EDUC 4325 Section 501

Reading in the Middle Grades

## Fall 2014

**Time:** Tuesday, Thursday, 5:40- 6:55

**Place:** Mesa Bldg 3205

**Instructor: [REDACTED]**

**Office:**

**Phone:**

**Communication:** Blackboard Class web page

**Office Hours:**

**Course description:** (From the catalog): this course addresses basic methods, trends, recent materials, issues in reading and literacy for grades 4 through 8. The emphasis is on strategic reading with an introduction to process writing across the curriculum. Field based experience is required. TExES pre tests may be required.

In addition, candidates will plan a unit where they will apply strategies for building comprehension through adolescent literature. Technology will be incorporated through online discussion groups, online lesson planning options, communication with peers/instructor, and searches for unit support materials.

Note: EDUC 4325 includes many AVID reading strategies. AVID is an acronym for Advancement Via Individual Determination; it is an academic support program used by several local school districts. By the end of this course you should be to incorporate AVID strategies in your teaching in the following areas: planning for instruction, activating prior knowledge and interest, presenting strategies that relate to children’s literature, and social interaction in the classroom.

**Prerequisites:** Admission to Teacher Education Program

**Objectives:**

**Applicable knowledge (K), skills (S), and dispositions (D) from the Conceptual Framework (pages 9-10 of this syllabus) are listed in parenthesis. (DP)**

To become acquainted with the issues and trends in reading and literacy applicable to the education of the middle school student, candidates will:

1. Explore readers’ and writers’ workshop as methods of teaching the middle school student

 (K) 1,2,3,5,8 (S) 1,2,4,5,7 (D) 1,3,4,5,8 (DP) 1, 2

1. Apply methods learned in class to projects such as mini-lessons, strategies, and unit plans in the classroom.

 (K) 2,3,5,6,7,8 (S) 1.2.3.4.5.6.7 (D) 2,3,4,5,6,8 (DP) 1

1. Observe teachers and students, and participate in classroom tutorials and mini lessons in the 4th through 8th grades in a field practice school setting

 (K) 1,2,3,4,6,7 (S) 2,3,4,6,7,8,10 (D) 1,2,3,4,6,7,8,10 (DP) 2

1. Participate in literacy circles, both on-line and in class

 (K) 2,3,5,6,8 (S) 1,3,4,7,10 (D) 1,2,5,6,7,8 (DP) 2

1. Address the use of technology when teaching the middle school student

 (K) 2,5,6,8 (S) 1,2,5,7 (D) 2, 3, 6 (DP) 4

1. Address TAKS, TEKS, and TExES competencies and objectives related to curriculum and instruction in grades 4-8

 (K)1,23,4,5,6 (S)) 1,2,3,4,5,6,7,,8,9 (D) 3,4,5,7

G. Explore teaching reading through multicultural literature in the diverse classroom.

 (K) 4,8,2 (S) 2,4,7,10 (D) 1,2,4,5,7 (DP) 2

**Standards and competencies:**

1. English Language Arts and Reading 4-8: Standards I, II, III, V, VI, VII
2. IRA Standards for English Language Arts 1, 2, 3, 4, 5, 6, 7, 8,11
3. For additional information see: http://www.reading.org/advocacy/elastandard/standards.html
4. TExES: Domain One: Competencies 1-18

**Required Textbooks**

1. Anderson, L. (1999). Speak. New York, NY: Puffin Books.
2. Armbuster, B., Lehr, F., & Osburn, M : edited by Adler, C. (2001) Putting Reading First: The Research Building Blocks for Teaching Children to Read (**Download by going to the National Institute for Literacy website at www. nifl.gov) This is a phonics review book that covers teaching phonemic awareness, phonics , fluency, and comprehension.**
3. Martin, A. M. (2001) Belle Teal New York, Scholastic Signature
4. Robb, L. (2010). Teaching Reading in Middle School. New York, NY: Scholastic Professional Books.
5. Hoyt, L. (1999). Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension.

