**READ 3100 Teaching Reading in the Elementary (K-6) School**

**East Tennessee State University**

**Claudius Clemmer College of Education, Curriculum and Instruction**

**Term:** Fall 2014

**Semester Hours:** 3

**Office Phone:** (423) 439-7910

**Email:** [keithkj@etsu.edu](mailto:keithkj@etsu.edu)

**Course Website:** Desire to Learn (D2L)

**Professor:** Dr. Karin Keith

**Office:** 409-B Warf Pickel Hall

**Office Hours:**

Tuesdays, 8:30 – 11:30

Wednesdays 1:30 – 3:30.

Additional times by appointment if necessary.

|  |
| --- |
| The course addresses foundations, content, and pedagogies of elementary reading (concepts of print, phonemic awareness, phonics, fluency, word accuracy, vocabulary, comprehension, motivation, critical thinking, and 21st century literacies), grades K-6, including a study of teaching strategies, curriculum materials, and children’s literature to teach reading in K-6 classrooms. |

**Purpose and Goals**

|  |
| --- |
| The purpose of this course is to introduce teacher candidates to the theories, content, and pedagogies of reading in the elementary school in grades K-6, including the strategies, curriculum materials, and children’s literature used to teach concepts of print, phonemic awareness, phonics, fluency, word accuracy, vocabulary, comprehension, motivation, critical thinking, and 21st century literacies |
| The goals of the course are to prepare teacher candidates to:   * determine the historical context of teaching reading; * examine the theories of reading instruction; * employ strategies to teach components of reading (e.g. concepts of print, phonemic awareness, phonics, fluency, word accuracy, vocabulary, comprehension, motivation, critical thinking, and 21st century literacies); * design and evaluate materials and resources to teach reading (concepts of print, phonemic awareness, phonics, fluency, word accuracy, vocabulary, comprehension, motivation, critical thinking, and 21st century literacies); * construct lessons using Common Core Standards and assessment data; * demonstrate how to align teaching practices and materials with research, standards, assessment, and diverse needs of students; and * select and summarize effective strategies for working with struggling readers. |

**Major Course Topics**

Examine trends and issues, such as historical impacts on reading instruction, including national reports and documents such as *A Nation at Risk, Preventing Reading Difficulties in Young Children, National Reading Panel Report*, and *Common Core Standards*); teacher dispositions; analyze political, historical impacts, and theoretical positioning of literacy; planning literacy instruction, including standards, backward design, using assessment; assessing literacy using formative, summative, and diagnostic assessment to design lessons; components of literacy, including concepts of print, phonemic awareness, phonics, word recognition, word accuracy, fluency, word accuracy, vocabulary, comprehension, motivation, critical thinking, and 21st century literacies; resources for teaching literacy, such as on-line resources, text books, leveled books, and classroom libraries; literacy instruction, including whole group, small group, individual instruction, literacy centers, sustained silent reading, guided reading, shared reading, interactive reading,  and genres of reading; diversity, including culturally responsive instruction, instructing English Language Learners, critical literacy; and differentiation, including response to intervention, struggling readers, and multiple-intelligences.

**Learning Outcomes**

At the completion of this course, the teacher candidate is expected to:

* implement literacy instructional practices and justify those practices based on academic needs of student as well as theoretical underpinning;
* design various lessons, activities, materials, and resources to teach and address concepts of print, phonemic awareness, phonics, fluency, word accuracy, vocabulary, comprehension, motivation, critical thinking, and 21st century literacies;
* adapt various lessons, activities, materials, and resources to address the needs of all readers, as well as diverse and struggling readers;
* plan instruction using assessment data, Common Core Standards (CCS), and knowledge of students;
* analyze a basal reading textbook for alignment with CCS, attention to diversity, higher order thinking, readability, and approach to teaching reading;
* explain historical and political contexts and reports that impact the teaching of reading (e.g., A Nation At Risk, Report of the National Reading Panel, Common Core State Standards) and the dispositions that serve as a positive model of literacy learning

