +1 traits: which trait (s)? _____
- _____ letter writing

How much time was spent writing?

Provide examples of the writing instruction you observed.

Evidence of explicit writing instruction:

7. Reading Engagement Principles: Did you observe any of the following engagement principles? If so, please describe what you observed.

- _____ learning goals
- _____ performance goals
- _____ student choice, autonomy
- _____ opportunities for students to be in-control of their learning
- _____ real-world interaction
- _____ interesting texts
- _____ variety of texts
- _____ strategy instruction
- _____ what kinds of strategies?
- _____ teacher involvement
- _____ social collaboration
 - _____ how are students collaborating?
 - _____ competition
 - _____ social comparison
- _____ rewards
- _____ praise
- _____ evaluation

Evidence of explicit motivation instruction:

EDPS 5350/6351—Advanced Reading **Classroom Assessment Survey—DUE September 17**

Purpose: to observe and gather evidence of how assessments are administered to screen, diagnose, and monitor all students, as well as to determine if assessment data contributes to planning and guiding instructional decisions about differentiated instruction. Evidence may be gathered either through your actual observation of assessment administration or through information obtained through conversations with the classroom teacher. Include date of observation and amount of time spent observing.

1. Does the teacher use appropriate formal *screening, diagnostic, progress monitoring* and *outcome* measures to guide instruction?

What formal assessment measures are used to periodically *screen all* students?

☐ state required measures

☐ district mandated measures

Specific assessments titles:

What formal assessment measures are used to *diagnose* and *monitor* students scoring below the level of proficiency?

☐ state required measures

☐ district mandated measures

Specific assessment titles:

2. Does the teacher gather and use informal assessment measures to inform instruction on a regular basis?

What informal assessment measures does the teacher gather and use?

☐ student artifacts

☐ observation notes

☐ running records

☐ inventories

☐ checklists

☐ rating scales

☐ rubrics

☐ performance and portfolio assessments

☐ student participation

☐ peer and self-evaluation

☐ group discussion

☐ individual conference

Other (please specify):

3. Does the teacher communicate students' assessment results to parents on a regular basis? If so, how often and in what format?

☐ report card

☐ letter or note home

☐ parent-teacher conference

☐ portfolio display

☐ individual data chart

☐ parent newsletter

☐ back-to-school night

Other (please specify):

4. Does the teacher use results from both formal and informal assessments to evaluate the effectiveness of his/her instruction? If so, how and what evidence do you have?
5. How does the teacher use assessment data to inform, plan and differentiate instruction to improve student progress?
6. Does the teacher participate in grade-level and school-wide meetings to analyze assessment data and identify appropriate instructional needs and modifications? If yes, explain:
7. Does the classroom teacher participate in professional development to learn how to incorporate assessment practices in his/her classroom? If so, how often, and for what purpose(s)?

Course Schedule— (subject to change)

Textbook Abbreviations: BP=Best Practices TSP=Teaching Strategic Processes. Note: chapters WILL be out of order.