**Grade Evaluation Procedures**

The final grade for the course is determined using a criterion-referenced format. The student can earn a maximum of 200 points. The student’s grade is determined as follows.

 A 90 – 100% (180 – 200 points)

 B 80 – 89% (160 – 179 points)

 C 70 – 79% (140 – 159 points)

 D 60 – 69% (120 – 139 points)

 F below 60% (0 – 119 points)

Candidates in danger of earning less than 160 points for the course must arrange a conference with me prior to the end of the semester. This is the candidate’s responsibility. It is my policy to round a .5 to the next higher grade (example 89.5 rounds to 90) Below .5 is not rounded up.

*Class Meeting Policies:*

The candidate is expected to have completed assignments prior to the start of class and to attend class. Candidates must participate in class discussions and literature on line circle groups in such a way that their preparations are evident.

Classroom accommodations will be made for candidates, at the request of the candidate.

Questions asked by candidates will be addressed as they arise.

Availability of cellular phones and pagers during class is permitted however, they must be turned to vibrate and any calls must be taken outside the classroom.

*ADA Policy:*

Any student who feels that he or she may require assistance for any type of physical or learning disability should consult with the instructor as soon as possible. To request academic accommodations for a disability contact Ms. Leticia Madrid, Director of the PASS Office in the Mesa Building Room 1160, 432-552-2631 or e-mail Ms. Leticia Madrid at madrid\_l@utpb.edu . Students are required to provide documentation of disability to PASS Office prior to receiving accommodations.

*Late work policy*

Work is expected to be completed by due dates. Late work will be graded at a reduced value (80%) and must be submitted within the week of its due date.

# Attendance Policy

A record of class attendance will be kept. After three absences, 5 points will be deducted from the student’s final average for **each** absence thereafter. Three tardies = one absence. (Arriving after 5:50 is recorded as a tardy)

*Academic Dishonesty:*

Academic dishonesty will be handled as outlined in UTPB’s "Student Conduct and Discipline" found at [www.utpb.edu/utpb\_student/Students/StudentGuide/sg3\_index\_frame.htm](http://www.utpb.edu/utpb_student/Students/StudentGuide/sg3_index_frame.htm)

*Drop Policy:*

If a student is unable to complete the course, the last day to drop/withdraw is October 28. This procedure must be completed by the student through UTPB’s Registrar’s Office. Failure to complete the course or this procedure may result in the student receiving a grade of “F”.

***Other policies may be introduced as needed.***

|  |  |
| --- | --- |
| Pertinent dates are posted on the UTPB web page under Academic Calendar. |  |

**Assignment point values:**

Assignment Point Value

|  |  |
| --- | --- |
| Ten Questions about Reading” journal /artifact presentation | 15 |
| In-class/on line lit circle participation | 15 |
| Quiz: Putting Reading First Phonics Test  | 20 |
| Quiz One (Textbook Chapters 1-5) | 20 |
| Reading workshop lesson plan | 10 |
| Field Packet  | 20 |
| Reaction Lit circle prompts (over Speak)  | 20 |
| Mini Unit for Belle Teal (Literacy group project) | 30 |
| Strategy Presentations (in class)  | 30 |
| Quiz Two (Textbook Chapters 6-10) (Final exam) | 20 |
| Total possible | 200 |

**Description of Assignments**

**Complete all work on computer and keep a back up on a thumb drive. Professor reserves right to collect paper copies of assignments but reserves right to ask for copies assignments to be submitted through the Blackboard web page.**

**“Ten Questions about Reading” journal and artifact presentation:** As mentioned in the text, the “The ten questions about reading ” defines the reader and can provide a model for the candidate’s future students. Candidates will answer the ten questions within the format of a journal. The artifact is a concrete metaphor and extension of the Ten questions letter. Each candidate will choose one object that is representative of the candidate as a reader to bring to class presentation. In addition to the ten question journal, candidates will include a one-page explanation that connects the candidate to the object. This journal and artifact will serve as a way to share the love of reading to future students. (Include a picture of the artifact in the journal). see pages 77-80 in Your main text by Hoyt (O**bjectives A& B)**

