

## **TUSCULUM COLLEGE TEACHER EDUCATION UNIT**

**Course: EDUC 416 Teaching Reading**

**Instructor: xxxxxx xxxxxx**

**Phone:** (xxx) xxx-xxxx

**E-mail:** xxxxxxxxxxxxxx

**Course Dates:** Block 2; September 16 – October 9, 2013

**Class Meeting Time:** 8:30 – 11:30 a.m.

**Location:** xxxx xxx

**Office Hours:** Before and after class as needed; please contact the instructor via email or phone to schedule time.

**Note:** Students may contact the instructor 8:00 AM - 8:00 PM Monday through Saturday.

The instructor's goal is to return e-mails and phone messages within 24 hours, except on Sundays.

### **Course Description: EDUC 416 TEACHING READING.**

This course provides a working knowledge of the basic theories, instructional models and materials for teaching reading in grades K-6. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-6 levels. Pre-service teachers will evaluate and implement strategies to address learning differences. An 18-hour practicum is required for this course. Learning Outcome: Reflective Judgment. Prerequisites: EDUC 200, Sped 101, PSYC 305 and Admission to the Teacher Education Program. Offered every year.

## **Course Resources**

### **Required Textbooks:**

Vacca, J. L., Vacca, R. T., Gove, M. K., Burkey, L. C., Lenhart, L. A., & McKeon, C. A. (2011). *Reading and learning to read* (8<sup>th</sup> ed.). Boston: Pearson Education, Inc.

Zarrillo, J. J. (2011). *Ready for Revised RICA* (3<sup>rd</sup> ed.). Boston: Pearson Education, Inc.

### **Other Required Resources:**

*Common Core Standards for Reading/ Language Arts Grades K-5*- These may be downloaded from <http://www.corestandards.org/>.

*Put Reading First* - This document may be downloaded from <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>.

## **Course Competencies, Goals, and Objectives**

### **Student Learning Outcomes: Reflective Judgment**

#### **Identification and Analysis**

Student identifies multiple similarities and contrasts between views.

**Reflection**

Student identifies which source(s) or position(s) is more credible and provides own, thoughtful rationale.

**Judgment**

Student takes a position or proposes a solution based upon a consideration of a wide range of credible evidence, and composes a strong argument in which conclusions reasonably follow from the evidence.

***Course Goals:***

The goals for this course are to deliver instruction and to engage candidates in activities that

1. Increase candidates' understanding of how to use a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in students. (Professional Education- Standard 4; TC Candidate Proficiency 2.3)
2. Improve candidates' ability to foster active inquiry, collaboration, and supportive interaction using effective verbal, nonverbal, and media communication techniques. (Professional Education Standard 6; TC Candidate Proficiency 3.2)
3. Enhance candidates' understanding of a balanced reading program that involves reading within the context of every subject and that explicit instruction is needed throughout the elementary and middle grades. (Elementary Education K-6 Standard 1; Elementary/PreK-3 Reading Standard 1)
4. Increase candidates' understanding of the developmental nature of language and its relationship to learning to read. (Elementary/PreK-3 Reading Standard 2)
5. Develop candidates' ability to implement an effective balanced literacy program that provides explicit and systematic instruction within a print-rich environment. (Elementary/PreK-3 Reading Standard 3)
6. Increase candidates' understanding of using assessments to determine strengths and needs of students in planning and delivering reading instruction. (Elementary/Pre-K-3 Reading Standard 5)
7. Enhance candidates' ability to reflect on practices to evaluate the effects of their choices and actions. (Professional Education Standard 9; Elementary /PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2)
8. Develop candidates' desire to actively seek professional growth. (Professional Education Standard 9; Elementary/PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2)
9. Equip candidates with skills to foster relationships with school colleagues, parents, and agencies in the larger community. (Professional Education Standard 10; Elementary/PreK-3 Reading Standard 7; TC Candidate Proficiency 6.1)
10. Develop candidates' understanding and use of the central concepts, tools of inquiry and structures of the discipline(s) they teach in creating learning experiences that develop student competence in the subject matter. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1)
11. Prepare candidates for planning instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (Professional Education- Standard 7; TC Candidate Proficiency 1.1, 2.1, and 3.1)
12. Candidates plan and orchestrate appropriate learning experiences for all students. They combine their knowledge of the critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction and practice. They communicate high expectations and provide feedback for students. (Elementary/ PreK-3 Reading Standard 4; Early Childhood PreK-3 Standard 2-Reading)