Week/Date	Topic(s) for Discussion or Observation	Read and Respond to chapters BEFORE class.
<i>Week 1</i> August 27	Course Introduction —Beginning with the end in mind: EQs: How do we become successful strategies teachers? How do we teach our students to THINK? <ul style="list-style-type: none"> Why is it important? What does research say about it? What are the elements of strategic reading instruction? How does this course prepare you to be a strategies teacher? How does research-based best practice align with the new Utah State Core Standards? 	Read and Respond in class: TSP: Chapter 8 (Keeping the End in mind...)
<i>Week 2</i> September 3	EQ: What does it mean to be a strategic reader? <ul style="list-style-type: none"> Components of being strategic and why it's so important to teach How CCSS help us focus instruction on strategic processing What are the research-best best practices in literacy? Critical elements of Strategies Instruction Strategic Lesson Plan Components Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapter 1 TSP: Chapters 1 and 2
<i>Week 3</i> September 10	EQ: What are responsive teaching frameworks within Response to Intervention? <ul style="list-style-type: none"> What is responsive teaching? What is RTI? Three tiers of instruction? Helping students inside and outside of the classroom <ul style="list-style-type: none"> Video Observation—Explicit Instruction (1) Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapter 2 TSP: Chapter 3 Due: Video Observation 1
<i>Week 4</i> September 17	EQ: How do we use formative assessment to inform our strategies instruction? <ul style="list-style-type: none"> Planning & Teaching for student understanding: 4 levels of assessment Small-group assessment rotations Student Interviews Whole class observation surveys Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapter 13 TSP: Chapters 4 Due: <ul style="list-style-type: none"> Classroom Reading Observation Survey (PRE) Classroom Assessment Survey Student Interview (Bring these 3 documents to class)
<i>Week 5</i> September 24	EQ1: What are best practices in motivating students to read? <ul style="list-style-type: none"> Engaging students at all grade levels Easy, low-prep ways to truly engage students in learning Content Literacy—teaching to LOVE learning about content? EQ2: How are we explicit when teaching narrative <u>and</u> informational text features vs. info text structures? <ul style="list-style-type: none"> Video Observations <ul style="list-style-type: none"> Info and Narrative Text structures (2 and 3) Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapters 7 and 14 Guthrie Article- on Canvas Due: Video Observations 2 & 3
<i>Week 6</i> October 1	EQs: Why do students struggle with comprehension? What is the strategic instruction that enhances comprehension? <ul style="list-style-type: none"> Video Observations— <ul style="list-style-type: none"> Monitor and Clarifying (4) Questioning (5) Preparation for Comprehension Lesson, based on assessment Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapter 10 TSP: Chapters 5 and 6 Due: Video observations 4 & 5 Bring: appropriate text for target student(s) for comprehension lesson
<i>Week 7</i> October 8	EQ: What is Best Practice in teaching Phonological Awareness & Phonics? <ul style="list-style-type: none"> Phonological Awareness, Word Study, Decoding Writing development Alignment with State Core Standards @ specific grade level Preparation for PA/Phonics or Writing Lesson 	Read and Respond to: BP: Chapters 3, 8, and/or 12 (choose 1) TSP: Chapters 7 Due: Lesson Plan 1: Comprehension (use lesson template syllabus pg. 7). Attach blank rubric (syllabus pg. 8)








<i>Week 8</i> October 15	FALL BREAK—NO CLASS	
<i>Week 9</i> October 22	EQ: What is best practice in teaching fluency? What is a Text Talk? <ul style="list-style-type: none"> • Video Observations— <ul style="list-style-type: none"> ◦ Fluency (6) ◦ Vocabulary (7) • Alignment with State Core Standards @ specific grade level 📖 Preparation for Vocab & Fluency Lessons 	Read and Respond to: BP: Chapters 9, 11, and 12 Article: Cooter. R. (1999) – on Canvas Due: Video observations 6 & 7 📅 📖 Bring: appropriate text(s) for lesson planning for vocab and fluency
<i>Week 10</i> October 29	TEACHING IN THE FIELD ALL WEEK—NO CLASS Plan to teach 2-3 lessons this week! Organize and use your time wisely!	
<i>Week 11</i> November 5	EQ: How do we teach struggling readers and ELLs to be strategic? <ul style="list-style-type: none"> • Research best ways to help struggling readers, ELLs or older children who struggle with reading • How struggling with reading affects motivation and how to engage ELLs and older struggling readers • Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapters 4 and 5 📁 DUE: Lesson Plan 2: PA, Phonics OR Writing (Attach blank rubric)
<i>Week 12</i> November 12	EQs: What is best practice for promoting Parent-Teacher Partnerships? What does your school do to promote family & community involvement in literacy? <ul style="list-style-type: none"> • School Group Presentations on Family/Community Literacy ideas • Family Literacy Project Guidelines: How to use the Utah CORE and CCSS to plan and create your Family Literacy Project • Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapters 18 Read: Darling, S. (2005) and Paratore, J. R. (2007) – on Canvas 📁 DUE: Lesson Plan 3: Vocab or Text Talk Lesson (Attach rubric)
<i>Week 13</i> November 19	EQ: How do we organize our instructional time for the most effective strategies instruction? <ul style="list-style-type: none"> • Organizing the Literacy Block • How to use flexible groups to meet <i>ALL</i> students' needs • How to develop routine and create schedules to maximize learning • Strategies instruction across a day and a week • Alignment with State Core Standards @ specific grade level 	Read and Respond to: BP: Chapters 17 TSP: Chapter 9 📁 DUE: Lesson Plan 4 (for Grad Students) Fluency (Attach blank rubric)
<i>Week 14</i> November 26	📖 Planning collaboratively with teams on the Family Literacy Project	Use this week to work on your Family Literacy Project
<i>Week 15</i> December 3	EQ: Enduring understanding: Am I becoming a successful strategies teacher? How do we prepare for student teaching? <ul style="list-style-type: none"> • Classroom Observations/Assessments-Post. What we now notice... • How well do we know and can teach to the State Core Standards? 	Read and Respond to: TSP: Chapter 8 DUE: Classroom Reading Observation Survey POST
<i>Week 16</i> December 10 Last Class	EQ: In what ways does my knowledge of reading and explicit instruction prepare me to be a best-practice educator? 📖 Family Literacy Bag Presentation E-copies of All Literacy Bag Projects or Exams Due by 4:00 p.m. Friday, December 12th.	Bring: One Family Literacy Bag (any grade level) to share with the class. You will present your bag during class. DUE: Any lesson revisions