**Strategy Presentations:** Candidates will investigate, plan and prepare three comprehension strategies that are described in the supplemental text by Hoyt, the main text by Robb, or the Foundations AVID text. At least one strategy must be a strategy for building comprehension in informational text. Candidates will prepare strategies and materials for teaching the strategies to a table group of three or four classmates. The strategies must be developed for use with a self- selected picture book or reading passage. Candidates must teach their strategies as if they are teaching a group of elementary students. Strategies from this assignments can be presented in field practice assignments.

 The following typed information must be provided to the instructor in the form of an abbreviated lesson plan: Title of strategy, source, Title of picture book, a description of the strategy, steps in teaching the strategy, an explanation of how the book can be “pulled” through to other subjects and a reflection of the presentation. See template in Notes and resources: Blackboard. **(Objective B)**

**Reading Workshop Strategic Mini Lesson : (This is a CAEP assignment and will be submitted through Blackboard.** **You will keep a digital copy of the assignment for submission to TK20**) The candidate will write one reading mini-lesson focused on building comprehension through the use of an informational anchor picture book that is suitable for use in the 4-8 classroom. This lesson can serve as the lesson requirement for task seven in the field experience packet. Although this lesson is a mini lesson, it will contain all parts of a standard UTPB lesson plan. Lessons must be identified as Before, During or After Reading lessons. See chart on p. 104 for suggestions of strategies to teach in your lesson. Use Section Five: Informational Text (Hoyt; Reflect, Revisit, Retell) as your resource for this lesson.

 The Strategic Mini Lesson assignment will be completed in a two-step process after instruction in the workshop format is explained in class and available in notes and resources in Blackboard.

* A rough draft will be submitted for feedback from the instructor (no grade assessed at this time)
* Candidates will make revisions as needed and resubmit it for a grade.
* The original lesson plan assignment with feedback from the instructor must be submitted with the final draft.
* The lesson format will include large group instruction, small group interaction and independent practice The strategy taught will focus on making text accessible through a strategic approach.
* A sample lesson will be modeled and discussed in class prior to completion of the assignment. **(Objective B)**

**On line and in class Literacy Circle Discussions:**  Candidates will meet on line in their literature circles to discuss the trade book *Belle Teale.* Prompts for the discussion topics are listed in the syllabus as well as in the syllabus calendar. Each person in the circle, as a minimum requirement, will post a response to each prompt as it become available and respond twice to members in the circle on each prompt.The prompts are designed to engage candidates’ thinking of how to construct an overview to the accompanying unit assignment. In addition there will also be opportunities to participate in “Hands on” Strategy methods as Candidates learn more about the reading and writing processes. Portions of this novel will be experienced as a read aloud experience, sustained silent reading, and partner reading experience. Be sure to bring your trade book copy to class each class period so that we can use it as a base for our strategies throughout the semester. **(Objective G)**

**Unit: Belle Teal by M. Martin** (a multicultural literacy group project): **This is CAEP assignment. It will be submitted online through Blackboard unless otherwise noted by the professor.** **You will keep a digital copy of the assignment for submission to TK20** .Lessons must be identified as Before, During or After Reading lessons. See chart on p. 104 for suggestions of strategies to teach in your lesson.

 After reading the book, and after participating in an assigned literacy group where candidates answer and discuss prompts, a mini-unit will be completed by each literacy circle or in other self selection group formations such as a partnership, a three person or four person group .(The prompt work completed during the literacy group provides information to constructing the overview of the unit). This unit will span a seven day period of lesson plans centered on strategic teaching using the workshop model.The novel serves as an avenue for teaching comprehension strategies such as but not limited to interaction with text, thnking aloud, predicting, re reading, etc. It will include multiple reading lessons and (at least one) writing lesson. Components include : an overview, one introductory lesson, five daily lessons that cover theBeginning, Middle and After reading lessons, and one culminating activity. This makes a total of seven lessons in addition to the overview.