**Email/D2L Correspondence:** Please check your ETSU email account on a regular basis. I normally respond to emails within a 24-48 hour period. *Nonetheless, if you have an email that needs immediate attention please put something in the subject of the email that lets me know this. For example, you could put EMERGENCY or NEEDS IMMEDIATE ATTENTION in the subject line. This will indicate to me that your email needs a prompt response.*

**Attendance:** Attendance is a vital part of this. It is expected that candidates will make every effort to attend classes.  In the event that a candidate is **1 point** away from the next highest letter grade and they have maintained **perfect** attendance their grade will increase to that next highest letter grade. If you have to miss class, please let the instructor know, in advance if possible, when you will be absent. This is common courtesy but does not necessarily mean the absence will be excused. In addition, please note that the following penalties will apply to absences:

|  |  |  |  |
| --- | --- | --- | --- |
| **CLASS SCHEDULE** | **-1 Letter Grade** | **-2 Letter Grades** | **FAILS CLASS** |
| ***80-Minute Classes***  *(e.g., TTR classes)* | 3rd Absence | 6th Absence | 9th Absence |

**Absence**: Any missed class, regardless of circumstances\*

**Missed Class**: Candidate attends for less than half the class session or misses completely

**Letter Grade**: One increment on the grading scale, e.g., from an A to A- or B+ to B

\* *Instructors reserve the right to excuse an absence, under emergency situations (e.g., hospitalization), at their discretion.*

**Tardiness**

Students should make every attempt possible to arrive at class at the scheduled time and should leave enough time to allow for weather, traffic, and parking issues. Students are also expected to stay in class for the entire class time (unless otherwise excused). Students arriving more than 5 minutes late to class or leaving more than 5 minutes before the end of class, without a valid excuse, will be considered tardy and may experience the following consequences with regards to attendance:

·

·        **3 tardies = 1 absence**

·

**Submitting Work:** If there is a D2L dropbox created for your assignments, your work MUST be submitted to the specific D2L dropbox BEFORE class begins. If there is no D2L dropbox, you may turn your work in during class. If you bring work to class that is supposed to be submitted to the dropbox, it will **not** be accepted and will be counted as late. The D2L dropbox for each assignment is timed and will close after the due date and the hour of class.

**Submitting Late Work:** When the dropbox closes you will no longer be able to submit work to the assignment dropbox. All late work MUST be submitted to the “Late Assignments” dropbox. You will have one week to make up any activity you miss **during an excused absence**. Excusable absences are those related to documented illness, accidents, death in your family, and official University trips. It is the responsibility of the student to provide the documentation, not the responsibility of the instructor to ask for the documentation. If no documentation is provided, the instructor will assume that your absence is unexcused. Please see the Student Handbook for additional information about the university attendance policy. Oversleeping, work, and being out of town on personal trips (e.g., weddings, vacations) do not qualify as excusable absences. **Any special arrangements to turn in work late other than those listed in this syllabus must be verified by e-mail exchanges between you and the instructor.** You do not have the opportunity to make up in-class work in the event of an absence. If the absence is excused please work with the instructor to make arrangements to make up points lost due to the excused absence.

**Deductions for Unexcused Late Work:** If you turn in work late without an appropriate documented excuse your work will be lowered by 20% of the total possible points. If you exceed the one week extension on excused late work your grade for the work will be lowered by 20% of the total possible points for the assignment. Unexcused late work will not have the option of revision for a higher grade. If you are more than one week late on unexcused late work you will receive a grade of zero. Exceptions to this policy can be made in the case that a student documents extreme situations causing unavoidable delay in completing course work.

**Informing Instructor About Late Work:** It is the candidate’s responsibility to inform the instructor as to why the work is late. If you believe the work should not be considered late, please provide documentation supporting the request for full credit on the late assignment. I will not request documentation information from you. If documentation is not provided I will assume the work to be unexcused and a deduction on the grade will apply. If you are late on more than two assignments during the semester you should make an appointment with me to discuss options. Absolutely NO late work will be accepted the last week of the semester.