***Course Objectives:***

Upon completion of this course, candidates will know or be able to do the following:

1. Develop lesson plans integrating reading and writing strategies in the content areas. (Elementary Education Professional Standard 4; Tusculum College Candidate Proficiency 1.1, 2.3, 3.1)
2. Design lessons using the principles and techniques associated with strategies reflecting best practice (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary

- instruction) that foster high expectations for all learners. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
3. Develop lessons including learning experiences that connect subject matter to real life experiences and that enable students to apply learning to future careers. (Professional Education Standard 4; TC Candidate Proficiency 3.2)
  4. Create lessons in which their role in the instructional process varies (e.g., instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs. (Professional Education Standard 4; TC Candidate Proficiency 2.1, 5.1; Program Standards Middle 4-8 Standard 1.2)
  5. Design instructional plans using multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving, and performance capabilities in the content areas. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
  6. Develop student learning activities that support and expand student expression in speaking, writing, and technical media. (Professional Education Standard 6; TC Candidate Proficiency 3.2)
  7. Describe the role of language in learning and how cultural, gender, and exceptional learning needs affect communication in the classroom. (Professional Education Standard 3, 6; TC Candidate Proficiency 5.1)
  8. Define reading and language arts related academic vocabulary (Elementary/PreK-3 Reading Standard 1; TC Candidate Proficiency 1.1)
  9. Design reading lessons utilizing strategies that are age and developmentally appropriate to improve the literacy skills of all students. (Elementary/PreK-3 Reading Standard 2, 3; TC Candidate Proficiency 2.1, 2.3)
  10. Create lesson plans that include research-supported practices. (Elementary/PreK-3 Reading Standard 3; TC Candidate Proficiency 2.1, 2.2, 2.3).
  11. Develop, utilize, and interpret informal and formal assessments of the components of reading. (Elementary/PreK-3 Reading 5; TC Candidate Proficiency 2.5)
  12. Develop lesson plans for providing interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods for several related subject areas and that motivate students. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1; Program Standards Middle 4-8 Standard 2.6; Early Childhood PreK-3 Standard 2-Reading)
  13. Design learning experiences that are based upon principles of effective teaching and learning; differentiated instruction-including intervention strategies; diversity. (Professional Education Standard 7; TC Candidate Proficiency 2.1, 2.2, 2.3, and 2.4; Elementary/PreK-3 Reading Standard 4; Program Standards Middle 4-8 Standard 1.2)

### **Topics covered include the following:**

- Common Core Standards
- Reading First Information, First to the Top, Blueprint for Reform(NCLB)
- 5 Components of reading- Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension
- Models of Reading
- Instructional Strategies
- Alphabetic Principle
- Schema theory; Metacognition
- Reading from the language perspective
- Meeting the literacy needs of diverse learners
- Early literacy and Emergent literacy
- Methods of teaching Phonemic Awareness and Phonics
- Literature, content area leveled readers, and teaching reading
- Developing content area curricular and instructional strategies
- Methods for developing oral and silent reading fluency
- Principles to guide vocabulary instruction and strategies for vocabulary and concept development
- Characteristics of basal readers
- Integration of technology into reading instruction
- Development and use of comprehension strategies
- Developing an awareness of story structure
- Developing pre-reading, during reading, and post-reading strategies
- Relationship between reading and writing

- Use of content area textbooks and the relationship to reading
- Using literature and nonfiction trade books across the curriculum
- Assessing reading through standardized instruments; benchmark and progress monitoring instruments; teacher-made and published informal assessments

### **Course Policies and Procedures**

**Attendance Policy:** As attending class is essential for candidates to be successful learners in Tusculum College courses, class attendance is mandatory. Following institutional and departmental procedures, faculty members record and report candidate attendance online to the administrative office after each class session.

Attendance affects course grades assigned by faculty to candidates. An institutional policy, which is not left to the discretion of the faculty member, is that a grade of “F” be automatically assigned to any candidate who misses more than one-third of the total class meeting time, which is more than 3 days for a residential course. Total missed class meeting time includes absence from a scheduled class meeting, arriving late to class, or leaving before class is dismissed.

Additionally, the institution allows academic departments to adopt significantly more stringent grading practices relating to attendance as detailed in syllabi. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. **Three points will be taken off the final grade for each absence without a documented excuse.**

**Candidates with Disabilities:** Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

**Greeneville:** xxxxxxxxxxxxx

**Knoxville:** xxxxxxxxxxx

**Tusculum College Learning Centers:** Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

**Greeneville:** xxxxxxxxxxx

To make arrangements, please contact xxxxxxxxxxx.