Candidates are encouraged to use Blackboard Collaborate and file share for portions of the planning to accommodate individual schedules and travel problems. In addition there will be a “work day” provided for candidates to meet face to face for planning. Each unit group will submit to the instructor an outline of the unit that contains each member’s work assignment. There will be checkpoints for feedback i.e. goals and objectives, outline, a “quick-check” while students complete the unit. (Length of unit may be adjusted according to size of collaborative groups but , remember, each unit must include evidence of before, during, and after reading lessons as well as the introductory lesson and a culminating activity that is fun and in addition to the traditional test) **. Each member of the group is responsible for planning two lessons for the unit. A full explanation of the unit requirements is contained in Notes and Resources in a folder labeled Unit Planning. the CAEP rubric is also contained there th aide in your unit planning. (Objectives A, B, C, E, F).**

**Remember: This Mini unit is a CAEP assignment. A copy must be kept in each Candidate’s portfolio. One unit will be chosen to be placed in the CAEP file for the next CAEP examiner’s visit. One student will provide the instructor a copy on the unit on disk or CD to be filed in the NCATE file for professors. Artifacts will be scanned in by the student. More information will be shared later Students who prefer to complete units individually or who wish to change to another group need to contact the professor as soon as possible. Professor reserves the right to change the literature circles at the end of the lit circle discussions.**

**Reaction Lit Circle Prompts :** Candidates will read **Speak, by Anderson**, and respond in class in literacy circles after each “grading period” in the book. After completion of the novel, candidates will respond to the book using AVID Quickwrites, and other strategies such as but not limited to Philosophical Chairs or Socratic seminar on topics or issues in the book. Reading of the book will occur outside of class and chats on line will enhance the experience, but graded activities will be completed in class. Prompts are listed in the syllabus calendar. **(Objectives D, E)**

**Field Packet**: Candidates will complete an observation packet which will be supplied by the instructor. It will reflect the observations have made during the field experience. The packet will include such things as an interview with the teacher, a sketch of the room and an explanation of how space is utilized, lesson plans from lessons the candidate has presented, etc. Some class release time for this project will be factored into the course calendar. Candidates are required by the state to have field placement hours. This course requires twelve hours and a completed packet. Work will be completed on a paper copy and handed in to the instructor . (Be sure to back up work on a computer). Include any available student artifacts. Each packet will contain a sheet of AVID strategies as a checklist. This sheet will be removed when the packet is graded so please do not rite on the back of that sheet. ( see attached packet in notes and resources in Blackboard.)

**(Objectives C, B)**

**Quizzes:** Students will take three quizzes worth 20 points each. Each quiz is multiple-choice and is written in TExES format. The first two quizzes (Chapter Quiz 1 and Put ReadingFirst:phonics) will be taken online or in the PASS office. You will have a five day window to schedule your time to take these two quizzes. The third quiz is scheduled during the final exam period and may be taken online or in cclass to be determined by the professor. If the time allotted to the final exam is a hardship, let the instructor know and arrangements can be made to take the quiz in the PASS office. The three quizzes are open-book and open-notes, but they require you to synthesize the information. (If you haven’t studied the material, you may not pass the quiz.) **(Objectives A, E)**

##### Tentative Assignment Schedule

**Professor reserves the right to modify assignments and due dates to meet the needs of the candidates. Assignments are due the class day after they are posted in the syllabus.**

Aug 26 **Topic**: Overview of course, Introduce The Ten Questions about Reading journal

 Research regarding the 4-8th grade adolescent needs

* Empty Cup (Avid)
* Tent cards (AVID) ( May be used throughout course)

**Topic:** Marking the text non fiction (AVID) using the ten questions section as the passage p. 77- 80: Hoyt

Assignments:

