The MAT-E Program provides 12 credit hours of reading. Attached herein are the 4 syllabi for the program.
REED 530 PROCESS AND ACQUISITION SUMMER 2014

3 Credits
Online and M/W 5:00-10:10 (5/28, 6/2, 6/9, 6/16)

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REQUIRED TEXT

1. Vukelich, C., Christie, J., & Enz, B. (2012). Helping young children learn language and literacy, (3rd Ed.). Boston, MA: Allyn & Bacon.
2. Assigned readings from online and within professional journals that coordinate with the assigned topics.

COURSE DESCRIPTION

This course is designed for MAT candidates. Process of language development, including impact of phonemic awareness, and how the brain responds to reading acquisition: Practical applications of research in language development, acquisition and use. Understanding of the role of experiential background, prior knowledge, motivation, and personal significance to emerging readers

COURSE PURPOSE

This course has been designed to provide pre-service teacher candidates with language development knowledge that serves as the background for successful reading and writing. Within this course candidates will focus on themselves as educational advocates (EA), continuous assessors (CA), and instructional leaders (IL). Language related issues, related brain research, and emergent literacy topics are explored. It is expected that this course will provide a solid foundation necessary for the remaining reading related courses. NAEYC standards and IRA standards are listed by outcome areas.

DISABILITY AWARENESS

If you have a disability, one that may require special consideration by the instructor and has been confirmed by the Office of Disability Student Services, you should provide information in writing to the instructor that includes suggestions for assistance in participating in and completing class assignments. This should be accomplished no later than the end of the second session of class.

COURSE OUTCOMES & ASSESSMENT:

Upon successful completion of this course, the candidate will be able to demonstrate the following outcomes, as determined by the International Reading Association's Standards for Reading Professionals, in collaboration with the National Council for Accreditation of Teacher Educators, as well as the knowledge base required by the Maryland State Department of Education. The outcomes also reflect the characteristics of the Educational Professions Department Unit Outcomes: Dedicated Professional (DP), Continuous Assessor (CA), Instructional Leader (IL), and Collaborative Bridge Builder (CB).

Outcomes	Standards	Assessments / Activities
Knowledge of:		
1. Developmentally appropriate practices in language, reading, and writing, including fluency measures and vocabulary development.	NAEYC 1a;1b;1c; 5a IRA 1.1;2.2 Unit IL; CA State P 1.5; P 1.6; P 2.8; P 2.9; P 2.10	Literacy Book Bags Article Exploration
2. Developmentally appropriate literacy goals for children.	NAEYC 3a;4c IRA 1.3;2.1;3.4 Unit IL ; EA State P 1.5;P1.6	Article Exploration
3. Adaptive instructional strategies for children whose learning and development are advanced or lag behind set literacy goals.	NAEYC 1a; 1c; 4b; 3c IRA 2.2;2.3 Unit IL; CA State P1.7;P 1.8; P 1.9; P1.10; P 1.11	Literacy Book Bags Exam Article Exploration
4. The necessity of making instructional decisions based on student growing knowledge of reading and writing, current research, appropriate expectations, and knowledge of individual children's strengths and needs.	NAEYC 3a;3b;3c;3d IRA 1.3;4.2 Unit CA State P 1.4 ;P 1.5;P 1.7; P 1.9	Literacy Book Bags Video Discussion Boards
5. Language, reading, and writing are strongly shaped by culture.	IRA 1.1; 4.1 Unit EA; CBB State P 1.7; P 2.7	Literacy Book Bags
6. Teachers and parents can interact to help children strengthen and preserve their home language and culture while acquiring skills needed to participate in the shared culture of the school.	NAEYC 1a,1b,1c; 2a;2b;2c;4a;4c IRA 4.1;4.2,5.2;6.2 Unit EA; CBB State P 1.7; P2.7	Literacy Book Bags Exam Text book response
7. How children learn a second language and how this applies to children's literacy development.	NAEYC 4a;4c IRA 1.1;4.1 Unit EA State P 1.4; P 2.7	Exam Article Exploration
8. How to use the child's home language and culture as a base on which to build and extend children's language and literacy experiences. Role of parents and family members in child's literacy development	NAEYC 1a;1b;1c;2a;2b;2c IRA1.1;4.1;4.2;5.2;6.2 Unit EA; CBB State P 1.4; P1.7; P 2.7	Exam Literacy Book Bags

9. How to adjust curriculum to support children's natural language acquisition processes and oral language.	NAEYC 4a;4c IRA 2.2;4.1;4.2 Unit IL State P 1.8; P1.9	Effective Teachers Presentation
10. The necessity to customize instructional strategies for instruction to individual children's needs in all curriculum areas. Focus on syntax.	NAEYC 3c;4c IRA 4.2;5.1;5.2;5.3;5.4; 6.2 Unit IL; CA State P1.8; P1.9; P2.13	Literacy Book Bags Video Discussion Boards Make It Take It Activity
11. The developmental stages of language acquisition and phonemic awareness in learning to read and write.	NAEYC 4c IRA 2.2 Unit IL; DP State P 1.1; P1.10	Exam Literacy Book Bags Article Exploration
Skill to:		
1. Demonstrate strategies focusing on adapting instruction to ensure that children continue to progress. .	NAEYC 4b;4c IRA 2.2; 2.3;4.2;4.3 Unit IL; CA State P 1.3; P 1.9; P 2.12	Literacy Book Bags Article Exploration Online Discussion Boards
2. Develop strategies to assess and support individual children's development and learning. Focus on fluency, vocabulary development and writing	NAEYC 3a;3b;3c;3d IRA 3.1;3.2 Unit IL;CA State P 2.8; P 2.9; P 2.10; P 2.11	Literacy Book Bags Make It Take It Activity Effective Teachers Presentation
3. Investigate brain research and the impact on language acquisition. *fMRI* information	NAEYC 4c IRA 1.1;2.1 Unit EA; IL; DP State P 1.9; P 1.10; P 1.11	Class Interactions Article Exploration
4. Compare and explain the process of language acquisition to the process of children developing literacy.	NAEYC 4b;6c IRA 1.1;2.2 Unit CA State P1.3; P1.1; P1.2	Literacy Book Bags
5. Analyze the effects of phonemic awareness and phonics on developing readers.	IRA 1.1;2.2 Unit CA State P 1.1; P1.2; P2.2; P2.4	Literacy Book Bags Make It Take It Activity Effective Teachers Presentation
6. Analyze the essential connection of language development, reading acquisition, and writing. CA; RD-M	IRA 2.2 Unit CA; RD-M State P 1.2; P2.1; P2.2;P2.3; P2.4	Literacy Book Bags Exam
7. Discuss the interactive nature of the reading process.	NAEYC 5a IRA 1.1; 4.3 Unit CA; IL State P 1.2; P1.3; P 2.1; P2.2; P2.3;P2.4; P2.5.; P2.6	Literacy Book Bags Exam Article Exploration
8. Assess young children's stages of language development	NAEYC 3a;3b;3c IRA 2.2; 3.2; 3.3 Unit CA State P 1.3	Assessment Checklist

Disposition to:		
1. Reflect on the continuing impact of language acquisition and developing literacy on the process of reading.	NAEYC 4a;4d IRA 1.3 Unit RD-M; IL	Exam/Discussions in class
2. Reflect on the teacher and community impact on the development of language and literacy.	NAEYC 3d IRA 5.1;6.2;6.3 Unit CBB; RD-M; CA	Exam Literacy Book Bags Effective Teachers Presentation

Please note: The International Reading Association six standards (2010) include: 1. Foundation knowledge; 2. Curriculum and Instruction; 3. Assessment and evaluation; 4. Diversity; 5. Literate Environment; 6. Professional Learning and Leadership

ACADEMIC DISHONESTY:

The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

"Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do" (The Pathfinder, Frostburg State University)

DISRUPTIVE STUDENT BEHAVIOR

"*The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with University personnel, orderly processes, and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course.***"** (*Student code of Conduct*)

GENERAL COURSE REQUIREMENTS:
1) *Each student is expected to be prepared for each class and to contribute to the community of learners online by being a positive participant in discussions, presentations, and projects.*
2) *Consistent attendance is expected both in the online environment and four class meetings. A student who must be absent from class should make every attempt to communicate directly with the instructor prior to the absence.* ***One (1) class absence may result in the lowering of the student's final grade in the course by one letter grade.***
3) *All assignments should be submitted on the specified due date. Extensions are available upon request.* ***Assignments turned in late, without prior arrangement, are subject to a grade level deduction of 2 pts for each day late, including weekends***. ***Assignments submitted more than one week late will not be accepted.*** *All assignments should be word-processed, submitted in the appropriate manner (hard copy, Blackboard), and include a header with candidate name. Hard copy submissions should be accompanied with the appropriate rubric and are expected to be polished work, free of grammatical and spelling errors.*
4) *Students receiving a grade below a B will be given the opportunity to re-submit the assignment. Late assignments will not be eligible for resubmission.*
5) A final exam will be given in this course.

DISPOSITION EXPECTATIONS:
1) **Cell Phone usage and/or text messaging is prohibited during class sessions. All cell phones should be turned off during class meetings. Exceptions will be made only when concerning family or medical emergencies and the need for these exceptions should be communicated to the instructor prior to the start of the class session.**
2) **Late arrival or early leave from a class session should be communicated to the course instructor prior to that class session. Missed class time could result in a grade level deduction. Any missed class time must be made up as determined by the course instructor.**
3) **If there is a disagreement or question regarding scoring of any assignment, please arrange to meet with the course instructor to discuss the assignment outside of class time or following a class session.**

Course Schedule: REED 530, Summer Session, 2014

Date/Class Session	Topic(s)	Candidate Responsibilities

Wednesday 5/28/14
Session 1: **Face to Face**
	Introduction to the Course:
	Overview of Course Syllabus and Policies
	Introduction to Blackboard
	Effective Early Childhood Teachers
	Oral Language Development:
	    Key Terms
	    Developmental Timeline
	Language and the Brain- Video
	Overview of Effective Teachers Presentation
	Overview of Family Literacy Bag Assignment
		Text: Read Chapters 1 and 2
		
		Select Effective Teachers Presentation Topic
		
		In Class Assignment: Oral Language Development Timeline

Monday 6/2/14 Session 2: **Face to Face**	Family Literacy and Language Development Family Literacy Article Exploration Environmental Print Creating and Managing Literacy Centers *Team Planning: Effective Teachers* *Overview of Online Assignments*	**Text: Read Chapters 3 and 4** **In Class Assignment: Small Group Article Exploration**
Wednesday 6/4/14 Session 3: **Online**	Family Literacy and Language Development Video Discussion Board 1 Website Tour 1 Work Time: Creating Family Literacy Bags	**Text: Read Chapter 3** **Video Discussion Board 1 (due 6/6/14)** **Website Tour 1 Written Reflection (due 6/6/14)**
Monday 6/9/14 Session 4: **Face to Face**	Language-Centeredy Activities Exploring Story/Extending Literature Sharing Good Books Shared Reading Approach In Class: Make it/ Take it *Team Sharing: Effective Teachers* *Overview of Online Assignments*	**Text: Read Chapters 5 and 6** **Family Literacy Bags Due** **In Class Assignment: Make It and Take It Activity** **Team Sharing Effective Teachers: Groups 1-7**

Wednesday 6/11/14 Session 5: **Online**	Teaching Early Reading Skills Video Discussion Board 2 Pinterest Pin Board	**Text: Read Chapter 7** **Video Discussion Board 2 (due 6/13/14)** **Pinterest Pin Board for Early Literacy (due 6/13/14)**
Monday 6/16/14 Session 6: **Face to Face**	Teaching Early Reading Skills Phonological Awareness Phonemic Awareness Alphabet Instruction "Name" Games Writing Together/Writing Workshop *Team Sharing: Effective Teachers* *Overview of Online Assignments*	**Text: Read Chapters 7 and 8** **In Class Activity: "Write Stuff"** **Team Sharing Effective Teachers: Groups 8-14**
Wednesday 6/18/14 Session 7: **Online**	Assessing Early Literacy Video Discussion Board 3 Assessment Tool Checklist Final Exam	**Text Read Chapter 9** **Video Discussion Board 3 (due 6/20/14)** **Assessment Tool Checklist (two checklists- due on 6/20/14)** **Final Exam (available from 6/18 to 6/20)**

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FSU Hagerstown Center   Fall 2014
Tuesdays: 9-12:00 pm/online as announced   Office hours: Tuesday 8-9:00
am

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REQUIRED TEXT:
Hipsky, S. (2011). Differentiated literacy and language arts strategies for the elementary
classroom. Pearson.
Allen, J. (2004). *Tools for Teaching Content Literacy*. Stenhouse Publishers.
Allen, J. (2008). *More Tools for Teaching Content Literacy*. Stenhouse Publishers.

