I. Course Prefix, Title, Credits, Description:

Department:	**Education**
Program:	**Education**
Course Number:	**RED 4844**
Course Title:	**Reading Practicum**
Course Credit:	**3 hours**
Course Description:	**This is an application course consisting of a supervised practicum. Pre-service teachers work in a school site with students who are experiencing reading problems, including ESE students and English Language Learners. DSC students will review current reading research literature and select, plan, and use appropriate reading assessments, materials, and strategies to identify needs and provide remedial reading instruction in a K-12 classroom**

Prerequisites: Elementary Education - TSL 3080, RED 3309, RED 4511, RED 4519
Exceptional Education - TSL 3080, RED 3012, RED 4519

II. Textbooks:

Bear, Invernizzi, Templeton and Johnston's book *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. 4th Edition.
ISBN # 978-0-13-223968-4

Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well.*
Portsmouth, NH: Heinemann.
ISBN# 0-325-00492-7

Electronic texts

The electronic booklets listed below are a good summary of major reading topics and procedures. These free electronic resources are from **The Elementary Struggling Readers Institute at the University of Texas—Austin. Click on each title to download.** The entire Institute, called Searchlight, is online and provides many, many helpful lessons and resources including video clips which will assist you in your practicum. Go to http://searchlight.utexas.org/ website and explore.

1. Beginning Reading Instruction: Components and Features of a Research-based Reading Program.pdf - Beginning Reading Instruction: Components and Features of a Research-based Reading Program.

2. Beginning Reading Instruction: Practical Ideas for Parents - The purpose of this document is to provide information and activities to parents in an effort to help children learn to read.

3. Comprehension Instruction: Components and Features of a Research-Based Reading Program - This booklet describes important aspects of effective reading instruction, as well as aspects of classroom and administrative support. Also known as the "red book"

4. Coordinating for Reading Instruction: General Education and Special Education Working Together - The purpose of this booklet is to help educators plan for and implement co-teaching during reading instruction. Both teachers take part in planning, teaching, and evaluating student's performance. **This booklet will be very helpful in learning how to work with a teacher in a practicum experience.**

5. Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program - The activities in this manual are intended to supplement the regular classroom reading program and to provide the additional practice struggling readers need to develop basic reading strategies. The activities can be used to review, practice, or reinforce the skill(s) associated with the instructional element.

6. Guidelines for Examining Phonics and Word Recognition - This booklet focuses on instruction in phonics and word recognition programs. The booklet aims to provide teachers with various guidelines to use to evaluate phonics and word recognition programs to determine if they reflect sound, research-based and classroom-tested instructional practices.

7. Instruccion Para Comenzar a Leer: Ideas Practicas Para Padres De Familia - The purpose of this document is to provide information and activities to parents in an effort to help children learn to read. (Spanish translation)

8. Manual Sobre La Dislexia, Revisado en el 2007: Procedimientos Relacionados Con La Dislexia Y Otros Desordenes - (Spanish Translation) This booklet provides

guidelines for the identification and instruction of dyslexic students. It will also help districts and charter schools as they develop their written procedures regarding students with dyslexia.

9. 📄Promoting Vocabulary Development: Components of Effective Vocabulary Instruction The purpose of this booklet is to help you make vocabulary development an important part of instruction. This booklet is divided into three parts. In the first part, we look at some of the obstacles that can make vocabulary development a difficult task. In the second part, we provide an overview of the components of effective vocabulary instruction and discuss how these components can help students overcome the major obstacles to vocabulary growth. In part three, we describe some specific techniques that are especially useful in teaching word meanings as concepts, particularly in the content areas.

10. 📄Research-Based Content Area Reading Instruction - The purpose of this booklet is to provide teachers with research-based and classroom-tested information about content area reading instruction, along with specific teaching suggestions that can be used with students. This booklet can help teachers provide students with instruction that: • familiarizes them with the structure of expository text; • promotes content area vocabulary development; • promotes word identification skills; • builds reading fluency; and • emphasizes and directly teaches how, why, when, and where to use a repertoire of comprehension strategies.

11. 📄The Dyslexia Handbook, Revised 2007: Procedures Concerning Dyslexia and Related Disorders - This booklet provides guidelines for the identification and instruction of dyslexic students. It will also help districts and charter schools as they develop their written procedures regarding students with dyslexia.