* Begin reading chapter one in Robb; Research that Shapes a Middle School Reading Program
* Browse Hoyt section 5 and get familiar with the informational strategies.
* Question answer session

 **Getting to know you assignment: Begin preparing the answers to the ten questions about reading in journal/ scrapbook form and find an artifact that represents you as a reader. (Go to text index and browse the section called Ten Questions about Reading), You will present this artifact to a double table group before handing in your journal/scrapbook to the instructor next week.**

August 28 **Topic:** Research based teaching for middle school

* Upper elementary and adolescent development and reading
* **Differentiation** to meet personal learning needs in reading
* Key research that supports **engagement with text** for the reader.
* Questioning: Think Pair share (AVID)
* Writing in the Margins: making connections to build comprehension AVID)

Assignment : Complete Robb Chapter One and p p.77-80 Complete Ten questions project and bring to class with your artifact next class period.

Sept.2 Topic: Informational text in the classroom: How strategies to support **comprehension** and internalization in informational text differ from narrative/ story text.

* **structure of content text**: subheading, captions , graphics
* Present Ten Questions About Reading to Table combined table group

 Discuss purpose of the assignment. Follow with AVID quickwrite.

Assignment: Download Putting Reading First and take to class next class period

* Begin review for **the phonics test** over Putting Reading first document. Section One: Phonemic Awareness, pp 1-7 ( Covered in EDUC 4313 Emergent Literacy).

* Locate an informational picture book that you want to work with and bring it to class (It must be suitable for 4th—8th graders) Slect a **comprehension**  strategy for your book from Hoyt section Five: ReVisit, Reflect, Retell
* Bring the strategy book and the picture book both to class next period so that you can discuss your book and strategy choices with your table peers.
* Begin to plan your strategy presentation that is due on Sept 9

Sept. 4 Topic: Setting up reading workshop : Seven Key Reading strategies to build comprehension**: Activating prior knowledge, Deciding what is important in text, Synthesizing information, Drawing inferences, self-monitoring comprehension, Repairing faulty comprehension with fix up strategies ie. rereading, close reading etc, Asking questions: questioning the text.**

* Cornel Notes (AVID) Double column notes for upper elementary to build **comprehension**
* **Teaching comprehension by Laying the foundation for success**
* The teacher’s role ( classroom management)
* **Teaching Reading warm-ups, read alouds**

 Topic: **Review Teaching Phonemic Awareness**

* Review first section of Putting Reading First: section one **Phonemic awareness** pp.8-10
* meet in table groups and continue to discuss your strategy presentation plan with a table partner

 Assignment Read: Robb Chapter Two

Sept 9 Topic: The ABCs of Writing Objectives, Finding TEKS to match

* + - Four Corners(AVID): review of objective writing

Topic: **Discussions that support Differentiation in teaching to meet student needs in strategy instruction**

 **Follow with Strategy presentation one in table groups**

* **Discuss section two Phonics** (Putting Reading First) section two pp. 11-17
	+ - Think Pair Share AVID)
		- Quickwrite response : What was Easy, What was Hard (AVID)

Assignment continue re-reading Putting Reading First (PRF) Fluency Instruction pp 21-31

**Written Assignment: Write an objective for your mini reading lesson bring to class next period**

Sept 11 Topic: **: Differentiating to meet student needs**

* **Identifying Five varieties of Middle school readers**
* **Accomodations, Modifications and Enrichment in lesson planning**
* Monitoring reading progress by attending to data
* **Teaching conferencing to monitor comprehension**

**Topic: Discuss Fluency chapter from PRF**

* **Show running record from case study in EDUC 4327 and study fluency report**
* **Candidate complete a Quick running record using Mary had a little lamb that instructor dictates**

Assignment Robb Chapter Three**, continue reading PRF to end of booklet : Vocabulary Instruction**

 practice writing a Mini-Lesson for **Readers’ Workshop**

 (This is a rough draft and you will revise it. Use the “easy” form we used in class) **Bring to class** **next class period. We will go over it and check for strengths and challenges.**