**Knoxville:** xxxxxxxxxxx

To make arrangements, please contact xxxxxxxxxxx.

**Research Assignments and Library Resources:** To ensure that candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: xxxxxxxxxxxxx. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

**Greeneville:** xxxxxxxxxxx

**Knoxville:** xxxxxxxxxxxx

**Academic Dishonesty:** Plagiarism is a violation of the Ethics of Social Responsibilities competency. As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

#### **Other Policies**

**Expectations for Written Work:** Quality written work is expected of all candidates.

- Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical, spelling and other mechanics errors.
- **ALL ASSIGNMENTS MUST BE TYPED** in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style unless they are completed during class time.
- **On-line resources for APA style (6<sup>th</sup>) edition:**  
<http://www.stylewizard.com/apa6index.html>  
<http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf>
- Any assignments that are due through e-mail must be sent through your Tusculum account. All assignments are to be submitted through the Moodle site unless instructor directs otherwise.
- All work must be submitted on or before the due date. No late work will be accepted.

**Cell Phones and Laptops:** Please only use your cell phone and/or laptop for learning purposes during class time. Otherwise you will be asked not to bring them to class.

## Course Requirements and Grading

**Grading Scale:** The Tusculum College grading scale will be used and is as follows:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
<63	F

**Assignments (100 points):**

Assignment	Due Date	Value
<u>Practicum Reflection Journal</u>	9/30/13	12%
<u>Practicum Teacher Interview</u>	9/27/13	3%
<u>Practicum Forms-</u>		
• Permission Form and Schedule (End-of-Syllabus Form is left with supervising teacher)	9/23/13	2%
• Evaluation	9/30/13	3%
<u>Notebook of Assignments</u>	10/8/13	20%
<u>Integrated Reading Lesson Plan</u>	10/7/13 (4:00 p.m.)	30%
<u>Lesson Plan Presentation</u>	10/9/13	10%
<u>Midterm</u>	10/2/13	10%
<u>Final Exam</u>	10/9/13	10%

### Explanation of Practicum (total of 20% of final grade)

A required 18 hours of practicum experience is an integral part of this course. Candidates are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual. Candidates are to complete all forms and written practicum components according to the instructions provided by field experience personnel and/or the instructor. Practicum evaluations from supervising teachers are submitted in a sealed envelope at

the end of the course. The required forms are available on Moodle; the End-of-Syllabus Form is also located at the end of the syllabus.

**You are expected to be at your practicum placement each of the six scheduled days for approximately 3 hours per day from approximately 8:30 – 11:30 (time of day may be subject to request of your supervising teacher). If you are not at your placement each of the six scheduled days, you will be counted absent and will have your final grade deducted by 3 points (see “Attendance Policy” above).**

### ***Grading for Practicum:***

The following components must be completed in order to receive full credit for the practicum portion of the final grade.

- Completion of a minimum of 18 hours (minimum) in approved setting
- Practicum Reflection Journal (12%) – Your reflection journal must address reading instruction and must be based on the questions included in the syllabus and posted on Moodle. Each journal entry must contain at least one of the questions in bold print, a summary of what you observed regarding the question and your reflection on what you observed. Detail what you saw and/or discussed with the teacher, what you did, and your feelings about what you observed in the classroom, as well as what good ideas you gleaned from the teacher or the environment. The rubric that will be used to grade your journal is posted on Moodle; please refer to it as you prepare your journal. Requirements of the journal are as follows:
  - Typed - APA Style
  - Double spaced
  - 12 point font
  - One inch margins
  - One –half page **or more** daily (or per two hour session) in the public school classroom or approved setting
  - **4½ pages total minimum required**
- Completion of Practicum Forms (including signatures) – Permission Form, Schedule Form, and Evaluation Form. **All forms must be completely filled out to receive credit.**

### **Practicum Forms (Forms are located on Moodle.):**

1. **Practicum Permission Form** (1%) must be signed by teacher and principal **on the first day of your practicum experience and placed in the box on the instructor’s office door by 3:00, on Monday, September 23, 2013.**
2. **Practicum Schedule Form** (1%) must be **placed in the box on the instructor’s office door by 3:00, on Monday, September 23, 2013.** If you cannot be at your practicum placement at the scheduled time, you must call the school and your instructor. Changes in schedule need to be submitted as soon as possible to your instructor.
3. **Practicum Form at End of Syllabus** must be discussed with your school supervising teacher the first day and **left with your supervising teacher by Monday, September 23, 2013.** The End-of-Syllabus Form **is not** included in your grade.
4. **Practicum Student Evaluation Form** (3%) is filled out by the school supervising teacher who places it in a sealed envelope with his/her signature. The envelope containing the evaluation form is due **Monday, September 30, 2013.**