==Provided by instructor:==
Glass, K.T. (2012) *Mapping comprehensive units for the ELA common core standards K-5.*
        SAGE Publications Asia-Pacific Pte. Ltd.

==Ellery, V. (2009). *Creating strategic readers: Techniques for developing competency in
        phonemic awareness, phonics, vocabulary, and comprehension.* IRA.==

RECOMMENDED TEXT:
Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words Their Way: Word Study
for Phonics, Vocabulary and Spelling Instruction*. 3rd Edition. Upper Saddle River, NJ: Prentice
Hall.

IN CLASS ARTICLES:
Articles from various journals and texts as assigned

COURSE DESCRIPTION
        This course is designed for MAT candidates. The course contains definitions of reading,
emergent literacy and the research, best practices and instructional strategies, which focus critical
processing of literary experiences and content materials. The role of print, word study, text
structures, comprehension, integration of language arts and classroom organization are included
in the course. Early identification and intervention strategies for gifted, ELL, special needs, and
low achieving readers will also be analyzed. Knowledge of best practices and instructional
strategies, which focus on the purposes for reading. How to use a balanced program of phonics,
semantics, and syntactics in teaching reading. The five components of reading instruction:
phonemic awareness, phonics, fluency, vocabulary and text comprehension. Methods, materials,
and content for teaching reading in grades 1-5.

COURSE PURPOSE
        The purpose of this course is to develop candidate's knowledge, skills and dispositions
pertaining to literacy instruction. Candidates will become familiar with the framework for

meeting the instructional needs of all children, and the practices of grouping for differentiated instruction in reading. Using research-based methods, candidates will promote the development of word recognition capabilities, increase student knowledge of word meanings in both instructional and independent reading situations, promote fluency thorough accurate reading with speed and prosody and will use a variety of comprehension instruction approaches to support students in comprehending texts independently. Candidates will also develop skills in managing the language arts classroom, selecting instructional materials and collaborating to support home-school connections related to reading.

COURSE OUTCOMES & ASSESSMENT:

Upon successful completion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by Association for Childhood Education International (ACEI, 2007), the National Association for the Education of Young Children (NAEYC, 2010), the Maryland Teacher Technology Standards (MTTS), the Interstate Teacher Assessment and Support Consortium (InTASC, 2011), International Reading Association's Standards for Reading Professionals, in collaboration with the National Council for Accreditation of Teacher Educators, as well as the knowledge base required by the Maryland State Department of Education. The outcomes also reflect the characteristics of the Educational Professions Department Unit Outcomes: Dedicated Professional (DP), Continuous Assessor (CA), Instructional Leader (IL), and Collaborative Bridge Builder (CB).

Course Outcomes

COURSE OUTCOMES Candidates will demonstrate:	ASSESSMENTS Candidate performances will be measured by:	CF	INTASC	MTTS	Nat'l Std ACEI
		Knowledge			
1. A brief history of reading instruction methodologies and philosophies in light of the current scientific-based research consensus of how we should teach children to read.	a. Research-Based Reading Instruction: strategy lessons	a. MSDE 1.1 b. IRA1.2 c. DP	1	I	1.0
2. Behaviors characteristic of students at various stages of reading development and levels of proficiency in basic reading skill.	a. Lesson plan writing activity.	a. MSDE 1.2 b. IRA 1.3, 3.2 c. IL	1, 4	I	1.0
3. A typical scope and sequence for phonological awareness instruction.	a. MCCRS review (in class)	a. MSDE 1.3 b. IRA 1.4 c. DP	1, 7	I	2.1

4.	A typical scope and sequence for explicit, systematic approach to phonics/word study instruction.	MCCRS review (in class) Lesson plan writing	a. MSDE 1.4 b. IRA 1.4 c. DP	1, 7	I	2.1
5.	What it means to "know" a word deeply and use it well.	a. Vocabulary Set w/in Unit b. Reading strategy activities	a. MSDE 2.1 b. IRA 1.4 c. DP	1, 4, 7	V	2.1
6.	The difference between recognizing words in print and understanding word meanings at a deeper level.	a. Vocabulary activity	a. MSDE 2.2 b. IRA 1.4 c. DP	1, 4, 7	V	1.0
7.	Recommendations from research on vocabulary instruction techniques.	a. Reading strategy activities	a. MSDE 2.3 b. IRA 1.4, 2.2 c. DP	1, 4, 7	V	1.0
8.	The aspects of learning word meanings that may be challenging, including multiple meanings and uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical and hierarchial reasoning, or insufficient examples of contextual use.	a. Lesson plan activity b. Reading strategy activity.	a. MSDE 2.4 b. IRA 1.4 c. DP	1, 4, 7	I	1.0
9.	Research-supported approaches to selecting words for in-depth instruction.	a. Integrated Unit	a. MSDE 2.5 b. IRA 1.4, 2.2 c. DP	1, 4, 7	I	1.0
10.	Derivational processes in word learning (morphological and etymological analysis) and the use of cognates in helping second language learners.	a. Integrated Unit	a. MSDE 2.6 b. IRA 1.4 c. DP	1, 2, 4, 7	VI	1.0, 3.2
11.	How vocabulary develops in oral and written language by first	a. In-Class Activity: Reading A-Z.com site	a. MSDE 2.7 b. IRA 1.3 c. DP, IL	1, 2, 4, 8	VI	1.0

	and second language learners.					
12.	A research-supported definition of reading fluency and its relationship to word recognition and comprehension	In class activities Screencast/Flipped Activity for a reading skill: fluency	a. MSDE 3.1 b. IRA 1.4 c. DP	1, 4, 7	I	1.0
13.	Expectations/norms for fluency as children develop reading skill.	a. Fluency: Reading A-Z.com b. Running Record: Learning A-Z	a. MSDE 3.2 b. IRA 1.3 c. CA	1, 4	V	1.0
14.	Factors that impact fluency, for example: type of text, reason for reading, background knowledge, and text difficulty.	a. Lesson planning activity. b. In-Class Activity: Reading A-Z.com	a. MSDE 3.3 b. IRA 1.4 c. DP	1, 4, 7	V	1.0
15.	Multiple influences that can cause miscomprehension – in the reader, the text, the context, or the reading task itself.	Integrated Unit In-class discussions	a. MSDE 4.1 b. IRA 1.4 c. DP	1, 4, 7	V	1.0
16.	Effective comprehension instructional practices supported by current research (such as teaching word meaning, building or eliciting background knowledge, previewing the text, questioning during reading, making inferences, explicit and overt, summarizing and retelling, constructing mental images, using graphic organizers) with both expository and narrative texts.	Lesson planning activity Integrated Unit (in field) Subtext activities	a. MSDE 4.2 b. IRA 1.4 c. DP, IL	1, 4, 5, 8	I	1.0
17.	Text characteristics that affect comprehension, such as type of vocabulary, syntactic complexity, propositional density, use of logical	Lesson plan Reading A-Z Integrated Unit (in field)	a. MSDE 4.3 b. IRA 1.4 c. DP	1, 4, 7	V	1.0

	ASSESSEMENTS:	STANDARDS	InTASC	MTTS	ACEI
connecting words, genre and discourse structure.					
18. A "three-tier" model (core, supplemental, intervention) for organizing classroom instruction for students with a wide range of proficiencies.	a. Reading strategy activities b. Subtext activities c. In-Class Discussion	a. MSDE 5.1 b. IRA 2.1 c. DP	1, 4, 7	V	1.0
19. The importance of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as they relate to the implementation of a comprehensive reading program.	Reading A-Z Integrated Unit Lesson plan In-class activities	a. MSDE 5.2 b. IRA 1.4 c. DP	1, 4, 5, 7	I	1.0
20. The importance of writing and spelling in a comprehensive reading program.	a. Reading strategy activities b. Integrated Unit (in field)	a. MSDE 5.4 b. IRA 1.1 c. DP	1, 4, 7	I	1.0
21. The relationship between specific underlying skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, and so forth) and high quality composition.	a. In-Class Discussion	a. MSDE 5.5 b. IRA 1.1 c. DP	1, 4, 5, 7	I	1.0
	Skills				
OUTCOMES:	ASSESSEMENTS:	STANDARDS	InTASC	MTTS	ACEI
1. Techniques for teaching speech sound identification, matching, blending, segmenting, and manipulation (oral).	a. In class Reading strategy activities	a. MSDE 1.5 b. IRA 2.2 c. IL	1, 4, 7	V	1.0
2. Techniques for teaching phoneme-grapheme association according to a planned progression.	a. In class activities: Reading strategy activities	a. MSDE 1.6 b. IRA 2.2 c. IL	1, 4, 7	V	1.0
3. Techniques for teaching sound blending in	In class activities: Reading strategy	a. MSDE 1.7 b. IRA 2.2	1, 4, 7	V	1.0

	decoding to enhance accuracy and fluency.	activities Screencast: Flipped Activity Nearpod presentation	c. IL			
4.	Techniques for teaching fluent recognition of whole words explicit, systematic instruction compared with implicit, incidental, opportunistic instruction.	Fluency: Reading A-Z Screencast: Flipped Activity for Fluency Nearpod presentation	a. MSDE 1.8 b. IRA 2.2 c. IL	1, 4, 5, 7	V	1.0
5.	Word study routines found in systematic approaches, including word building, word sorting, word chaining, and speed drills.	a. Vocabulary Activities: Reading A-Z b. In class activities: Interventions for All Activities	a. MSDE 1.9 b. IRA 2.2 c. IL	1, 4, 5, 7	I, IV, V	1.0
6.	Instruction in fluent recognition of multi-syllabic words, including syllabication patterns and recognition of morphemes(prefixes, roots, suffixes)	In class activities: Reading strategy activities Screencast Flipped Activity for Fluency	a. MSDE 1.10 b. IRA 2.2 c. IL	1, 4, 5, 7	I,V	1.0
7.	The use of decodable and controlled text to reinforce word recognition skills that have been taught.	Vocabulary activities Integrated Unit	a. MSDE 1.11 b. IRA 2.3 c. IL	1, 4, 5, 6	I	1.0
8.	Identifying student needs across a continuum, including students with disabilities and students from diverse populations, and differentiating instruction appropriately.	a. Modified Lessons w/in Integrated Unit (in field)	a. MSDE 1.12 b. IRA 3.2 c. IL, CA	2, 3, 6	V	3.3
9.	Implicit approaches for fostering independent vocabulary learning.	Vocabulary activities	a. MSDE 2.8 b. IRA 2.2 c. IL	1, 4, 7	I	1.0
10.	Oral passage reading fluency intervention techniques for dysfluent students, including increasing time spent reading at independent	Fluency activities: Reading A-Z Screencast/Flipped Activity for Fluency	a. MSDE 3.4 b. IRA 2.2 c. IL	1, 4, 7	I	3.5