**Participation:** Participation is important to the overall quality of our class activities and discussions. As such, **please arrive on time,** sit where you can participate best in the class discussions, and remain in class for the full class session. You are expected to participate in all aspects of our class, including attending, completing reading assignments and/or responses prior to class, actively participating in class discussions and group activities, and meeting deadlines for assignments. When you are absent, it is your responsibility to obtain the class notes and information discussed in the class. You will not receive participation points if you are absent from class. Phones should be silenced upon entering the class, and you ***should not text in class, nor should it appear that you are texting or checking the internet in class unless you have approval from the instructor***. If you must answer a phone call, please be respectful and step out of class to answer and talk. Of course, you are welcome to take notes on a laptop, but checking email, browsing the Internet, or engaging in other non-class related activities are not acceptable, and may result in a loss of participation points for the course.

**Buc Bonus Days:** Five class sessions are designated as Buc Bonus Days on which you might receive 5 bonus points by being in attendance on a randomly selected Buc Bonus Day. At the conclusion of the last Buc Bonus Day, a student will randomly select one Buc Bonus Days for which 5 points will be awarded for attendance if you were present on this day.

**Major Assignments**

**Virtual Classroom Tour** (meets the requirements for the 10 hours of field-based assignments): Teacher candidates photograph examples of classrooms and materials used to teach literacy. Each teacher candidate writes a detailed explanation about the context of the classroom including 1.) ideas regarding if and how the teacher groups students for whole group and/or small group instruction; 2.) independent reading materials available for students including how these are organized, when and how often students access these materials, and routines in place for student access to materials; 3.) ideas regarding phonics and vocabulary materials available for students including how these are organized, when and how often students access these materials, and routines in place for student access to these materials; and 4.) ideas regarding technology available for students including hardware and software used, when and how often students access these materials, and routines in place for student access to these materials. The student will explain theories evident in the photographs and materials.

**Small Group Reading Lesson Plan**: Teacher candidates will work in pairs and be provided with a classroom data set for a specific group of students. Using the data set, candidates will design a small-group reading lesson for a group of students, explaining the needs of the students, what materials will be used to meet this group of students’ needs including phonemic awareness, phonics, vocabulary, fluency, and comprehension needs evidenced in the data, how the lesson meets the needs of this specific group of students, and how this lesson aligns with state standards for a given grading period. Each group will be required to carry-out their lesson during a university class during a mock teaching event.

**Literacy Center Materials Project**: Teacher candidates create and present materials to be used in a literacy center. In order to make sure that all literacy centers are covered there will be a lottery drawing to pick from phonemic awareness, phonics, vocabulary center (high frequency and academic vocabulary), independent reading center, partner reading, listening center, spelling center, and poetry center.

**Critical Analysis of Basal Textbook**: Teacher candidates analyze a basal reading textbook, discussing the organization of the text, standards addressed, evidence of effectiveness, authentic literature, depictions of diversity, and assessment approaches suggested by the publisher.

**Paired Text Assignment:** Teacher candidates choose a disciplinary science or social studies topic and find a fiction and non-fiction children’s book that could be used to teach disciplinary content, academic vocabulary to teach, methods to teach this vocabulary, and aspects of the text to address during a close reading of the text.

**Responsive Teaching Cycle and Performance-based Assessment/Problem Based Learning** (meets the requirements for the 10 hours of field-based assignments): Teacher candidates interview a learner to determine his/her interests and attitudes about reading. Later, they assess this learner on various aspects of literacy including concepts of print, letter sound knowledge, sentence dictation, fluency, and comprehension. After determining the needs of the learner the candidate designs and delivers two tutoring sessions that address the needs of the learner evidenced from the assessment. The candidate then conducts a post-assessment to determine the effectiveness of the tutoring activities. Finally, the candidate synthesizes his/her learning by discussing next steps if he/she was to continue working with the learner, as well as what was learned as he/she engaged in this project.

**Final Examination**: Teacher candidates complete an examination that addresses the research on characteristics of effective teachers and effective teaching.

**Weekly Reading Assignments**: These short assignments will be based on each week’s readings and will be a form of reader response. For example, learners will complete a double entry diary, an SQ3R, a BDA Questioning Chart, 3-2-1 Reading, etc.   
  
**Engaged Class Participation**: It is essential that you read all assignment material and come to class prepared to engage and discuss. You will be graded on your class participation at the close of each class.