Sept 16 Topic:Writing a reading mini lesson plan QUIZ WEEK Putting Reading First t

 opens end of week

* + - * Model template for writing reading lesson plan
			* practice with a partner what goes in the lesson plan quiz (non graded)
			* Review and adapting Cornel Notes (AVID) : Double and triple column notetaking.
			* Observational notes as assessment
			* Practice three column notetaking with short video clip

 **Topic: Complete discussion of PRF and review**

 Assignment Hoyt Chapter Three, complete reading PRF

 **PRF quiz window opens. Take online Sept .19-26**

 Continue work on reading mini lesson

 **Choose literacy groups by next period**

 **Reading mini lesson due for in class feedback next period**

Sept 18 Topic: **Teaching Comprehension Strategically to differentiate learning**

* Think Pair share (revisit : lesson plan in class quiz) AVID: where do we differentiate in the lesson plan?
* Skill vs strategy
* Before, during and after reading **comprehension strategies list on page 104 Hoyt**
* Improving comprehension through interactive strategy
* Discussing the field packet

 Assignment: Read Chapter Four Robb

 Begin reading Belle Teal (chapters 1-4)

**Visit Web lit circle and answer prompt:** Introduce yourself and discuss: What is your experience with this book? Have you read it? Did you enjoy it?

**Reading lesson due next class meeting**

Sept 23Topic : Nudging students and Zone of Poximal Development: Vygotsky

* Teaching Importance of Modeling Strategies and assignments
* **Teaching Building vocabulary at the pre reading stage**
* **Practice Interaction with text: Think aloud strategy**
* **Practice Coding the text to monitor comprehension**
* **Pause Read Retell**
* **Practice Reread to build fluency**
* **Submit reading lesson to Blackboard for a grade**

 Assignment: complete reading Robb Chapter Four

Belle Teal (chapters 5-8-) respond to lit circle on line Web ct. Prompt: How would you teach this book? (one or two ideas)

Sept 25 Topic: Guided practice for upper elementary and adolescents: research based

* **Conversational modeling**
* Quick write: using **Think Aloud** for **building comprehension and interaction** with text (AVID)
* **Using short text for guided practice**
* **Inferencing and support with details from passage**
* **Reflection: Making connections in text**
* Time management and guided practice
* Re**-teaching and scaffolding to meet student sneeds (differentiating)**

 Assignment Begin reading Robb **chapter five**

 Bell Teal (chapters 9-14)

* Respond to lit. circle: How would you teach this book?

**Sept 30** Topic: **Teaching vocabulary :** Building Prior knowledge through vocabulary strategies

* **Pre-teaching academic language : teaching the three teirs**
* **content area and academic vocabulary.**
* Visual inquiry : word study
* Adapting vocabulary lessons to culture
* **Activating prior knowledge/connections**

\_Related topics:

* Journaling
* Spelling : word study patterns
* Field experience share: Fill my Cup (AVID)
* Pre-reading ( working inside the text) AVID

Assignment **complete reading Robb chapter 5**: begin reviewing for test.

* Review for quiz one: Robb ( see test review in notes and handouts.
* AVID snowball, Four

 Browse Hoyt

 Bell Teal (chapters 15-18)

 Respond to lit circle: What strategies from Hoyt do you think would be helpful to build comprehension of this book?