III. Course Objectives:

Standards Key:

FEAP - Florida Accomplished Practices ***Indicates core assignment to be placed in professional portfolio by level: I=Initial   R=Reinforcement P=Proficient**
PEC – Florida Professional Education Competencies
RC - Reading Competencies

At the completion of the course,	FEAPs/ PECs	ESOL	RC	FSAC -ESE	FSAC -EE	Activities/Tasks Related to Objectives

The student will increase and apply knowledge and skills in reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations, as measured by Competency 6 reading indicators of the Just Read Florida Reading Matrix as follows:	FEAP/ PEC 1, 8, 10, 11			5,7	1-6	A. Reading Practicum Case Study
6.1. Apply knowledge of language development, literacy development, and assessment to instructional practices. Students will develop an understanding of the factors, which relate to appropriate and meaningful assessment of reading abilities. 6.2. Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness. 6.3. Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition. 6.4. Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance. 6.5. Demonstrate knowledge of research-based practices for developing both general and			6.1 6.2 6.3 6.4 6.5	2 5 5 5 5	1-6	A. Reading Practicum Case Study

specialized content area vocabulary.					
6.6. Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.			6.6	3	
6.7. Demonstrate knowledge of instruction to facilitate students' meta-cognitive efficiency in reading.			6.7	1, 3	
6.8. Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills.			6.8	3, 5	
6.9. Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time. Use appropriate assessment methods for specific cases. Use school assessment data to make recommendations for effective instruction.			6.9	2,5	
6.10. Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and ELL students.			6.10	2, 3, 5	
6.11. Demonstrate instructional skill in working with LEP students that are at different			6.11		

			6.12	2, 4		
levels of oral proficiency. 6.12. Demonstrate knowledge of creating both language-rich and print-rich environments.						

IV. Topical Outline:

1. Characteristics of struggling readers, including information about special needs and ELL students.

2. Current methods of formal and informal reading performance

3. Literature review, including literature regarding special needs and ELL students

4. Motivating students to read

5. Classroom management to promote literacy

6. Planning instruction for comprehension, vocabulary,

      1. Observation of teachers/students.

      2. Work with teachers and students as assigned.

      3. Evaluation conferences.

V. Teaching Strategies:

Lecture	X
Small/large group discussion	X
Cooperative Learning	X
Modeling	X
Independent Study/Project	X
Microteaching	X
Field-experience Application	X
Web-based/Internet	X

Modes of Instruction:
1. Collaborative discussions to consider the topics on the course outline.
2. Use of multi-media and Internet websites to facilitate a deeper understanding of the readings and class discussions.
3. Individual and small group reading instruction with up to five children in a public school setting.
4. Demonstrations, analysis, and reflections of teaching research-based reading strategies in small group settings.
5. Collaborative debriefing sessions sharing results of the application of reading strategies and daily instructional sessions with students.

Course Topics:
1. Model for Reading Diagnosis and Instructional Planning
2. Roles of Diagnostic Teachers
3. Formal, Informal and Authentic Assessment Tools
4. Culturally and Language Diverse Students
5. Gathering Diagnostic Data
6. Formulating Diagnostic Hypotheses
7. Diagnostic Teaching Sessions
8. Instructional Techniques: Vocabulary and Comprehension
9. Instructional Techniques: Word Identification (including phonics and phonemic awareness)
10. Instructional Techniques: Studying and Metacognitive Abilities
11. Case Study Preparation
12. Specialized Instructional and Technological Resources
13. Reporting and Conferencing with Parents and School Personnel

VI. Activities to Demonstrate Competencies and Skills (Tasks)

Note: All tasks must be uploaded into LiveText. All critical tasks must also be uploaded as a part of the Professional Portfolio in LiveText. Additionally, all assignments marked * must be submitted in LiveText as part of the student's professional portfolio.

Because this is a field placement, activities will vary according to the setting.   Students will demonstrate all of the following competencies under the direction of the cooperating teacher and practicum supervisor: **(FEAP/PEC 1, 8, 10, 11 RC 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12; FSAC—EE 1, 2, 3, 4, 5, 6)**

You will complete *7 Reflective Learning Logs* detailing your experiences working with your student(s).

Learning Log One: Please discuss any challenges you feel you may face during this semester and ways in which you and the student(s) you are working with can become comfortable as soon as you arrive the next day. Read chapter 1 section 2 of the *Reading Essentials* Text (Bond with your Students section) and include at least two of Routman's ideas in this learning log.

Learning Log Two: Please discuss the strengths and weaknesses of the student with which you are working. These can be personal as well as academic. .

Learning Log Three: Consider the question below, retrieved from www.fldoe.org/faq/ and describe your opinion of each good cause exemption bulleted below.

What promotion options are available for Grade 3 students who have not passed the FCAT?