			InTASC	MTTS	ACEI
level; alternate oral reading; repeated readings; and simultaneous reading.	Nearpod presentation				
11. Explicit instructional strategies for supporting fluency development within the core, comprehensive reading program.	Screencast/Flipped Activity for Fluency Nearpod presentation Lesson Plans Integrated Unit	a. MSDE 3.5 b. IRA 2.2 c. IL	1, 4, 5, 7, 8	I, V	3.5
12. Explicitly teaching and scaffolding students' independent use of comprehension skills and strategies.	a. Lesson Plans b. Running Record: Reading A-Z	a. MSDE 4.4 b. IRA 2.2 c. IL, CA	1, 4, 5, 8	I, V	1.0, 2.1
13. The use of core, supplemental, and intervention materials in a comprehensive reading program.	a. Lesson Plans b. In class activities: Reading strategy activities	a. MSDE 5.3 b. IRA 2.2 c. IL	1, 4, 5, 6	I, V	1.0, 2.1
14. Management and allocation of instructional time according to student needs.	a. Lesson planning activities b. Integrated Unit (in field)	a. MSDE 5.6 b. IRA 2.1, 2.2, 4.4 c. IL	1, 4, 5, 6	IV	3.1
15. Promoting home/school connections to support student growth in reading.	Weebly	a. MSDE 5.7 b. IL, CBB	3	II	3.5
		Dispositions			
OUTCOMES:	ASSESSEMENTS:	STANDARDS	InTASC	MTTS	ACEI
1. Collaborate with others to gain an appreciation of varying perspectives on literacy.	Weebly	a. IRA 5.2 b. DP, CBB	3	II	3.5
2. Share an appreciation for the importance of literacy instruction to our society.	a. Lesson Planning writing b. Weebly	a. IRA 4.3, 4.4, 5.1 b. DP	3	II	2.1
3. Respect the role of the parent and community in the development of lessons and programs.	Unit information letter to families Weebly	a. CBB	3	II	3.5

DIVERSITY:

It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners. In this course, teacher candidates will explore the cultural and social influences on language and literacy development. Teacher candidates will study the social, cultural, and environment factors that can foster language and literacy skills. The course will also explore the importance of family/home support and communication in the development of these skills. The course will investigate reading development and teacher candidate will consider differentiation with regards to specific learners and their needs. Teacher candidates will learn how to support and scaffold language learning for English Language Learners. Specific activities that will explore diversity topics include in class activities, field experiences, video-based discussions, and assigned readings. Teacher candidates will be assessed on their understanding of these topics through written exams, the book file assignment, the vocabulary lesson plan, the running record and fluency plan assignment, and the caregiver newsletter assignment.

ACADEMIC DISHONESTY:
The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

" Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do" (The Pathfinder, Frostburg State University)

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REPORTING OF CHILD ABUSE:
Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

GENERAL COURSE REQUIREMENTS/ATTENDANCE/PUNCTUALITY:
6) Each student is expected to be prepared for each class and to contribute to the community of learners online by being a positive participant in discussions, presentations, and

projects. If a student is being disruptive or not willing to participate, the professor reserves the right to remove the student from the class (refer to Disruptive Student Behavior excerpt above). Upon removal, the student may be marked absent. The student will be responsible for material covered in class.

7) Consistent attendance is expected both in the online/virtual environment and for class meetings. A student who must be absent from class should make every attempt to communicate directly with the instructor prior to the absence. One (1) class absence may result in the lowering of the student's final grade in the course by one letter grade.

8) All assignments should be submitted on the specified due date. Extensions are available upon request. Requests need to be made in advance not moments before the assignment is due. The only exception to this would be an extreme emergency. Assignments turned in late, without prior arrangement, are subject to a grade level deduction 10 points per day. Assignments turned in late within the day they are due will be deducted accordingly based on how late the assignment is that day, i.e. half day late 5 points, more than half the day 7-8 points, or less than half the day would be around 3 points. This will be determined by the professor. Assignments submitted more than one week late will not be accepted. All assignments should be word-processed, submitted in the appropriate manner (hard copy, Blackboard, email). Hard copy submissions should be accompanied with the appropriate rubric.

9) Students receiving a grade below a B will be given the opportunity to re-submit the assignment. The initial assignment and resubmission will be averaged together for a new score. It must be completed within the agreed time frame of the professor and candidate. Late assignments will not be eligible for resubmission.

10) A mid-term and final exam will not be given in this course.

DISPOSITION EXPECTATIONS:

1) This program is preparing you to become a teacher. One of the many things a teacher is expected to do on a daily basis is to communicate with others. Therefore, it is the candidate's responsibility to check Bb, email and the syllabus for information pertaining to assignments, grading and upcoming changes to the schedule. The policy of "Three before me" asks that each candidate check three resources before emailing me. As a teacher you need to be resourceful, so it's is best to begin now. Lastly teachers need to be problem solvers on a daily basis. When you are presented with a problem that you need to solve, please come to me prepared with at least one, if not more solutions, as to how you could solve the dilemma you are facing. This is a very important skill to master not only for teaching, but for life itself.

2) Cell Phone usage and/or text messaging is prohibited during class sessions. All cell phones should be turned on silence/vibrate during class meetings. Exceptions will be made only when concerning family or medical emergencies and the need for these exceptions should be communicated to the instructor prior to the start of the class session.

3) Late arrival or early leave from a class session should be communicated to the course instructor prior to that class session. Missed class time could result in a grade level deduction, 10 points. Any missed class time must be made up as determined by the course instructor. Consistent departure from the time of class

meetings (consistently late; consistently leaving early) will result in a grade deduction.

4) If there is a disagreement or question regarding scoring of any assignment, please arrange to meet with the course instructor to discuss the assignment outside of class time or following a class session.

5) The use of a laptop in class would be at the discretion of the professor. If candidates are using the laptop for recreation as opposed to academics the professor reserves the right to ask the candidate to shut the laptop down.

FLU and BAD WEATHER PRECAUTIONS

Any updates or changes to assignments as a result of a bad weather or flu related event will be communicated to candidates through Bb and Remind 101. Should any other circumstances arise which require the University campus to close, check Bb to see what the schedule will be for our course that evening. There may be course assignments posted via blackboard for that evening.

COURSE ASSIGNMENTS AND ASSESSMENTS

Evaluation of student achievement will be based upon evaluation of assessments. Descriptions of all assessments are given.

In Class Activities: *(These are learning activities and therefore will not be awarded points.)*
In class activities including but not exclusive to the following: Lesson plan exploration using Reading A-Z.com, Lesson plan writing, Subtext activity, Screencast directions, Flip chart creation, Nearpod presentation, Anti-Bullying activities, research based strategies using Janet Allen and Valerie Ellery texts, and Discussions.

Assessment 1: Integrated Unit Pacing Guide:
Each candidate will develop an integrated unit. The unit will be grounded in ELA/W and integrated with a second content area of the candidate's choice. Pacing due dates are as follows:
First checkpoint: Proposal is due Sept. 16th, 2014 (check in/feedback/see rubric)
Second checkpoint: Unit draft due to partner October 14th, 2014/Revisions due to partner by October 21st, 2014. (check in/feedback) Checkmark in gradebook.
Final checkpoint: Unit is due on December 9th, 2014 in Bb. (scored by professors/see unit rubric)

Assessment 2: Weebly Due: Post link to Weebly on Bb October 28th, 2014.
Candidates will create an informative and inviting Weebly for their students and families. This will be used to introduce you to your Practicum I community. On the website there should be the following: One (1) dropdown tab that lists five (5) links for parents to access as resources to support his or her child with reading (5 points); One (1) dropdown that contains a minimum of five (5) bulleted items with information about the qualities of good children's literature (5

points); One (1) final dropdown with five (5) bulleted suggestions for selecting books for their children and/or motivating their children to read (5 points). *See points embedded within description above for rubric.*

*This site needs to be approved by both the principal and your mentor teacher before you can open the site and send the link home. Seek approval ASAP.

Assessment 3: Designing a Complete Reading Lesson Plan (50 points) Due: September 30, 2014.

As teachers of reading, you will need to collect strategies and activities as tools for teaching reading. You will write a reading lesson incorporating what you've learned into an effective lesson plan and post it on Bb. Be sure to review the Content Lesson Plan for Literacy. For your lesson to pass, you much score Acceptable (3 points) on the Content Lesson Plan for Literacy rubric.

Assessment 4: eBuddies Writing and Conferencing Activity:

Each student will select to work either with a partner or independently (depending on student numbers) to support a second (2nd) grade student with his or her writing piece. Communication will be via Google Docs and Skype/FaceTime or Google Hangout. The FSU candidate will conference and support the writing efforts of his or her eBuddy. The goal will be for the FSU candidate to read and provide supportive feedback as the eBuddy moves through the writing process. At no point should the FSU intern complete any of the work for his or her eBuddy. Each eBuddy partnership will complete this assignment at different times. The pacing will be set by the classroom teacher, however the assignment must be completed prior to our final class before enter the field for Practicum I. Tuesday, October 28th, 2014. On Tuesday, October 28th, 2014 the FSU Candidates will take a field trip to EKDoub. The FSU candidates will have lunch with his or her eBuddy and possibly participate in a small celebration with his or her eBuddies as a class. Time will be a factor and determined closer to the field trip date.

Points: 10 points (see rubric for this assignment)
- ✓ Virtual "Hello." In class on September 9th, 2014.
- ✓ Conferencing feedback during writing process/commenting and or posting within a timely matter.
- ✓ There will be a time each week established when the eBuddies will be online at the same time to work in "real time" using Google Docs.
- ✓ Candidates will evaluate his or her eBuddy using the rubric provided by the classroom teacher. The candidate's rating will not the be final evaluation or scoring of the eBuddy's work. The final scoring will be conducted by the classroom teacher.
- ✓ Final feedback. This activity is to be completed at the latest Tuesday, October 28th,2014.

Pacing of this activity will be up to the classroom teacher. NOTE: All correspondences will be reviewed by the professor and the classroom teacher.

Assessment 5: Storybook Holiday/Festival of Children's Literature (10 bonus points)

Due: December 13th, 2014 (Snow Date: December 20th, 2014)

Teacher candidates will participate in University and community collaborations
by assisting/attending the Festival of Children's Literature.