* Inside Outside Circle (AVID): Snappy Review for textbook quiz Brainstorming with cluster maps (Concept maps (AVID)

**Oct2**  Field compensation day NO class

* QUIZ WEEK **(take on-line Robb chapters 1-5 between Oct 2–Oct 9)**
* **online activity: Preparing for strategy presentation 2 from section 2 and 3 and post your choice to your online literacy circle .If you are smart,you will choose a strategy that works in your unit on Belle Teal. Make sure that everyone in your group has a different strategy. Presentation is due on Oct. 7**

October 7: Topic: **Interactive vocabulary strategies to build prior knowledge and comprehenstion**

* Strategy presentation two is today. Come prepared.
	+ Afterwards choose strategy from section 4 for presentation 3 on December 2

 Field experience share: Fill my Cup (AVID)

 **Topic: Practice in class with high interest reading strategies that build motivation and reading comprehension :**

* **Categorizing**: word sorts
* **Questionin**g as a preview
* Previewing Reading Aides (AVID)
* **Preview, predict , support**
* **Genre structure**

Assignment Bell Teal Ch.19-21)

 Respond to lit circle on line: How can you connect this

 book to our society?

 Study for exam

**Oct 9 No class: field compensation day**

**Quiz week window opens Oct 9-16 Robb open book chapters1-5**

Oct 14 Topic: **Improving Comprehension through self-monitoring**

* Field experience share: Fill my Cup (AVID)

 More **think alouds**

* **Self monitoring in vocabulary**
* **Fix-up strategies**
* **Metacognition**

 Topic: Unit discussion (Selecting the lesson, expectations, and packets)

* Structured discussion: AVID

**Assignment**  Begin reading **Robb Chapter 6**

 Review prompts for Belle Teal Then visit your on line literature circle: Howwould you make sure

 that your students were keeping up with their reading?

 Bring Hoyt textbook to class next period

  **Choose your partners to work with for your unit and e-mail instructor on the web page. Partners and groups of four work best. Groups of five or more will require 2 additional lessons for each member added.**

Oct 16 Strategy Practice day :exploring Hoyt and Robb

* Field experience share: Fill my Cup (AVID)
* **Using the Robb reading strategy CD as supplement text**
* Four Corners Discussion: AVID
* Browsing Hoyt and choosing strategies for unit
* On-hand practice
* **Meet with unit group and brainstorm approach to unit last part of class**

**Assignment :** Complete reading Robb chapter 6

 **Work on field assignment and packet**

Oct 21 Topic :Improving comprehension Recalling prior Knowledge

* Rereading: Jigsaw AVID : purpose, **Building comprehension, Checking for understanding, clarifying and summarizing, Connecting Visual information**
* Read/ Pause/ Retell/ Evaluate: Reread or Read on
* **Predict/ Support/ Confirm/Adjust**
* **Adjusting “stops” for reading passages**
* Structured discussion (AVID): Culminating discussion for Bell Teal

**Assignment:** Begin reading chapter 7 in Robb

Oct 23 Topic: Additional **self- monitoring** strategy practice

* AVID and Robb strategies that link
* **INSERT to monitor reading**
* **Synthesizing for higher level thinking: QEP**
* **Close reading strategy**
* **Using context clues**
* Keeping track of tough words

**Assignment: thoroughly browse Avid, Robb and Hoyt and make a list of strategies you can use for your part of the unit. Be sure that you cite where to find them. Do not use strategies from other sources. post choices to unit group online.**

Oct 28 Topic: **Encouraging authentic reflection to build comprehension After Reading :Creating New Understanding**

* **Before and after reflection ( AVID)**
* Exploring the three Cs of after reading : creativity, collaboration and Critical thinking
* End of period: Meet in class to begin objectives for unit over Belle Teal

Assignment Begin reading Robb Chapter Seven

 Post class Unit meeting online : select and post in lit circles: reading lesson selections for before, during and after reading lessons.**Begin to plan mini-unit outline- decide on workload so that each student has 2 lessons to plan.**

Nov 5 **In-class** **Workday**

* Four corner discussion (AVID)
* **Unit Plan discussion : meet in unit groups in class**
* Write Objectives, assessments and independent practice to submit to unit outline.
* Assign who does what in the unit and make sure that the work is equally distributed.. include this information on unit outline
* **Unit** **Outline will be submitted on the form that is located under the unit button in resources to the Blackboard dropbox on Nov7 by midnight**