**Grade Point Distribution (all assignments must be attempted to pass the course)**

|  |  |
| --- | --- |
| Virtual Classroom Tour | 50 points |
| Guided Reading Group Project | 50 points |
| Literacy Center Materials Project | 50 points |
| Critical Analysis of Basal Textbook | 50 points |
| Paired Text Assignment | 50 points |
| Responsive Teaching Cycle | 150 points |
| Final Examination | 50 points |
| Weekly Reading Assignments (13@10 pts. each) | 130 points |
| Engaged Class Participation & Discussions (13@ 8 pts. each) | 104 points |
| **Total** | **684 points** |

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Undergraduate** | | |
| Percentage | Total Points | Letter |
| 100% - 94% | 684 – 640 | A |
| 93% - 92% | 639 – 626 | A- |
| 91% - 90% | 625 – 613 | B+ |
| 89% - 83% | 612 – 565 | B |
| 82% - 81% | 564 – 551 | B- |
| 80% - 79% | 550 – 537 | C+ |
| 78% - 72% | 536 – 490 | C |
| 71% - 70% | 489 – 476 | C- |
| 69% - 68% | 475 – 462 | D+ |
| 67% - 61% | 461 – 414 | D |
| 60% - 0% | 413– 0 | F |

**Other Information**

**Academic Accommodations for Students with Disabilities**

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University’s commitment to equal educational opportunities.  Any student with a disability who needs accommodation, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course.  Faculty accommodation forms are provided to eligible students by Disability Services.  Disability Services is located in the D.P. Culp Center, Room 326, telephone 439-8346.  <http://www.etsu.edu/disable/>

**Academic Integrity**  
As teacher candidates, students should be above reproach in matters of academic honesty. Candidates are expected to uphold ETSU’s policies on plagiarism and similar offenses:

*Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course.*

**Required Textbook(s)**

Morrison, T. G., & Wilcox, B. (2013). *Developing literacy: Reading and writing to, with, and by children.* New York: Pearson.

**Required Reading(s)**

National Governor’s Association. (2010). *Common core standards for the English language arts*. Retrieved from <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

**Bibliography, Recommended Readings, and/or Supplemental Materials**

Allen, J. (2000). *Yellow brick roads: Shared and guided paths to independent reading*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Allington, R. (2011). *What really matters for struggling readers: Designing research based programs* (3rd ed.). Boston, MA: Pearson Education. [Sherrod on order]

Ashton-Warner, S. (1963). *Teacher*. New York: Simon & Schuster. [Sherrod LC3501.M3 A8]

Au, K. (1993). *Literacy instruction in multicultural settings*. New York: Harcourt Brace Jovanovich College Publishers. [Sherrod LB1576.A9.1993]

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Boston, MA: Pearson Education. [Sherrod LB1050.44.B43 1996]

Beck, I. L. (1989, May). Reading and reasoning. *The Reading Teacher, 42*, 676. [Sherrod eJournals]

Boushey, G., & Moser, J. (2005). *The daily five: Fostering independence in the elementary grades*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Boushey, G., & Moser, J. (2009). The CAFÉ book: *Engaging all students in daily literacy assessment and instruction*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Bruner, J. S. (1973). Language as an instrument of thought. In A. Davies (Ed.), *Problems of language learning* (pp. 61-88). London: Heinemann. [Sherrod LB1139.L3 S 38 1973]

Calkins, L., Ehrenworth, E., & Lehman, C. (2012). *Pathways to the common core: Accelerating achievement*. Portsmouth, NH: Heinemann. [On Order Sherrod library]

Calfee, R. C., & Perfumo, P. (1993). Student portfolios: Opportunities for a revolution in assessment.*Journal of Reading, 36*, 532-537.