Grading Scale

A	93% to 100%	Outstanding achievement; for only the highest accomplishment
B	83% to 92%	Praiseworthy performance; above average
C	73% to 82%	Average; for satisfactory performance
D	63% to 72%	Below average achievement
F	Below 63%	Very unsatisfactory performance

TOPIC/SCHEDULE BY WEEK

	TOPIC*	CANDIDATE REQUIREMENTS*
Overview for readings	Reading this semester: Select a protocol and use it to guide you through your text. You will be expected to incorporate your readings into your class discussions as well as your mid-term and final exam.	Student resource texts: *Janet Allen "Flip" book resources *Differentiated Literacy and Language Arts Strategies: for the Elementary Classroom.
Reading goals:	The goal will be to try these activities in the classroom when possible this will authenticate the reflection required with this assignment.	Teacher resources: Creating Strategic Readers text. The Primary Comprehension Tool Kit of reading activities.
Week 1 9/2	Introduce Course: Seminar with all methods instructors. Reading and Writing Processes Reading Approaches and Instruction Instructor: Create a 20 minute tech activity for Seminar: Thinglink	Differentiated Literacy: Ch 1 Skim using a protocol to guide your reading: Text Rendering or 4A's Janet Allen "Flip" book resources
Week 2 9/9	In class: Literacy basics: phonemic awareness/phonics Creating Strategic Readers Janet Allen "Flip" book resources Reading: Chapter 2 Strategy focus: List*Group*Label Common Core: unpacking of the ELA/W standards (standard support sheets from MSDE) Danielson: Domains 1 and 3 Organizing for Instruction: Guided	Differentiated Literacy: Chapter 2 ~ select a protocol for possible discussion in class Unpack the standards: Write a lesson plan draft Brainstorm Integrated Unit ideas: Proposal due next week. Introduce Linda Hoyt: lesson plan seeds

	Reading. Model Guided Reading lesson ~ day one/background knowledge and vocabulary.	
Week 3 9/16	<mark>Fostering Children's Interest (surveys) Expanding Students' Knowledge of Words (vocabulary and whole group reading)</mark> Reading: the design, whole group/guided group/independent reading time Linda Hoyt: lesson plan seeds In class: Creating Strategic Readers Reading: Chapter 2 continued Janet Allen "Flip" book resources Danielson: Domain 1 and 3 Closure: what does it look like, and what does the assessment piece look like with it?	Differentiated Literacy: continue with Chapter 2~ select a protocol for discussion in class Checkpoint #1: Integrated Unit Proposal due Continue working with Linda Hoyt: lesson plan seeds Closure activity
Week 4 9/23	<mark>Facilitating Students' Comprehension: Reader Factors/Focus: Readers who struggle and readers who excel</mark> Questioning/Open-Closed/HOQs (question generator chart and wheel) Quality Questioning resources: activities Anti-Bullying lesson plans as guides In class: Creating Strategic Readers Reading: Chapter 4 share Janet Allen "Flip" book resources Strategy focus: Key Words/Key Words II activities	Differentiated Literacy: Chapter 4~ select a protocol for discussion in class Due: Next week~ first lesson plan draft. Subtext resources/exploration Peruse Anti-Bullying lesson plan "starters" and use one to develop a draft of a plan.
Week 5 9/30	<mark>Facilitating Students' Comprehension: Text Factors Differentiating Instruction</mark> Continue: Anti-Bullying lesson plans as guides In class: Creating Strategic Readers	Differentiated Literacy: continue chapter 4~ select a protocol for discussion in class First lesson plan draft is due tonight. Continue exploring Subtext. Nearpod presentation: fluency

	Reading: continue chapter 4 share Janet Allen "Flip" book resources Grammar review: Schoolhouse Rock Possible Sentences activity	
Week 6 10/7	Grammar and Writing process and the MCCRS: Nearpod, ActiveInspire (flipcharts) In class: Creating Strategic Readers Reading: Chapter 6 share Janet Allen "Flip" book resources Comprehension Toolkit: Connecting Comprehension and Technology lessons and activities Strategy focus: Possible Sentences/Strip Story	Differentiated Literacy: Chapter 6~ select a protocol for discussion in class Nearpod exploration and Flipchart exploration
Week 7 10/14	Comprehension: MCCRS In class: Creating Strategic Readers Reading: continue chapter 6 share Janet Allen "Flip" book resources Continue: The Primary Comprehension Tool Kit	Differentiated Literacy: continue chapter 6~ select a protocol for discussion in class Explore Screencasting for flipping your classroom. Checkpoint #2: Peer Review of Integrated Unit
Week 8 10/21	Putting Together the Pieces of the Reading and Writing process In class: Creating Strategic Readers Reading: Chapter 6 share Janet Allen "Flip" book resources Continue: The Primary Comprehension Tool Kit Strategy focus: Anticipation Guide	Differentiated Literacy: Chapter 8~ select a protocol for discussion in class Continue with Screencasting for flipping your classroom.
Week 9 10/28	Integrated Literacy lessons Janet Allen "Flip" book resources Anticipation Guides Comprehension Continue: The Primary Comprehension	Differentiated Literacy: Chapter 9~ select a protocol for discussion in class Due: Parent Weebly Due: Final Guided Reading Lesson Plan

	Tool Kit	
Week 10 11/4	Internship	
Week 11 11/11	Internship	
Week 12 11/18	Internship	
Week 13 11/25	Thanksgiving Break	Relax!
Week 14 12/2	Expanding the Language Arts	Differentiated Literacy: Chapter 9~ select a protocol for discussion in class
Week 15 12/9	Final Exam	Integrated Unit DUE today.
Week 16 12/16	Seminar Diversity visits	-

* All course topics, assignments and point amounts are subject to change.

Course Online Resources:

Common Core Standards
http://www.corestandards.org

Maryland Content Standards for Language Arts (PreK – 8)
http://www.mdk12.org/instruction/curriculum/index.html

International Reading Association

www.reading.org

Center for the Improvement of Early Reading Achievement
www.ciera.org

National Reading Panel

www.nationalreadingpanel.org

ERIC Clearing House on Reading, English and Communication

www.indiana.edu/~eric_rec/

Children's Literature Database
 www.childenslit.com

Frostburg Children's Literature Centre

READWRITETHINK

www.readwritethink.org

Reading Rockets
 http://www.readingrockets.org/index.php

INSTRUCTION IN READING

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Email: **Remind 101:** To join text mat-e15 to 240.490.4893

REQUIRED TEXT:
Lynch-Brown, C.G., Tomlinson, C.M., and Short, K.G. (2014) *Essentials of children's literature.* Pearson.

Book Club Text- Candidates will choose one children's novel to read over the course as part of a book club experience. A list of possible titles will be available at the first class.

Other reading selections from The Reading Teacher, Educational Leadership *and other professional journals will be made available on Blackboard (http://blackboard.frostburg.edu)*

RECOMMENDED TEXT:
Opitz, M.; Ford, M.P., Zbaracki, M.D., (2006). *Books and beyond: New ways to reach readers.* Heinemann

Other reading selections from The Reading Teacher, Educational Leadership *and other professional journals will be made available on Blackboard (http://blackboard.frostburg.edu)*

COURSE DESCRIPTION:
This course is designed to assist pre-service and in-service teachers in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Teachers should leave this course with an understanding of research-supported programs, approaches, and methods, so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent, and independent readers. Participants will use a variety of texts and other materials to promote student independent reading and will be prepared to involve parents and members of the school and surrounding community to promote reading.

COURSE PURPOSE:

This course introduces the candidate to a wide variety of texts and other media applicable to the early childhood, the elementary, and middle schools. Specifically, it is designed to provide knowledge about selecting and evaluating text that support the development of the five essential components of reading, utilizing scientifically based research, quality children's literature in a culturally responsive classroom. In addition, teacher education candidates will learn how to create an interest inventory and a classroom library collection, which will promote independent reading. Furthermore, this course is planned to provide information about using members of the community to fulfill the goals of the reading program and to provide methods to assist parents in

their roles in selecting and using a variety of reading materials and other media, including technology, that support reading.

COURSE OUTCOMES AND ASSESSMENTS:
Upon successful completion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by Association for Childhood Education International (ACEI, 2007), the Maryland Teacher Technology Standards (MTTS), the Interstate Teacher Assessment and Support Consortium (InTASC, 2011), International Reading Association's Standards for Reading Professionals, in collaboration with the National Council for Accreditation of Teacher Educators, as well as the knowledge base required by the Maryland State Department of Education. The outcomes also reflect the characteristics of the Educational Professions Department Unit Outcomes: Dedicated Professional (DP), Continuous Assessor (CA), Instructional Leader (IL), and Collaborative Bridge Builder (CB).

KNOWLEDGE:					
OUTCOME **FSU Framework**	**ASSESSMENTS**	*CF*	*INTASC*	*MTTS*	*ACEI*
1. Literary genres and guidelines for selecting quality literature for children.	a. Reading and comprehending course texts b. Examination c. Field Project: Interview school personnel about selecting quality literature for children	IL	8		2.1/
2. Theoretical principles of motivation that support independent reading.	a. Field Project: Survey motivational practices.	CA	8		3.4/ 1.1
3. A variety of assessment tools to determine students' reading interests and background.	a. Interest Inventory Assignment b. Field Project: Conduct interest inventory assessment in the Practicum placement	CA	6	IV	4/ 4.1
4. Instructional materials and media that address students' needs and interests to include multicultural perspectives, age and gender appropriateness, ELL, and gifted.	a. Examination b. Classroom Library Proposal/Shelfari activity	DP,CA, IL	7 8	VI.2	3.2
5. Roles and responsibilities of the reading specialists, building administrator, special educators, resource specialists, media specialists, and public librarians.	a. Bb discussions b. Practicum	CBB, RDM	10		5.1/

		CF	INTASC	MTTS	ACEI
6. Parent-school collaborations that teach caregiver about trade books, media, and other technology that motivates and promotes independent reading.	a. Book Brag/Trailer activity	CBB	10	II.A.1	5.2
7. Approaches that teach parents to promote literacy and independent reading (summer reading lists, accelerated reader, public library programs, etc.).	a. Book Brag/Trailer activity b. Reading and comprehending course texts.	DP, CBB	10	II.A.1	5.2
8. Strategies and activities for parents that would enhance language development, critical thinking, reading comprehension, phonemic awareness and oral reading through a variety of texts.	a. Book Brag/Trailer activity b. Reading and comprehending course texts.	DP. CBB	2	II.A.1	5.2
9. Strategies for parents who have limited English proficiency to help their children develop reading skills.	a. Book Brag/Trailer activity	CB	2 3		5.1 5.2
SKILLS: OUTCOME FSU Framework	**ASSESSMENTS**	*CF*	*INTASC*	*MTTS*	*ACEI*
1. Selecting, organizing, and evaluating the effectiveness of reading materials that address multiple approaches and diverse perspectives.	a. Class Activity: How to level a text/text complexity b. Reading and comprehending course texts. c. Interactive Read Aloud lesson plan	DP, RDM	1 2 7	I.2	3.2
2. Critically evaluating texts to determine if they are appropriate for a child's developmental level, interest, ability level, and cultural diversity.	a. Children's Literature Database Utilization via Shelfari. b. Interviewing professionals and parents c. Classroom Library Proposal/Shelfari d. Interactive Read Aloud lesson plan	IL, RDM	7	I	3.1 3.4
3. Using professional reference sources for the selection and evaluation of reading materials for children.	a. Compare and Contrast various texts based on text complexity criteria (both literature and non-fiction)/Shelfari	IL, RDM	7	I.2	4.0

		CF	INTASC	MTTS	ACEI
	b. Children's Literature Database Utilization. c. Interactive Read Aloud lesson plan				
4. Applying the transactional theory of reading to materials to identify efferent/aesthetic responses.	a. Reading and comprehending course texts.	DP, RDM	7 8		3.5
5. Selecting, organizing, and evaluating the appropriateness of materials that support the development of the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension.	a. Class Discussion b. Online Db via Bb. c. Classroom Library Proposal/Shelfari activity d. Interactive Read Aloud Lesson plan	DP , IL, RDM	7 8		3.1 4.0
6. Selecting, organizing, and evaluating a variety of quality texts that support a teacher and classroom collection representative of different cultures, subject areas, reading and interest levels, different genres, reference materials, periodicals, technological and media resources, and instructional materials.	a. Classroom Library Proposal/Shelfari activity b. Reading and comprehending course texts. c. Online Db discussions.	EA, RDM, IL	7 8	V	3.1 4.0
DISPOSITIONS:	**ASSESSMENTS**	*CF*	*INTASC*	*MTTS*	*ACEI*
1. A passion for reading and sharing quality children's literature and other forms of creative expression.	*a. Literature Circle Participation* b. **Classroom participation**	*a. DP, IL*	5		3.5
2. A commitment to professional development activities that promote lifelong reading.	a. Class Activities b. Class Participation	DP	9		5.1
3. A commitment to professional development activities that promote technology related to reading instruction.	a. Internet research	IL, CBB		VII	5.1

Please note!