For promotion to Grade 4, there are six good cause exemptions for students scoring at a Level 1 on the Grade 3 FCAT Reading test, and they include:

- English Language Learners (ELLs) with less than two years in an English for Speakers of Other Languages (ESOL) program,
- students with disabilities whose individual educational plan (IEP) indicates that participation in the FCAT is not appropriate,
- demonstration of an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education,
- demonstration of proficiency in accordance with the Sunshine State Standard Benchmarks of Language Arts through a student portfolio,
- students with disabilities who participate in the FCAT, but still demonstrate a deficiency in reading after more than two years of intensive remediation, and were previously retained in kindergarten, first, second, or third grade, and
- Students who still demonstrate a deficiency in reading after two or more years of intensive remediation and were previously retained in kindergarten, first, second, or third grade for a total of two years.

Learning Log Four: Read chapter Two, The Essential Reading Day in the *Reading Essentials* text. Have you seen the Optimal Learning Model demonstrated in your classroom(s)? How does the Optimal Learning Model relate to assessments within this Extended Day setting? How can expectations of students make a difference (p.62)?

Learning Log Five: Read chapter 10 in the *Reading Essentials* text. Consider a daily guided reading setting in your classroom(s). What will be the main components (see p. 172 for ideas) and how will you maintain an optimal classroom setting during that time (behavior management)? How have you struggled with this during Extended Day?

Learning Log Six: Detail what you did for one entire afternoon during Extended Day in no more than 30-minute intervals.

Example: 3:30-3:45 I sat with Student X at our workstation and assisted his completion of the day's homework.

3:45-4:00 I administered a sight word assessment and he really did well, however, when faced with R-controlled vowels, he struggled.

4:00-4:15 I assessed his WCPM to determine if any progress had been made from the previous week's assessment of WCPM.

Learning Log Seven: Please explain how you directly taught or intervened regarding the **five elements of reading** during Extended Day. Explain each element of reading and the method used to teach it as well as if the method used was effective for the student you are working with.

You must include the vocabulary used in Words Their Way when explaining phonics instruction.

Example: Phonics is taught daily in his classroom though the use of letters and writing on a whiteboard. I bought a whiteboard and brought it in. Student X wrote all over the whiteboard and did not really follow directions. It's a good thing I was sitting right there with him because he may not have participated the way he was supposed to. He struggles with writing b and d and constantly reverses him in writing as well as in his sounds the letters make. The word bird often is read aloud as "dirb." This shows me that this student is in the alphabetic stage.

A. Case Study: ==The student works with an ESE or ELL student or with struggling reader for the length of the practicum (three semester hours) in a rural or urban school.== **In the course of the study, the student collects the following artifacts for assessment by the professor in the Practicum Folder**

1. Background Research Data Report and Literature Review

The student reviews literature concerning reading assessments and decides upon appropriate assessment measures which apply knowledge of language development, literacy development and assessment to instructional practices.

Students prepare a brief literature review of research-based instructional practices for developing reading ==fluency,== automaticity and reading endurance, including developing both general and specialized content area vocabulary. Examples of this research will be presented in your RED 4844 binder, and the copies of articles and other research used will be presented in the Related Research Tab.

Identify the main cause of the child's reading problems (Use teacher data and your own observations and data gathering (if any) to complete this learning log). You will choose a journal article related to the reading problem ==(may be one of the 5 elements of reading)== and complete a literature review about the article. *See the example on D2L* regarding what a literature review is. The literature review must be completed in APA Format. This learning log should be 3-4 pages long and synthesize what the literature says about the reading deficiency. Journal examples include: *Reading Today, American Educator, etc.* Remember to use the internet to locate articles.

The research involved in the literature review should also include sources that discuss research-based instructional practices for facilitating reading comprehension, students' metacognitive efficiency in reading, practices for developing critical thinking and content area reading skills, and demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student achievement over time. ==This includes differentiating instruction for all students in mainstream classes including students with a disability in reading and ELL students.==

2. *Assessment and Lesson Plans (Lessons Plans will be used in small group instruction)*

The pre-service teacher assesses the student using authentic and alternative assessment based on the student's learning style, cultural, language or ethnic background and ability. In the assessment, the pre-service teacher demonstrates knowledge of goal setting for individual students.   Based on this assessment, the student assembles lesson plans, strategies, and materials that will assist the struggling reader, who may also be identified as an ESE or ELL student. These lessons are consistent with the latest research-based practices:

     a. in order to apply knowledge of language development, literacy development and assessment to instructional practices.

     b. for developing reading fluency, automaticity and reading endurance, including developing both general and specialized content area vocabulary.

     c. for facilitating reading comprehension, students' metacognitive efficiency in reading, practices for developing critical thinking and content area reading skills, and which demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student achievement over time.

     d. The pre-service teachers will meet collaboratively and discuss student data. The pre-service teachers will develop lesson plans to deliver in small groups based on student needs. These needs may entail specific, direct instruction regarding a topic (i.e. the long a sound or comparing and contrasting) for a group of children who are demonstrating that they need assistance with that specific letter sound or skill.

     e. The pre-service teachers will then collaborate again after the small group instruction was delivered to discuss and share student progress regarding the individual student whom the pre-service teacher assessed.