Cox, S., & Galda, L. (1990, April). Multicultural literature: Mirrors and windows on a global community. *The Reading Teacher, 43*, 582-89. [Sherrod eJournals]

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse Publishers. [Sherrod LC6631.D36 2002]

Diller, D. (2003). *Literacy work stations: Making centers work*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Diller, D. (2005). *Practice with purpose: Literacy work stations for grades 3-6*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Diller, D. (2007). *Making the most of small groups: Differentiation for all*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Fountas, I., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann. [Not in ETSU Sherrod Library]

Fredericks, A. D., & Rasinski, T. V. (1990, March). Lending a (reading) hand. *The Reading Teacher, 43*, 520-21. [Sherrod eJournals]

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Goodman, K. S. (1993). *Phonics phacts: A common-sense look at the most controversial issue affecting today’s classrooms*. New York: Scholastic. [Not in ETSU Sherrod Library]

Goodman, Y. (1990). *How children construct literacy: Piagetian perspectives*. Newark, DE: International Reading Association. [ Sherrod LB1575.8 .H63 1990]

Guthrie, J. T., Anderson, E., Alao, S., & Rinehart, J. (1999, March). Influences of concept-oriented reading instruction on strategy use and conceptual learning from text. *Elementary School Journal, 99*, 343-366. [Sherrod eJournals]

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for engagement and understanding*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Heath, S. B. (1983). *Ways with words*. Cambridge, UK: Cambridge University Press. [Sherrod LB1139.L3 H37 1983]

Hiebert, E. H. (1980, November/December). Peers as reading teachers. *Language Arts, 57*, 877-881.

Hoyt, L. (2003). *Exploring informational texts*. Portsmouth, NH: Heinemann. [Not in ETSU Sherrod Library]

Johnston, P. (2004). *Choice words: How our language affects children’s learning*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Johnston, P. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Keene, E., & Zimmermann, S. (2012). *Mosaic of thought*. Portsmouth, NH: Heinemann. [Not in ETSU Sherrod Library]

Lamme, L., & Hysmith, C. (1991). One school’s adventure into portfolio assessment. *Language Arts, 68*, 629-640. [Sherrod eJournals]

MacGinitie, W. H. (1993). Some limits of assessment. *Journal of Reading, 36*, 556-560.

McAuliffe, S. (1993). A study of the differences between instructional practice and test preparation.*Journal of Reading, 36*, 524-531.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod Library]

Mosenthal, P. (1983). The influence of social situation on children’s classroom comprehension of text.*The Elementary School Journal, 83*, 537-547. [Sherrod eJournals]

Moustafa, M. (1997). *Beyond traditional phonics: Research discoveries and reading instruction*. Portsmouth, NH: Heinemann. [Not in ETSU Sherrod Library]

Olson, M. W., & Homan, S. P. (Eds.). (1993). Teacher to teacher: Strategies for the elementary classroom. Newark, DE: International Reading Association. [Sherrod LB1576 .T367 1993]

Opitz, M. F., & Rasinski, T. V. (1998). *Good-bye round robin: 25 effective oral reading strategies*. Portsmouth, NH: Heinemann. [Not in ETSU Sherrod Library]

Owocki, G. (2010). *The RTI daily planning book, K-6*. Portsmouth, NH: Heinemann. [Not in ETSU Sherrod Library]

Palinscar, A., & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1*, 117-175.

Szymusiak, K., Sibberson, F., & Koch, L. (2008). *Beyond leveled texts: Supporting early and transitional readers in grades K-5*. Portland, ME: Stenhouse Publishers. [Not in ETSU Sherrod library]

Sinatra, R., Beaudry, J., Stahl-Gemake, J., & Guastello, E. (1990). Combining visual literacy, text understanding, and writing for culturally diverse students. *Journal of Reading, 8*, 612-617.

Valencia, S. W., Hiebert, W. H., & Afflerbach, P. P. (1994). *Authentic reading assessment: Practices and possibilities*. Newark, DE: International Reading Association. [Sherrod LB1050.46 .A96 1994]

Weaver, C. (1998). *Reconsidering a balanced approach to reading*. Urbana, IL: National Council of Teachers of English. [Sherrod LB1525 .R39 1997]