It is the responsibility of the student to make sure all assignments are submitted by the due date. Missing more than one class will automatically drop the student's final grade by one letter grade. Appeals can be submitted in writing within a week of the missed class explaining the reason for missed class to have grade reduction reviewed. After one week from the missed class, the appeal will no longer be considered. Partial attendance is subject to a partial grade reduction without prior email/discussion. Emergencies are considered as part of an appeal.

Course Grades:

A = 93-100%   *Outstanding achievement; for only the highest accomplishment*
B = 83-92%   *Praiseworthy performance; above average*
C = 73-82%   *Average; for satisfactory performance*
D = 63-72%   *Below average achievement*
F = Below 63%   *Very unsatisfactory performance*

DIVERSITY:

It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.

In this course, teacher candidates will explore the cultural and social influences on language and literacy development. Teacher candidates will study the social, cultural, and environment factors that can foster language and literacy skills. The course will also explore the importance of family/home support and communication in the development of these skills. The course will investigate reading development and teacher candidate will consider differentiation with regards to specific learners and their needs. Teacher candidates will learn how to support and scaffold language learning for English Language Learners. Specific activities that will explore diversity topics include in class activities, field experiences, video-based discussions, and assigned readings. Teacher candidates will be assessed on their understanding of these topics through written exams, the book file assignment, the vocabulary lesson plan, the running record and fluency plan assignment, and the caregiver newsletter assignment.

ACADEMIC DISHONESTY:
The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

" Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do" (The Pathfinder, Frostburg State University)

DISRUPTIVE STUDENT BEHAVIOR
"*The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with University personnel, orderly processes, and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the*

*learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course.***** (*Student code of Conduct*)

REPORTING OF CHILD ABUSE:

Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

GENERAL COURSE REQUIREMENTS:

11) *Each student is expected to be prepared for each class and to contribute to the community of learners online by being a positive participant in discussions, presentations, and projects.* **If a student is being disruptive or not willing to participate, the professor reserves the right to remove the student from the class (refer to Disruptive Student Behavior excerpt above).** *Upon removal, the student may be marked absent. The student will be responsible for material covered in class.*

12) *Consistent attendance is expected both in the online/virtual environment and for class meetings. A student who must be absent from class should make every attempt to communicate directly with the instructor prior to the absence.* ***One (1) class absence may result in the lowering of the student's final grade in the course by one letter grade.***

13) *All assignments should be submitted on the specified due date. Extensions are available upon request. Requests need to be made in advance not moments before the assignment is due. The only exception to this would be an extreme emergency.* ***Assignments turned in late, without prior arrangement, are subject to a grade level deduction 10 points per day****. Assignments turned in late within the day they are due will be deducted accordingly based on how late the assignment is that day, i.e. half day late 5 points, more than half the day 7-8 points, or less than half the day would be around 3 points. This will be determined by the professor.* ***Assignments submitted more than one week late will not be accepted.*** *All assignments should be word-processed, submitted in the appropriate manner (hard copy, Blackboard, email). Hard copy submissions should be accompanied with the appropriate rubric.*

14) *Students receiving a grade below a B will be given the opportunity to re-submit the assignment. The initial assignment and resubmission will be averaged together for a new score. It must be completed within the agreed time frame of the professor and candidate. Late assignments will not be eligible for resubmission.*

DISPOSITION EXPECTATIONS:

1) *This program is preparing you to become a teacher. One of the many things a teacher is expected to do on a daily basis is to communicate with others. Therefore, it is the candidate's responsibility to check Bb, email and the syllabus for information pertaining to assignments, grading and upcoming changes to the schedule. The policy of "three before me" asks that each candidate check three resources* **before** *emailing me. As a teacher you need to be resourceful, so it's is best to begin now. Lastly teachers need to be problem solvers on a daily basis.*

When you are presented with a problem that you need to solve, please come to me prepared with at least one, if not more solutions as to how you could solve the dilemma you are facing. This is a very important skill to master not only for teaching, but for life itself.

2) *Cell Phone usage and/or text messaging is prohibited during class sessions. All cell phones should be turned on silence/vibrate during class meetings. Exceptions will be made only when concerning family or medical emergencies and the need for these exceptions should be communicated to the instructor **prior** to the start of the class session.*

3) *Late arrival or early leave from a class session should be communicated to the course instructor prior to that class session. **Missed class time could result in a grade level deduction, 10 points**. Any missed class time must be made up as determined by the course instructor. Consistent departure from the time of class meetings (consistently late; consistently leaving early) will result in a grade deduction.*

4) *If there is a disagreement or question regarding scoring of any assignment, please arrange to meet with the course instructor to discuss the assignment outside of class time or following a class session.*

5) *The use of a laptop in class would be at the discretion of the professor. If candidates are using the laptop for recreation as opposed to academics the professor reserves the right to ask the candidate to shut the laptop down.*

FLU and BAD WEATHER PRECAUTIONS

Any updates or changes to assignments as a result of a bad weather or flu related event will be communicated to candidates through Bb. Should any other circumstances arise which require the University campus to close, check Bb to see what the schedule will be for our course that evening. There may be course assignments posted via blackboard for that evening.

Course Requirements:

Assessment #1: Literacy Lesson Plan Review and Writing Activity   Point Value: TBA

Due dates: TBA

Candidates will research, review and draft a literacy lesson plan. The goal is to engage students to be actively involved with the reading. These plans must be aligned with the Maryland College and Career Readiness Standards MCCRS stated in the objectives/focus questions, and should contain UDL and differentiation components. The plans should also have prior knowledge activities for motivation, easy to follow step-by-step procedures, UDL, differentiation, closure and assessment components. Candidates will share materials both in class and online.

Assessment #2: Thinglink Literacy Introduction Activity   Point Value: 25 points

Due: Wednesday, July 30th, 2014

You will create a Thinglink document to introduce your literacy connections to your future students. Criteria: 1) Background picture of choice (5 points); and 2) ten (10)

literacy descriptions 2 points each. The literacy descriptions could include but are not limited to the following; books, blogs, poems, song lyrics, quotes, magazines, technology. Artifacts should be something connected to or about literacy.

Assessment #3: Classroom Library Proposal (CLP)/Shelfari   **Point Value: 100 points**

Due: Wednesday, July 30th, 2014

Through extensive and intensive reading of children's literature you experience the power of and possibilities for using children's literature in the classroom. Thus, the focus of this course is on reading children's literature. Read a minimum of **20** books: (4 non-fiction, 3 fiction, 3 picture book (genre identified), 2 poetry, 3 multicultural, 5 of your choice. *Your book club choice may also fit here as well~ double dipping will be fine.) *Refer to CLP explanation sheet for additional information. You can find this on Bb under the Course Materials-Handouts button.*

Keep a record of all the books you read on your Shelfari Shelf. You will add 20 books. You will also include a standard that connects well to this book, a brief statement to describe the book, identify its genre and identify any awards this book has earned. It is optional to include a video clip on the board. The intent is that this will be an ongoing project during your teaching career and you need to be able to easily add entries and move them around to reorganize.

Refer to the rubric for point breakdown/100 points total. We will have a Book Festival Celebration on the final day of our face to-face sessions. Candidates will select one (1) book to share from their collections. A small snack/treat should be provided to accompany the book. There will also be a sharing of the Shelfari Bookshelf via Bb.

Assessment #4: Book Club Discussion   **Point Value: 25**   **Final Due: August 13th, 2014**

Candidates will read both a self-selected text and class self-selected novel. Candidates will then participate in discussion group activities. Those discussions will vary in point values weekly. The discussion activities may use any of the following platforms: Bb, Edmodo, Today's Meet, Twitter, and/or World Café. The FINAL posting will be for Assessment #4 will be due on August 13th, 2014. The point breakdown for the final post will be as follows: Candidates will provide up a brief synopsis (10 points) of the book; select one (1) MCCR standard they would address for professional text, OR one (1) MCCR standard teach using this text in a literature circle with students (5 points each/10 total). The candidate will identify an essential question(s) for this text. (5 points) See points embedded within description above for rubric.

Assessment #5: Book Brag/Trailer Activity   Point Value: 20

Original Posting Due Date: Midnight, August 6th, 2014

Discussion Responses Due Date: Midnight, August 13th, 2014.

Candidates will select a picture book or novel to create a trailer to "sell" his or her book to the group. You can use any form of video media you'd like, but I am recommending one of the following: Screencast video, Educreation, iMovie,

YouTube video, Vimeo video or Animoto. These are the few that I know and use that are free. View the examples on Dr. Schu's blog as well as the site: Books-A-Day. Your goal is to "bless this book" for your future students. An additional piece of criteria for the trailer will be for the candidates to identify the level of text complexity. Direct instruction will be provided by the professor during class to the candidates to complete this part of the criteria. The Book Brag/Trailer activity will be posted to Bb where classmates will provide feedback and comments to one another.

Assessment #6: Modules for Online Bb Posts/Discussions   **Point value to be determined**

Candidates will be expected to complete different Bb activities based on the textbook and information presented in class.

Assessment #7: PALS reflection Point Value: 20   Due: the day after visit/online submission

Candidates will attend at least one (1) summer program (University PALS or Boy and Girls Club) on their individually assigned day. Candidates will focus on observing classroom management procedures according to Charlotte Danielson's Domain Two. A detailed reflection describing the experience is ***due by the end of this course, on Wednesday, August 13th, 2014.*** This will be submitted on Bb. Each candidate is expected to display professional dispositions while in the field. Each candidate needs to be on time and professional. Refer to rubric for reflection criteria.

Assessment #8: Quill Grammar Lessons   **Checkmark in gradebook for completion**

Candidates will progress through the grammar units independently. A checkmark will appear in the Bb gradebook upon completion of all three (3) units. All three (3) units are due by midnight on Wednesday, August 13th, 2014.
http://www.quill.org/teachers/classrooms/2340/scorebook

Class Participation expectations:

The following will be considered the class activities for the Fall 2013 semester.
- *In-class activities –*
  -FSU candidates will actively participate in activities designed to further develop their understanding of literature response reading activities, quality children's books, the textbook, and ways to engage children in good books.
  -Weekly genre discussions
  -Classroom library discussions
- *Professional Behavior:*
  FSU candidates will conduct themselves in a professional manner as described in the Dedicated Professional Unit Outcome.