Online Resources:

Utah State Office of Education: <http://schools.utah.gov>
 Utah State Core Standards: <http://schools.utah.gov/core/>
 I Am Your Child: <http://www.iamyourchild.org>
 CIERA: <http://roschach.educ.msu/ciera/projects.htm>
 America Reads: <http://www.ed.gov/inits/americanreqds/legover.html>
 The National Right to Read Foundation: <http://www.nrrf.org>
 ERIC Clearinghouse on Elementary and Early Childhood Education: <http://ericee.org>
 WestED Doing What Works Resources: <http://dwwlibrary.wested.org/>

EDPS 5350/6351 Advanced Literacy—Fall 2014—Michelle Roderick, M.Ed.
Advanced Literacy Observations and Teaching Assignment Due Dates
for Site Teacher's Reference

***NOTE:** Undergrad students may choose ANY 3 out of 4 lessons. Grad students need to teach all 4 lessons.

Assignment/Lesson	Purpose	Description	Time Needed	Due Date
 Classroom Reading Observation Survey (PRE) and Classroom Assessment Survey	To observe literacy activities in the classroom. To activate teacher candidate's BK about what literacy instruction & assessment looks like at this grade level placement.	Checklist of possible literacy activities one might see (and may not see at all yet) at the beginning of a school year. To think about 4 levels of assessment.	Literacy block, minimum of 2 hours in site classroom	Sept. 17
 Student Interview Assessment	To assess ONE student. This student (or possibly a small group of students) may need follow up questions asked throughout the semester.	Short list of questions to ask one student about how they read and their interest in reading. (P. 90 Chapter 4 TSP text.)	40 minutes in site classroom	Sept. 17
 *Lesson 1: Comprehension** Strategy Lesson OR Text Structure Lesson (Determining Importance) with Narrative OR Informational Text** ** (sci/ss lesson counts)	To explicitly teach students one comprehension strategy , using the lesson plan. Students may use narrative or informational text of their choice. OR teach students how a narrative story is structured OR how to read an informational text by using Text Features or a specific Text Structure	Student teaches one comprehension strategy to the class. This can be with narrative or informational text. OR Student teaches determining importance with text via text features or <i>structures</i> .	30-45 minutes in site or other site classroom	Oct. 8
 *Lesson 2: Phonics or Phonemic Awareness (Word study/phonics) OR Writing	To practice simple ways to help kids practice relevant and developmentally appropriate PA/phonics/word study/writing skills . Students should choose word patterns and writing skills @ the appropriate level for kids.	Students may choose the text, the activity, or the number of students to teach this lesson. It may be part of a center activity if necessary.	30-45 minutes in site or other site classroom	Nov. 5
 *Lesson 3: Text-Talk Vocab Lesson	To teach three specific vocab words to students using a narrative read-aloud text or the basal text. Lesson may be done in whole-class or small-group setting.	Student chooses three words to teach students from the story being read. Teacher uses 4-step Text-Talk procedure to teach the words in context. Narrative text.	30-45 minutes in site or other site classroom	Nov. 12
 *Lesson 4: Fluency (or one of the other alternatives not chosen above).	To practice simple ways to help kids with fluency practice. Students may work with child partners or individual students.	Students may choose the text, the activity, and the number of students to teach this lesson. It may be part of a center activity if necessary.	10-30 minutes in site or other site classroom	Nov. 19
 Classroom Reading Observation Survey (post)	To observe literacy activities going on in the classroom with more keen eyes to how much literacy really happens on a more regular basis.	Same checklist of possible literacy activities one might see at any given time in a classroom.	Literacy block, minimum 2 hours in site classroom	Dec. 3
Family Literacy Project *Lesson activities can be used in Literacy Bag	To link school science or social studies concepts to fun literacy-related activities for parents to do at home with their child.	Students will create activities to help parents extend/practice literacy with their children at home.	All term	Present bag in class: Dec 10 Electronic Copy: Dec 12

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