Assignment Hoyt Browse Sections 2 and 5 for reference (read introductions

Nov 7 Topic: **Teaching implied meaning and inference**

* Pausing to connect: questions and methods (AVID)
* **Fiction**
* **Informational text**
* **Finding theme**

Assignment **Unit** **Outline due. Must be filled out using form I resources.**

**one person form each group submits unit outline to blackboard on the unit outline form. . Include who is doing what in your outline, the objective, assessment and assignment for independent practice.**

Continue reading Robb Chapter 7 **.**

**Nov. 13 No class field experience compensation day:outside assignments are necessary however:**

Assignment: finish Chapter 7

 Adjust outline if needed and resubmit

 Browse through remaining sections of Hoyt

 **work on unit rough draft is due on Nov 18**

**Nov 18** Topic: **Teaching Summarization and Synthesis**

* Three column notes (AVID)
* Application to Multiple texts
* Determining importance
* **Connecting and visualizing**
* **Taking vocabulary farther Building motivation and engagement with post reading strategies**
* Effective use of response journals: Quickwrite (AVID)
* Blogs and Collaborative projects
	+ Submit unit rough draft one : **This submission is required for feedback from instructor.To submit for feedback rough draft must be filled with rough drafts of all lessons. Rough draft will be submitted by one member of unit group online through Blackboard**

 **Nov 20 NO class field compensation day**

* read Chapter 8 Robb
* Begin reading Speak: “The First Marking Period” and Second marking period

Units are due by online submission November 25

**Nov 25 Topic: Strategic Grouping:Organizing to meet student needs; Differentiation**

Socratic circle: Differientation of instruction (AVID)

 **Topic: Dynamic grouping to address differientiation**

* **Fuency checks using running records: miscue analysis ( p. 292 Robb)**
* **video: see attachment**
* **Deciding when to move a student**
* **Flexible grouping vs traditional**
* In class quick write on SPEAK: Could any child be this invisible?

 **Asssignment:**

 Read chapter 9 Robb

 Work on field packet that are due on Dec 4 by midnight .You will submit online.

Dec 2 Time management for reading workshop and Addressing Independent reading

* Strategy presentation three
* The 45 minute workshop model vs the 90 minute workshop model
* Workshop and realistic fiction
* **Anchor text**
* Discussions and group lessons
* **Four corner discussion : unit discussion**

AVID Quickwrite : What would you do as her teacher?

* **Assignment:** complete field packet :due by midnight Dec 4

 Read Chapter 10 in Robb and study for final exam

Dec. 4 Topic: **Supporting Reluctant and Struggling Reader**

 **Complete Work on SPEAK in class : philosophical chairs followed by final quickwrite:** Would you teach Speak?,

Planning interventions Managing oral reading assessments

 **The Three cueing systems**

* Debriefing
* Asking “why” and “what”

**Using Assessment and Evaluation to Inform Instruction**

* **Make up day for one strategy is possible at end of class today Last chance**
* **Field packets are due for a grade. Submit online to Blackboard by midnight.**

 Online final will be open from Dec 4-10. closes at 7:30 Dec 9

Dec9 F**inal exam online chapters 6-10 : Scheduled time is 5:50-7:30**

 ***All candidates in the school of education, you are required to know the following information:***

**Conceptual Framework of the School of Education**

**of The University of Texas of the Permian Basin**

Vision Statement

 The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

 The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

* Facilitating the acquisition of necessary knowledge, skills, and dispositions;
* Cultivating the value of diversity
* Encouraging collaborative inquiry, innovation, and research;
* Promoting collegiality and service in schools and communities;
* Integrating technology into practice;
* Providing opportunities for professional growth; and
* Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

KNOWLEDGE:

Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

SKILLS:

Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students’ developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

DISPOSITIONS:

Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

**Diversity Proficiencies:**

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
	1. to strive for social justice, equality, and equity for all learners
	2. to continue the process of self-growth, narrowing the student achievement gap in our nation
	3. to empower all learners as citizens in a global society