Tentative Class Itinerary/Assignments

Session 1:	Introduction/Course Overview/Sign up for Remind 101 (7 people are
missing)/Edmodo	
Face-to-Face	Beliefs/Reading Attitudes/Personal Reading/Writing History
(F2F)	Play with a Purpose: Word work games (Apples to Apples/Banana
	Grams/Scrabble Slam/Boggle etc.
	Cultivating the love of reading (articles) sharing/discussing of key points.
	Thinglink activity: My Bookshelf
	Introduction to Module 1/Sign-in Shelfari: This will be the beginning of
	your Classroom Library Project.
	Genre Sort activity
	Motivation and Interest Survey: conduct a Polleveryone.com survey about
	books and reading.
	Favorite Children's Book/Introduce- Model Interactive Read-Alouds:
	Linda Hoyt
	Course focus: How do we create an active literacy classroom? Think-
	Alouds/Books and lesson seeds.
	Literature Circles: Exploring Chapter Books/select novels/explain
	Edmodo
	Module 1 opens.

Assignment: Read text: Essentials of Children's Literature Chapters 1, 2,
3

Read text:
Create a Thinglink "My bookshelf" (books representative of you and your
reading interests)
Read: 1) Book of choice and 2) self-selected chapter book for novel
sharing at the end of the semester

Session 2:	
Online	Thinglink: My Bookshelf Sharing: a collection of 10 books/quotes that
	describe you and your personal bookshelf.
	Self-Selected Text posting and discussions: Small groups will be
	established on Bb. Each candidate will post his or her thoughts about his
	or her self-selected text. Candidates may want to use a protocol to guide
	the discussion, but protocols are not required.
	Grammar Activities: Quill site.
	Website: Children's Book-a-Day http://childrensbookalmanac.com
	Module 1 due/ Module 2 opens.
	Literature Circles: chapter books (if no class time/Edmodo)
	Student Interest Survey research
	Preview: Charlotte Danielson: Domains 1 and 3

Assignment: Read: Essentials of Children's Literature Chapters 12 & 13

Read: 1) Self-selected books and 2) Self-selected novel~ reading amounts to be determined by each group
Complete reading log entries on Shelfari

Session 3:   Continue to model the power of reading~ Interactive Read-Alouds
F2F   Lesson plan activity: standards/objectives/assessment~ Standard: RL10 or
RI10 grade 3

videos   MSDE units/Achieve the Core lessons/Read Write Think lessons and

Unpacking Standards/Charlotte Danielson: Domains 1 and 3
An Active Literacy Classroom: Using text to model reading strategies and
skills. (Linda Hoyt materials) Text Coding/Text Lifting for Shared
Reading/Anchor Charts
Closure Packet: review the process/examples of assessment
Activity: Introduce text complexity
Text Complexity: student practice with picture books~ this is an online
activity.
Student Interest Inventory Review
Questioning: Open/Closed/HOQs/chart to create questions
Literature Circles: Check In~ chapter books (Edmodo)
Module 2 closes/Module 3 opens

Assignment: *Read Essentials of Children's Literature Chapters 4, 5, and
6*
*Read: 1) Self-selected books and 2) Self-selected novel~ reading amounts
to be determined by each group*
Complete final copy of Student Interest Survey

Session 4:   Favorite Children's Book
Online   Module 3 work
Self-Selected Text posting and discussions: Small groups will be
established on Bb. Text Complexity Activity/Picture Books
Each candidate will post his or her thoughts about his or her self-selected
text. Candidates may want to use a protocol to guide the discussion, but
protocols are not required.
Grammar Activities: Quill site.
Lesson Plans (units) Websites: MSDE and Achieve the Core~
explore/research resources
Website: Children's Book-a-Day http://childrensbookalmanac.com
Literature Circles: chapter books (Edmodo)
Charlotte Danielson: Domains 1 and 3

Assignment: *Read Essentials of Children's Literature Chapters 11*
*Read: 1) Self-selected books and 2) Self-selected novel~ reading amounts
to be determined by each group*
Search internet for a poetry lesson for next class

Session 5:

F2F   Module 3 closes/Module 4 opens

Book Festival: A celebration of the books on candidates' bookshelves and within their classroom library document. Select 1-3 books from your collection to share with the class. The sharing will be laid-out in a "Gallery Walk" style. Provide a snack that matches at least one of your books to share with your classmates during the "festival."

An Active Literacy Classroom: Interactive Read-Alouds/Purposeful Talk/Guided Discussions

Continue working with MCCRS: unpacking and writing objectives/assessment. Bloom's Taxonomy.

The Primary Comprehension Toolkit activity. Divide candidates into 6 groups. Distribute the six (6) strategy books with lesson plans inside. Candidates will read and review one lesson plan within their book.

Continue working with questioning: HOQs/chart to create questions

Favorite Children's Poetry Book/share lesson plan

Writing: 6+1 Approach

CAST: Book Builder activity

Literature Circles: chapter books (Edmodo)

Charlotte Danielson: Domains 1 and 3

Assignment: *Complete 20 reading log entries for Shelfari. Review description of assignment within syllabus.*

Session 6:

Online   Module 4 work

CAST: Book Builder activity

Small group sesson plan sharing and discussion. Candidates will read and review one lesson plan from either the MSDE (mdk12.org) or Achieve the Core sites. Identify key elements of a lesson plan as well as measurable objectives.

Each candidate will post his or her thoughts about his or her self-selected text. Candidates may want to use a protocol to guide the discussion, but protocols are not required.

Grammar Activities: Quill site.

Lesson Plans (units) Websites: MSDE and Achieve the Core~ explore/research resources

Website: Children's Book-a-Day http://childrensbookalmanac.com

Literature Circles: chapter books (Edmodo)

Charlotte Danielson: Domains 1 and 3

Assignment: *Complete Bookclub novel for final onlinediscussion next week.*

Session 7:   Module 4 due all assignments and final postings due by Wednesday,
                    August 13th, 2014.
Online   ***Online Book Celebration***: A celebration of the books on candidates'
                    bookshelves and within their classroom library document. Select 1-3
                    books from your collection to share with the class. The sharing will be
                    online via Bb.
                    All readings (self-selected and novel) are to be completed by Wednesday,
                    August 13th, 2014.
                    Grammar activities are to be completed by Wednesday, August 13th, 2014.

RESOURCES:
Cooper, J. (2000). Literacy: Helping children construct meaning. Boston: Houghton Mifflin.
Cullinan, B. & Glada, L. (1994). Literature and the Child. Fort Worth: Harcout Brace &
Company.
Daniels, H. (1994). Literature Circles: Voice and choice in the student- centered classroom.
Maine: Stenhouse Publishers.
Glazer, J. (2000). Literature for Young Children. Ohio: Merrill.
Huck, C., Hepler, S., Hickman, J. & Kiefer, B. (1997). Children's Literature in the Elementary
School. Dubuque: Brown & Benchmark.
Lynch-Brown, C. & Tomlinson, C. (1999). Essentials of Children's Literature. Boston: Allyn
and Bacon.
Norton, D. (1992). The Impact of Literature-Based Reading. New York: Maxwell Macmillan.
International.
Temple, C., Martinez, M., Yokota, J., & Naylor, A. (1998). Children's Books in Children's
Hands: An introduction to their literature. Boston: Allyn and Bacon

eResources:

GlogsterEDU: http://edu.glogster.com/
Shelfari: www.shelfari.com
Biblionasium: www.biblionasium.com
Edmodo: www.edmodo.com
Reading A-Z: www.readinga-z.com Login: Kmcgeeg Password: nuska242
Scootpad: www.scootpad.com
Wonderopolis: www.wonderopolis.com
Children's Book-A-Day Almanac: www.childrensbookalmanac.com
Read Works: www.readworks.org
Learn Zillion: www.learnzillion.com
Twitter: www.twitter.com
Pinterest: www.pinterest.com
Weebly: http://education.weebly.com/
Lexile: www.lexile.com
Scholastic Book Wizard: http://bookwizard.scholastic.com/tbw/homePage.do
Children's Literature Web Guide: www.ucalgary.ca/~dkbrown/
Carol Hurst's Children's Literature Site: www.carolhurst.com/

Vandergrift's Children's Literature Page: www.scils.rutgers.edu/~kvander/ChildrenLit/

Selected References

Selecting and Evaluating Materials CCSS:
http://www.mdk12.org/instruction/curriculum/reading/index.html
Microsoft Word Tool: Readability Tool
Florida Center for Reading Research – reviews of materials www.fcrr.org What Works Clearing House – Institute for Education Sciences
University of Oregon, Technical Assistance Center for Reading First Simmons & Kame'enui (2003) *Consumer's Guide for Evaluating a Core Reading Program*. http://reading.uoregon.edu
University of Texas Center for Reading and Language Arts www.texasreading.org University of Michigan, CIERA

Children's Literature
Buss, K. & Karknowski, L. (2000). *Reading and writing literacy genres*. Newark, DE: International Reading Association. Cullinan, B.E., Galda, L. (1998). *Literature and the child.* Philadelphia: Harcourt Brace.
Finazzo, D. A. (1997). *All for the children, multicultural essentials of literature*. New York: Delmar.
Fountas, I. C. & Pinnell, G. S. (2001). *Leveled books for readers, grades 3-6: A companion volume to guiding readers and writer*s. Portsmouth, NH: Heinemann.
Fountas, I. C. & Pinnell, G. S. (1999). *Matching books to readers: Using leveled books in guided reading , K-3*. Portsmouth, NH: Heinemann.
Kasten, W.C., Kristo,J.V., &McClure, A.A. (2005). *Living Literature: Using children's literature to support reading and language arts.* New Jersey: Pearson Merrill Prentice Hall.
Peterson, B. (2001). *Literacy pathways: Selecting books to support new readers*. Portsmouth, NH: Heinemann.
Santino, B.H. (1991). Improving multicultural awareness and story comprehension with folktales. *The Reading Teacher, 45 (1), 77-79.*
Singer (et. al.). *Theoretical models and processes of reading*, 4th ed. (pp.244-280). Newark, DE: International Reading Association.

Developing Independent Readers
Camborne, B. (2001) Conditions of Literacy Learning. *The Reading Teacher, 54,* 784-786.
Freeman, E.B., Person, D.G. (1998). *Connecting informational children's books with content area learning.* Boston: Allyn and Bacon
Ford, M. P. & Opitz, M. F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences   away from the teacher. *The Reading Teacher, 55,* (8), 710-717*).*
Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation.   *The Reading Teacher*, 50 (1), 14-25.
Guthrie, J. T. & Alao, S. (1997). Designing contexts to increase motivation for reading. *Reading Research Quarterly, 23*, 465-483.
Guthrie, J. T., Wigfield, A., & VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology*, 92, 331-341.
Halsted, Judith. (2002) *Some of my best friends are books.* Arizona, Great Potential Press, Inc.

Hefflin, B. R., Barkdale-Ladd, M. A. (2001) African American children's literature that helps students find themselves: Selection
guidelines for Grades K-3. *The Reading Teacher*, 54, 810-819.