Pre-Assessment: The Directing Teacher (or faculty) approved pre-assessment will be administered within the first 6 hours of student contact. The test date, assessment tool, instructional strategy and results of the assessment must be included in the Case Study report. The results must be measurable and the data must be in aggregate form.

Post-Assessment: The post-assessment will be administered after 20 hours of student contact. The same assessment tool will be used and the results of the assessment must be submitted into LiveText immediately following the administration of the assessment. The results will be submitted in aggregate data form and must include the test date. The pre-service teacher will be

required to submit a reflection of the assessment tool and the instructional strategy. The pre-service teacher will also submit an intervention plan and modified instructional strategy if 80% of the students did not achieve learning gains.

Lessons further must include differentiating instruction for the student and accommodations necessary for the student. The lessons must show evidence that the pre-service teacher can create a knowledge-rich and print-rich environments for the student. A motivation strategy must be included in each lesson plan.

3. Engage in a Reflective Case Study

Provide a letter to the student's parents explaining your project.

Teach the lessons prepared using research-based strategies and techniques that have been researched in this course and researched and practiced in prior courses. These strategies and techniques include those:

1) which apply knowledge of language development, literacy development and assessment to instructional practices;

2) for developing reading fluency, automaticity and reading endurance, including developing both general and specialized content area vocabulary;

3) for facilitating reading comprehension, students' metacognitive efficiency in reading, practices for developing critical thinking and content area reading skills, and which demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student achievement over time.

Lessons further must include differentiated instruction for the student and accommodations necessary for the student. The lessons must show evidence that the pre-service teacher can create knowledge-rich and print-rich environments for the student. A motivation strategy must be included in each lesson.

The pre-service teacher should **videotape an activity engaged in with the child**, **after getting the permission of the supervising teacher and the parent**. The pre-service teacher reviews the videotape with the course professor and writes a reflection on the performance.

The pre-service teacher completes reflective learning logs, using APA style, to record the impact on student learning of each of the strategies that was used. He/she uses a variety of authentic and appropriate measurement tools to measure student achievement. These reflective learning logs will be uploaded into Live Text and kept in paper format in the Practicum Three-Ring Binder.

The three-ring binder provided to you is where you will keep materials to complete the Daily Responsibilities of the practicum. Working with children in this context requires student

documentation. The tabs in the folder which the child will work with daily must include the following elements: Use this folder to keep all assessment documents, checklist, weekly reports, etc., If you take anything out of folder to take home for further examination, replace the item with a note identifying what you have taken, Can also keep any future strategies, notes, etc. in this folder.

Goals (could label this "How I Want to Grow as a Reader", etc. ... or you can label it "Strategic Reading Goals"

Book List ("Books I Have Read", "Reading Log", etc.) Include books that are being read to the reader, books for shared reading, books for guided reading, and especially books for independent reading. By the end of the term, this should be an impressive list! Could have column for date, title, author, number of pages read, etc. No need to add too much - just enough to show concretely how much has been read. (Make sure you distinguish books read TO child from those read BY child.)

Strategies--You might divide this into Before, During, After subsections. Every time the student learns a new strategy, have him/her identify it and write any notes that will help him/her remember what to do. Drawing a picture of what the reader does and/or listing procedures may help the child reader remember the strategy. Use course textbooks as resource for strategies.

Word Work (Could label "Word Play", "Fun with Words", etc.)
- Can have sections for sounds, prefixes, suffixes, rimes, onsets, etc. - depends on needs of child.
- Should have a section for recording new words (words learned, words wants to learn, interesting words, etc.)
- Might help to organize subsections alphabetically.
- *Words Their Way* text is a great resource for word work activities and words to use for different phonic or morphemic elements

Exit Slips--Something you will have students complete at the end of each day to show mastery of skill or concept. May be about the read aloud if you did this on a day in which you only did assessments.

Optional Sections--You are welcome to add any other sections (reader response, dialogue journal, etc.