Weaver, C. (Ed.). (2009). *Reading process*. Portsmouth, NH: Heinemann. [Not in ETSU Sherrod Library]

|  |  |  |
| --- | --- | --- |
| **READ 3100**  **COURSE OUTLINE** | | |
| **Week 1** | **August 25**  Syllabus, Reading Assignment Explanation, Community Building  **Review Virtual Classroom Tour Guidelines**  **Topic: Why Literacy Matters** | **August 27**  Read Chapter 1, Understanding Literacy Contexts  Reading Assignment due  **Topic: The Road to Common Core Standards** |
| **Week 2** | **September 1**  No Class | **September 3**  Read Chapter 2, Understanding the Needs of All Learners  Reading Assignment due |
| **Week 3** | **September 8 Buc Bonus Day**  **Virtual Classroom Tour Due**  Read Chapter 4, Emergent Literacy  Reading Assignment due | **September 10**  **Emergent Literacy Continued**  **Review Responsive Teaching Cycle Project Guidelines** |
| **Week 4** | **September 15**  Read Chapter 5, Beginning Reading  Reading Assignment due | **September 17**  **Beginning Reading Continued**  **Review Guidelines for Literacy Center Project** |
| **Week 5** | **September 22**  Read Chapter 6, Fluency  Reading Assignment due | **September 24**  **Go over Responsive Teaching Cycle Assessments to complete with learner** |
| **Week 6** | **September 29**  Read Chapter 7, Vocabulary  Reading Assignment due | **October 1**  Conferring About Responsive Teaching Cycle  **Review Critical Analysis of Basal Textbook Guidelines**  **Work on Literacy Centers** |
| **Week 7**  Oct. 6,  Oct. 8 | **October 6**  **Reading Chapter 8, Creating Meaning**  **Reading Assignment Due** | **October 8**  **Literacy Center due**  Explore Literacy Centers |
| **Week 8**  Oct. 13  Oct. 15 | **October 13**  No Class – Fall Break | **October 15 Buc Bonus Day**  **Read Chapter 11, Reading and Writing to Children (pp. 244-252),**  **Reading Assignment due**  **Read Chapter 12, Reading and Writing with Children – Whole Class (pp. 262 – 271)**  **Reading Assignment due**  **Critical Analysis of Basal Textbook Due** |
| **Week 9**  Oct. 20,  Oct. 22 | **October 20**  Read Chapter 9, Integrating Literacy with Content Areas (pp 188 – 202)  Reading Assignment due  **Responsive Teaching Cycle – Student Interview & Two Assessments Due** | **October 22**  **Review Paired Text Guidelines**  **Before, During, and After Reading Strategies for Content Area Reading** |
| **Week 10** | **October 27**  Read Chapter 10, Assessing for Learning  Reading Assignment due | **October 29 Buc Bonus Day**  **Review of Literacy Assessments**  **Paired Text Assignment Due**  **Review Small Group Lesson Plan Guidelines** |
| **Week 11** | **November 3**  Read Chapter 13, Reading and Writing with Children – Small Groups,  Reading Assignment due  **Responsive Teaching Cycle Two Tutoring Activities Due** | **November 5**  **Work on Small Group Reading Lesson** |
| **Week 12** | **November 10**  Read Chapter 14, Reading and Writing by Children,  Reading Assignment due | **November 12**  **Work on Small Group Reading Lesson** |
| **Week 13** | **November 17 Buc Bonus Day**  **Small Group Reading Lesson due**  **Mock Teaching of Small Group Reading Lesson** | **November 19**  **Mock Teaching of Small Group Reading Lesson** |
| **Week 14** | **November 24 Buc Bonus Day**  **Responsive Teaching Cycle – Two Post-assessments due** | **November 26**  **University Closed – Happy Thanksgiving!** |
| **Week 15** | **December 1**  **Complete Responsive Teaching Cycle Project Due**  **Presentations on Responsive Teaching Cycle** | **December 3**  **Class Cancelled – Online Discussion In Lieu of Class Attendance**  Read Chapter 3, Teaching for Learning  Reading Assignment Due |
| **Week 16**  Final Exams | **Final Examination**  **Section 001**  (M and W - 8:15 – 9:35) Wednesday, Dec 10 –  3:50 pm – 5:50 pm  **Section 002**  (M and W - 9:45 – 11:05) Wednesday, Dec 10 –  8:00 am – 10:00 am | |