Involving the Community
Bialostok, S. (1995). *Raising readers: Helping your children to literacy*. Monitoba, Canada: Peguis Publishers
DeBruin-Perecki, A. & Paris, S. G. (1997). Family literacy: Examining practice and Issues of effectiveness. *Journal of Adolescent & Adult Literacy, 40* (8), *596-618.*
IRA Family Literacy Committee (2000). *Family literacy and the school community: A partnership for lifelong learning* (brochure for teachers). Retrieved March 1, 2003 at www.reading.org.
IRA Family Literacy Committee (2000). *What is family literacy? Getting involved in Your Child's literacy learning* (brochure for parents). Retrieved March 1, 2003 at www.reading.org.
Morrow, L. M. (1983). Home and school correlates of early interest in literature. *Journal of Educational Research, 76*, 221-220. Neuman, S. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly, 34*, 286-311.
Neuman, S. B. & Celano, D. (2001). Books aloud: A campaign to "put books in children's hands*." The Reading Teacher*, 54(6), 550-   557
NGA Center for Best Practices (2002). *Family literacy: A strategy for educational improvement.* Retrieved March 1, 2003 at www.famlit.org/flpp.
Pinnell, G. S. & Fountas, I. C. (1997). Help *America read: A handbook for volunteers*. Portsmouth, NH: Heinemann.

Establishing and Managing the Literacy Environment
Morrow, L.M., Maxwell, C.M., Tracey, D.H. (1995). *A survey of family literacy*. Delaware: International Reading Association.
Morrow, L. M. (1997). The *literacy center: Contexts for reading and writing*. York, MA: Stenhouse Publishers. PreK- 3 Focus Neuman, S. B. (2001). The importance of classroom library. *Early Childhood Today*, 15 (5), 12-14.

Selected Magazines and Journals for Educators and Parents:
Book Links, Chicago, IL: Booklist Publications. Published bimonthly
Bookbag, Boulder, CO: Education Center, Inc.Published 6 times annually
Cricket, Red Oak, IL: Carus Publishing. Published monthly
Educational Oasis, Torrance, CA: Good Apple. Published 5 times annually
National Geographic World, Washington, D.C.: National Geographic Society. Published monthly
The Five Owls, Minneapolis, MN: Jara Society. Published 5 times annually

REED 533   **Reading Assessment**
                 Spring 2014
3 Credits

This is a blended course. In addition to online assignments, we will meet at Rockland Woods on January 25, February 1, February 8, February 15, February 22, and March 1.

REQUIRED TEXT:
Ganske, K. (2000). *Word Journeys.* New York: Guilford Press
McKenna, M, & Stahl, S. (2009). *Assessment for Reading Instruction* (2nd ed.) New York : Guilford.

Other Texts used:
Leslie, L. & Caldwell, J. (2010). *Qualitative Reading Inventory* (5th ed.) New York: Allyn & Bacon

COURSE DESCRIPTION:
Understanding of the use of national, state, local, and classroom reading assessment data to make ongoing instructional modifications as a strategy for prevention and intervention. Understanding of a variety of reading assessments and curriculum adjustments. Communicating assessment data about individual student reading performance to appropriate sources. The student will also learn to consider ELL, gifted, special needs along with issues of equity, fairness, and proper reporting of results to the appropriate stakeholders. **This is a Blended course.**

COURSE PURPOSE:
This course will prepare the MAT candidate to deal with the broad continuum of reading abilities that are typical in an elementary class. They will learn to become continuous assessors who can monitor and adjust reading curriculum according to student needs and assure success for each student**.** This course is designed to provide pre-service teachers with practical experiences in reading assessment as they pertain to the classroom setting. Participants will select, administer, and interpret well-researched reading assessments for screening, diagnosis, and progress monitoring and outcome purposes. Participants will use data from scientifically based reading assessments to make educational decisions, including classroom groupings, referral to specialists, and the evaluation of the effectiveness

of practices and programs. Participants will use effective techniques for communicating assessment results to peers, students, and parents.

COURSE OUTCOMES & ASSESSMENT:
At the conclusion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by Association for Childhood Education International (ACEI, 2007), the Association for Middle Level Education (AMLE, 2012), The Interstate Teacher Assessment and Support Consortium (InTASC, 2011). Standards associated with the Maryland State Department of Education Approved Reading courses and Maryland Teacher Technology Standards are also addressed. Specific Unit Outcomes and Indicators of the Department of Educational Professions will also be met: continuous assessor (CA), dedicated professional (DP), collaborative bridge builder (CB) and reflective decision maker (RD)

KNOWELDGE OF:						
Outcomes:	Assessments:	Conceptual Framework		MDS Standards Reading & MTTS:		ACEI/ AMLE/
1. C lassroo m behavio rs that indicate level of literacy develop ment, includin g signific ant factors	a. Assessment notebook	a. DP 1 b. CA 4		a. nTASC 2 g , 6 j	a. SDE Reading 1.	a. CEI 2. 1 b. MLE 1 b

in a child's history that could indicate reading problems					1, 1.2	
2. The design of reliable and valid classroom screening, diagnostic and process monitoring measures	a. Assessment tool research b. Assessment notebook	a. P 1	D	a. nTASC 6k	a. SDE Reading 1.3, 1.9, 1.10	a. CEI 4.0 b. MLE 4c
3. Standards and benchmarks and what they mean for basic, proficient and advanced reading performance for groups and individuals.	a. Assessment notebook	a. P 1 b. A 2	D C	a. nTASC 2g, 6o	a. SDE Reading 1.5	a. CEI 4.0
4. Criteria for the selection of	a. Terminology quiz	a. A6	C	a. nTAS S	a. SDE E	a. CEI I

assessments, such as reliability, validity and comparison referencing.			C 6 k	Reading 1.6 b. TTS IA.2	4.0
5. T he meaning of basic statistics such as normal curve equivalents; percentile ranks, stoniness, quartiles, and grade equivalents	a. Termi nology quiz	a. P 1 D		a. S D E Reading 1.7	a. C E I 4.0
6. T he importance of standardized test administration	a. Assess ment blog	a. A7 C b. P 1 D		a. S D E Reading 1.8	a. C E I 4.0
7. L egal and ethical issues	a. Assess ment blog	a. P 5 D	a. n T A	a. S D E E	a. C E I

in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias			SC 6v	Reading 2.1	5.1
8. Research-based options for changing or supplementing programs or instructional routines based on data	a. Assessment interview	a. CA2		a. SDE Reading 2.3 b. TTS IA.2	a. CEI 4.0
9. Internet resources to locate independent, authoritative reviews of assessments, programs and approac	a. Assessment tool research	a. CA7		a. SDE Reading 2.4	a. CEI 5.1

Outcomes:	Assessments:		Conceptual Framework	InTASC	MD State Standards:	ACEI/AMLE
hes					b. TTS I A.1, A.2	
10. Adaptations of assessment reporting according to cultural, ethnic, and individual sensitivities	a. Parent conference role play		a. A4 C	a. nTASC 2 j, 6 p	a. SDE Reading 3.3	a. CEI 3.2

SKILLS IN:						
Outcomes:	Assessments:		Conceptual Framework	InTASC	MD State Standards:	ACEI / AMLE
1. Administration and interpretation of reliable and valid a classroom screening measures to identify children at who may be at risk for reading difficulties	a. assessment not	A	a. A6	a. nTASC 6 k	a. SDE Read d	a. CEI 4.0

	e b o o k				i n g 1 . 4 b. T T S I A . 3 , A . 4	
2. Administration of diagnostic assessments to determine student's current level in a specific skill area	a. assessment notebook b. diagnosis demonstration	A D	a. A6	a. nTASC 6k	a. SDE Reading 1.9 b. MTTS I A.3. A.4	a. CEI 4.0 b. MLE 4c
3. Administration of progress monitoring measures, including curriculum-based measurement (CBM) and commercially prepared \ assessments to evaluate students'	a. assessme	A	a. A 5,	a. nTASC	a. SDER	a. CEI 4

progress toward an instructional goal	nt n ot e b o o k		6	6 k	e a d i n g 1 . 1 0 , 1 . 1 1 b. T T S I A . 3 , A . 4	. 0 b. M L E 4
4. Standardized administration of outcome (high stakes) assessments given by the school or district	a. ss e ss m e nt bl o g	A	a. A 6	a. n T A S C 6 k	a. S D E R e a d i n g 1 . 1 2 b. T T S I A . 3	a. C E I 4 . 0 b. M L E 4 c
5. Using a variety of assessment data to differentiate format, intensity, and type of	a. ss e	A	a. A	a. n T	a. S D	a. C E

instruction	ssment blog b. a se summary C	2, 6 b. D 2	ASC 1a, 6c, 6l, 6v, 7d, 7j	E Reading 1.13, 2.2 b. TTS I A.4	I 4.0 b. MLE 4c
6. Interpreting, synthesizing, and reconciling results from a variety of assessments to determine patterns and trends within data	a. a se summary C	a. A 2 b. D 6	a. n TASC 6c, 6l	a. SDE Reading 2.5 b. TTS I A.2, A.4 c. T	a. C E I 4.0 b. M L E 4c

					TS IV A.1, A.2, A.3	
7. Translating technical concepts and terminology of assessments into concrete and clear language for peers, students, and parents	a. parent conference role play	P	a. P 4 b. B 4	a. n TASC 1c, 6l, 10d	a. SDE Reading 3.1 b. TTS IA.4 c. TTS IV A.3	a. CEI 4.0, 5.2 b. MLE 5c
8. Using data to inform team decisions about instructional goals, methods, and settings	a. assessme	A	a. P 4 b. A	a. n TASC	a. SDE R	a. CEI 4

	nt interview w	1, 2c. D6	6c, 7l, 7m, 10a	eading 3.2b. TTS I A.2, A.4c. TTS IV A.2	.0, 5.2b. MLE 5a

DISPOSITIONS TO:					
Outcomes:	Assessments:	Conceptual Framework	InTASC	MD State Standards	ACEI / AMLE
1. Believe that all children benefit from instruction in early literacy and reading and respect their individual	a. Case summar	a. B5	a. nTA		a. CEI

differences in learning abilities and backgrounds	y b. Assessment notebook		SC 1h, 6v		1.0b. MLE 1b
2. Reflect positive attitudes about reading as a life-long learner who supports student achievement and success	a. Assessment interview	a. P1	a. nTASC 9l		a. CEI 1.0b. MLE 5b
3. Value individual learners as human beings with unique goals, dreams and aspirations, which may be fulfilled by high quality reading and literacy instruction.	a. Case summary	a. B5, RD1	a. nTASC 2l, 6t		a. CEI 1.0b. MLE 5b

DIVERSITY: *It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.* In this course, candidates will develop knowledge, skills and dispositions related to assessment techniques and practices in reading and the use of assessment results to impact student learning. The application of this learning, through the **Assessment Notebook**, will require candidates to collect, analyze and interpret assessment data from a variety of sources, in order to identify the strengths and needs of an individual student during their field experience. In the **Case Summary** assignment, candidates will rely on their analysis and interpretation of that data to make reliable decisions for instruction, material selection and environmental design that will address the strengths and meet the needs of the student in question. The **Parent Conference Role Play** will require candidates to communicate effectively with a layperson regarding their findings and plans. Using data from their assessments students, candidates will engage in a collaborative **grouping activity**, in which they must consider the varying skills and performance of students in one class, in order to

create flexible, effective instructional groups. These course assignments and activities encourage candidates to recognize and address the diversity of reading skills and performance that exists within a classroom.