Activities to do with the Children…

"All About Me" books

Focus first day on getting to know child. Use "All About Me" book as a way to get to know child. Use an eight-page mini book format. Follow language experience approach (LEA) format. Talk to child about themselves - their families, what they like to do, favorite TV shows, favorite songs, special memories, special travels, etc. After sharing, have them think about what

they would like to put in their "All About Me" books. Then individually, have each child dictate to you. You write in the blank book itself; write in manuscript not cursive. Write one to three sentences per page depending on child's level. It is important to write exactly what child says. You may want to talk about book language before you begin. You may probe to get at rich vocabulary; just don't change a child's words. After each dictation, go back and read book to and with child. Students can then illustrate.

Goal-Setting (in prep for Week 2)

By the last day of the first week working with the student, identify 3 goals that the child will work toward during the following week. You might want to brainstorm possible goals. Have reader select one, you select one, then select third one together. Goals can include behaviors such as learn X new words, read 3 books, make predictions using my own experiences, summarize the plot of a story, etc. Try to be as specific as possible. Have child write these in the strategic reading log.   (Be sure to date each entry in log.)

At the end of each day, have child think of what he/she has done to work toward goals. Encourage him/her to write this on Exit Slip. At the end of each week, decide which goals to keep for the next week and what new goals to add. Include this as part of your weekly report. You may have more than 3 goals each week. Try to maintain a challenging yet attainable list of goals.

Be prepared for daily/weekly…

*Teacher Read Aloud

Select a book that would be appropriate for both of your elementary-aged children if you have 2 children.   You may select a chapter book (read a portion each day), or select picture books to read. Do select age appropriate books that they would not be able to read independently. Select books that are rich in vocabulary, rich in story elements (plot, character) or well-organized if expository. Select high quality literature discussed in LAE 3414.

**Shared Reading
Select a text that has print/font you can all see together - one text. Can use overhead projector, chart paper, big book, enlarged print, etc. Poems and big books are good for this. You can also use a paragraph from a text (even one you've been reading aloud), a newspaper, a brochure, etc. Model fluent reading; talk about text features/vocabulary, etc. Then use echo and/or choral reading practices.

VII. Grading and Evaluation:

Since field assignments will vary, performance on assigned tasks will be evaluated by the practicum supervisor based on scoring criteria for the task. Missing more than 4 hours of the practicum will result in the student having to re-take the class. Additionally, if at any time your disposition to teach is called into question, the student may need to re-take the class as well.

VIII. Suggested Readings:

Resources and materials used in previous reading and ESOL courses as well as classroom materials available at the school or provided by the cooperating teacher and supervisor will provide readings and references for the practicum. See list of booklets above.

IX. Academic Integrity Policy:

DSC is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you.

All cases of suspected violations of the Student Code of Conduct, including academic dishonesty, are reported to the Judicial Affairs Office for resolution.

Forms of Academic Dishonesty

Cheating -Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.

Plagiarism -Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.

Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

Other Academic Misconduct

Other Academic Misconduct might include, but is not limited to:
- In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.
- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

X. Student Disability Services:

To arrange for reasonable accommodations, students with disabilities should contact Student Disability Services (SDS) at the following locations: Bldg. 100 ANNEX, Rm. 108, on the Daytona Beach Campus; Bldg. 7, Rm. 142 on the Deland Campus; Bldg. 1, Rm. 208 on the Deltona Campus; and Bldg. 2/100C on the Flagler/Palm Coast Campus. Students needing accommodations on the New Smyrna Beach should call (386) 506-3657 to arrange an appointment to meet an SDS Specialist on that campus. To apply for reasonable accommodations, a student with a disability must provide SDS with appropriate written documentation from a licensed medical or mental health professional, who is qualified to diagnose his/her disability. The diagnosis should clearly state what the disability is and delineate the expected academic limitations caused by the disability

Any student needing accommodations for any DSC entrance exam should meet with a student disability specialist prior to scheduling his/her exam.

Schedule of Due Dates, Reading Practicum Fall B 2010

Date	Assignment
October 25-November 5	• Read Chapters 1-12 in *Reading Essentials*, copy appendix pages you'd like to use from this text as well as DeVries text from RED 4519 and *Words Their Way* • Learning Log 1 due • Implement strategies from *Reading Essentials* regarding bonding with the student • In-class meetings to prepare materials, etc for Extended Day students
November 12	• Gather Data for Learning Log 2 and Case Study • Pay attention to spelling inventories, etc available to you in *Words Their Way* as well as in RED 4519 DeVries text
November 19	• Assessment Week • Learning Log 3 due • Learning Log 4 due
December 3	• Continue gathering data for Case Study • Learning Log 5 due
December 10	• Learning Log 6 and 7 due • RED 4844 binder due to Dr. Lewis
Wednesday, December 15	• Case Study Due into LiveText • No "I" Grades Permitted