COURSE POLICIES:

15)   *Each candidate is expected to exhibit professional dispositions. He or she must be prepared for each class and must contribute to the community of learners by being a positive participant in discussions, presentations, and hands on projects and class activities.*

16)   *Attendance is expected and will be taken at the beginning of each class. Candidates must contact the course instructor in the event of an absence.* ***More than one absence will result in a lowering of the final grade in course by one letter grade.*** *After the first absence, candidates may appeal the grade level deduction. A written letter of appeal, with corresponding documentation (Dr's note, Brady Health receipt, etc), must be submitted to the instructor within one week of the absence. Candidates are expected to arrive on time to class.* ***More than 3 late arrivals will result in a grade level deduction from final grade.*** *Candidates are responsible for any work missed in the event of an absence or tardiness. Existing due dates will stand.*

17)   *All assignments should be submitted by the specified due date. Extensions are available if requested before the due date.* ***Assignments turned in late (without extensions) are subject to a 20% point deduction from the final score. Assignments submitted more than week late will not be accepted.*** *All assignments should be word-processed (.doc, .docx, .rtf or pdf files), unless otherwise specified and submitted appropriately (hard copy in class, Blackboard, TASKSTREAM). Assignments not submitted appropriately will be considered late.*

18)   *Assignments receiving below a B are eligible for resubmission. The resubmitted grade will be averaged with the original grade on the assignment. Assignments submitted after the due date (with or without extensions) will not be eligible for resubmission.*

19)   Students with any type of recognized and confirmed disability that would require accommodations in assignments or assessment practices should provide written notification to the instructor by no later than 48 hours prior to an expected accommodation. Students are responsible for providing an accommodation letter prepared by Disability Support Services.

ACADEMIC DISHONESTY:

The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

"Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of

documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do" (The Pathfinder, Frostburg State University)

DISRUPTIVE STUDENT BEHAVIOR:
"*The University will not tolerate disorderly or disruptive conduct with substantially threatens, harms or interferes with University personnel, orderly processes and functions. A faculty member may require a student to leave the classroom when his or her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course"* (Student Code of Conduct). Candidates may have cell phones in class, but are required to silence the phone when class begins and to refrain from texting or other phone- related activities during class time.

COURSE ASSESSMENTS:
Evaluation of student achievement will be based upon evaluation of assessments. Descriptions of all assessments and scoring tools will be provided.

Assessment Blog Posts   Point Value: 10 points each   Due: TBA
Candidates will be periodically asked to post to an individual blog on **Blackboard**
Each candidate will be required to post at least 6 (250 word) entries across the semester; a required Introduction post, at least 2 are required before the field experience, at least 2 during the 6 week Internship I and at least 2 posts after the field experience. Each post should be specifically related to a class topic/assessment experience during internship and provide evidence of thoughtful reflection on learning and experiences. Candidates are required to read and respond to other's posts across the semester. Each post will be graded using provided scoring criteria.

Possible Assessment Blog topics include:
- Introduction with photo (required by Sept 4)
- Outcome Assessments
- Informal Assessments (Development or Motivation)
- Screening Assessments
- Progress Monitoring Assessments
- Diagnosis Assessments
- Classroom Assessment
- Reading Assessment in Internship I (2 entries required by Nov 26)
- Interpreting Data
- Using Data for Decision Making
- Sharing Data with Others

Terminology Quiz   Point Value: 10   Due:

Candidates will complete a short quiz regarding common terminology associated with reading assessments. This closed book/note quiz will be completed individually on **Blackboard**.

Assessment Tool Research   Point Value: 15   Due:
Candidates will select and collect information on a specific assessment tool using the SEDL Reading Assessment Database. Candidates will then write a summary about the assessment tool, in order to evaluate the reliability and validity of the assessment for classroom use.

Assessment Interview*   Point Value: 60   Due:
Candidates will interview a classroom teacher or school reading specialist regarding the reading assessments used and how the data influences classroom instruction and decision-making. Candidates will submit an interview transcript. Candidates will write a short essay in which the interview is discussed. The candidate will also reflect on the knowledge gained through the interview. **This assignment will be submitted through TASKSTREAM.**

Diagnosis Demonstration   Point Value: 10   Due:
Each candidate will choose diagnostic reading assessment that would be appropriate for his or her assessment student. The candidate will demonstrate the administration of this assessment to a small group during class.   This assignment will be scored using a peer evaluation tool.

MSA Practice Questions   Point Value: 10   Due:
Candidates will complete a set of practice questions from the Maryland School Assessment.

Data Conference   Point Value: 5   Due:
At the close of the field experience, candidates will be required to meet with the instructor to review the collected assessment data and to discuss interpretation. In order to receive full credit, candidates must attend the conference and show evidence of assessment scoring and basic analysis of the data.

Reading Assessment Notebook*   Point Value: 120   Due:
Candidates will conduct multiple assessments with a child in their placement classroom. Candidates will observe the student, conduct screening, process monitoring and diagnostic assessments and collect school results from outcome assessments. The results of these assessments will be compiled into a notebook with sections for informal, motivation, screening, progress monitoring, diagnosis, classroom-based and outcome assessments.

Case Summary   Point Value: 96   Due:
Candidates will compile the results from the multiple assessments they administered to a child in their placement classroom, including observations and standardized assessments, into a case summary. The case summary will have two

components, a student profile and an instructional plan, which includes the stage of literacy development of the student, analysis of the student's strengths and needs, and suggestions for instructional strategies and materials to further develop the student's potential. **This assignment will be submitted through TASKSTREAM.**

Parent Conference Role Play   Point Value: 30   Due:
Candidates will use the data collected in their case summary to plan for a parent conference role play. In the role play, the candidate acting as the teacher will be required to sufficiently translate the technical concepts and terminology of the given assessments into concrete and clear language for parents. Candidates will also provide parents with appropriate suggestions for how to best support their student's reading development. Peer evaluations will be used to score this assignment and candidates will contribute to a discussion board related to this activity.

Professionalism Evaluation   Point Value: 16   Due:
Candidates will be expected to be positive participants in a variety of online and in-class activities. At the end of the semester, each candidate will evaluate his/her level of professionalism, related to program dispositions. This self-evaluation will be averaged with a professionalism evaluation conducted by the instructor.

Final Exam   Point Value: 10   Due: (Section 2-)

                                                                        or

(Section 1-)

Estimated Total Points: 442   * indicates assignments involving field work

Grading Scale:

Grade	Percentage Range	Description
A	100% - 90%	Exemplary performance on course assessments
B	89% - 80%	Proficient performance on course assessments
C	79% - 70%	Acceptable performance on course assessments
D	69% - 60%	Minimal performance on course assessments
F	Below 60%	Unacceptable performance on course assessments

RESOURCES:
PRINT:
Clay, M. (1993). *An observation survey of early literacy achievement.*
Portsmouth, NH: Heinemann.
Ganske, K. (200). *Word journeys: Assessment guided phonics, spelling and vocabulary instruction.* New York: Guilford Press
Mariotti, A., & Homan, S. (2001). *Linking reading assessment to instruction: An application worktext*
         for elementary classroom teachers (3rd ed.). Mahwah, NJ: Lawerence Erlbaum Associates.
Spandel, V. (2013). *Creating writers: 6 traits, process, workshop and literature* (6th ed.). Boston, MA:
         Pearson.
Stahl, K., & McKenna, M. (2013). *Reading assessment in an RTI Framework.* New York: Guilford Press.
Tompkins, G. (2010). Literacy in the 21st century: A balanced approach. (5th ed.). Boston, MA: Allyn and
         Bacon.
Walpole, S., & McKenna, M. (2007). *Differentiated reading instruction: Strategies for the primary grades.*
         New York: Guilford Press.

WEBSITES:
Official DIBELS website: http://dibels.uoregon.edu/
SEDL Reading Assessment Database: http://www.sedl.org/reading/rad/
Maryland   Common   Core   Curriculum   Frameworks: http://mdk12.org/instruction/commoncore/

ASSESSMENT DATA:
Maryland: MSA Data   http://www.mdk12.org/
Maryland Report Card: AYP   http://www.mdreportcard.org/
West Virginia: WestTest Data http://westest.k12.wv.us/reportsschool.htm
West Virginia Report Card: AYP http://wvde.state.wv.us/data/report_cards/
Pennsylvania: PSSA Data: http://www.pde.state.pa.us/a_and_t/site/default.asp
(Click PSSA Results in the left menu)
Pennsylvania Report Card: AYP http://www.paayp.com/index.html
PARCC: http://www.parcconline.org/parcc-assessment

COURSE SCHEDULE:

C L A S S	ACTIVITIES*	CANDIDATE REQUIREMENTS *
1	❑ Syllabus Review ❑ Introduction to Reading Assessment	❑ **Introduction Blog with Picture**
2	❑ Assessment Concepts (*McKenna,Chap 2*)	❑ Read AFRI Chapter 2
3	❑ Assessing Reading Development (Sec 1)	❑ Create Developmental Checklists ❑ **Terminology Quiz**
4	❑ Assessing Motivation (*McKenna, 9; Sec 2*)	❑ Read AFRI Chapter 9 ❑ **Assessment Tool Research and Summary**
5	❑ Screening Assessment: DIBELS Next (Sec. 3) ❑ Content Area Assessment (Sec. 3)	❑ DIBELS Introduction Activity
6	❑ Progress Monitoring Assessment (Sec 4): – Test of Phonemic Awareness – Words Their Way Inventories (Bear, et al)	❑ Read Chapter 1 of WTW ❑ **Assessment Interview (TASKSTREAM)**
7	❑ Progress Monitoring Assessment (Sec 4) – Emergent Literacy Assessment – QRI-5 Intro and Word Lists (*Leslie*)	❑ Read Section of QRI manual
8	❑ Progress Monitoring Assessment (Sec 4) – QRI-5: Passages (*Leslie*)	

9	❑ Diagnosis Assessments *(Chap 4-8; Sec 5)* – 6 + 1 Trait Writing Assessment	❑ **Diagnosis Demonstrations**
1 1	❑ Outcome Assessment (Sec 7): MSA & PARCC	❑ **MSA Practice Questions**
1 0	❑ Classroom Assessments (Sec 6) – Field Work Review	❑ **At least 2 Blog entries due** ❑ SWOT Analysis
	❑ Internship I : Weeks 1-6	❑ **At least 2 Blog entry due by** November 26
	❑ Data Conferences – *Individual data conferences can be scheduled the Wednesday before Thanksgiving (11/27)*	❑ **Assessment Notebook-** *Initial Review*
1 1	❑ Interpreting Data ❑ Data Conferences – *Individual and small group data conferences will be scheduled in the afternoon*	❑ **Assessment Notebook –***Initial Review* ❑ Student Profile Planning Sheet
1 2	❑ Using Data for Decision-Making	❑ **Assessment Notebook-***Final Review* ❑ Instructional Planning Sheet
F r i d a y	**Case Summary due to TASKSTREAM by 11:59 pm**	
1 3	❑ Flexible Grouping	
1 4	❑ Sharing Data with Others	❑ **Parent Conference Role Play** ❑ **Professionalism Evaluation** ❑ **At least 1 Blog entry due**
Section 1: <u>Section 2:</u>		**Final Exam:** *The final exam will be administered on Blackboard during these days and times according to section.*

* All assignments, due dates and class topics are subject to change