***Practicum Teacher Interviews (5%)*** - Interview your practicum supervising teacher. Include brief statements that give the school, grade level, class size, and a concise description of class demographics (gender, socio-economic status, ELL students, and students with disabilities). Ask the following questions regarding the teaching of reading in his/ her classroom, and then prepare a typed report that is at least four (4) paragraphs long. You must include a summary of his/her response to each question and your reflection on each response. This is due on Friday, 9/27/2013, and will need to be submitted through Moodle.

1. Describe the reading curriculum used in your classroom.
2. Describe how you differentiate reading instruction for the various reading levels in your classroom.
3. Describe how you assess the reading performance of your students.
4. Describe how you integrate literature, science, social studies, and any other subjects into your reading classes.

The rubric that will be used to grade your interview write-up is posted on Moodle; please refer to it as you prepare your assignment.

### **Explanation of Other Assignments/Exams**

***Notebook of Assignments (20%)*** – In-class and out-of-class assignments will be required in this course. These assignments include individual opinion, perspective, and response to applicable situations, as well as exploration and application of concepts included in the course. The notebook will be due at the end of class on Tuesday, October 8, 2013.

***Integrated Reading Lesson Plan (30%) and Presentation on Lesson Plan (10%) – Lesson Plan Template and Checklist on Moodle*** - You are to design an integrated lesson plan for a grade-level reading text or a grade-level science or social studies text. Grade-level reading books and grade-level science/ social studies texts are available in the IMC in the Charles Oliver Gray building. If possible, the level should be chosen based on the grade in which you are completing your practicum. Include all materials needed to actually teach the lesson. Lesson plans are due on Moodle by 4:00 p.m., Monday, October 7, 2013. The rubric that will be used to grade your lesson plan is posted on Moodle; please refer to it as you prepare your plan.

You will present **a PowerPoint overview** of your lesson plan to the class and explain the strategies and integration that would be used to teach lesson. Your presentation must include a summary and explanation of the elements of your lesson plan. You must submit a copy of your PowerPoint (two slides per page view) to the instructor in class on the day of your presentation. **You will not teach the lesson**, but will instead present the topic, organization/integration, and strategies to the class as you might share them with fellow teachers at your future school. Your presentation should be limited to 5 – 7 minutes. Presentations will be given on Wednesday, October 9, 2013. The rubric that will be used to grade your presentation is posted on Moodle; please refer to it as you prepare your presentation.



**Mid-term (10%)** – The mid-term will consist of information discussed in class as well as information presented in the text. This exam may include *any or all* of the following formats: essay items, short answer items, matching items, multiple choice items, and true/false items.

**Final Exam (10%)** – The final exam will cover material from the day of the mid-term until the end of the course. It will cover textbook material as well as information discussed in class. The final exam may include *any or all* of the following formats: essay items, short answer items, matching items, multiple choice items, and true/false items.

### Course Schedule and Activities

*Assignments are to be submitted on Moodle by the beginning of class (unless otherwise specified by instructor).*

\*\*\*This syllabus is subject to change in order that learning may best be facilitated.\*\*\*

Date Due	Focus	Topics and Activities
<b>WEEK 1</b> <b>Monday,</b> <b>September 16</b>	<b>INTRO TO COURSE AND MATERIALS</b>  <b>READING AND THE LANGUAGE ARTS</b>	<p>Introductions Review of Syllabus</p> <p>What is Language? The Six Language Arts</p> <p>Overview of Materials  <i>Put Reading First</i>  <i>Ready for Revised RICA</i>            Common Core State Standards (CCSS) for English Language Arts (ELA)</p> <p><b>ASSIGNMENT: Read Vacca Chapter 1, Chapter 2 (pp. 42 – 46 only) and start reading <i>Put Reading First</i>.</b></p>
<b>Tuesday,</b> <b>September 17</b>	<b>BACKGROUND AND FOUNDATIONS OF CURRENT READING INSTRUCTION</b>  <b>Vacca: Ch. 1 Knowledge and Beliefs About Reading</b> <b>Vacca: Ch. 2 Approaches to Reading Instruction (pp. 42 – 46 only)</b>  <b>Common Core State Standards</b>	<p>Important Movements and Legislation            What Research Says about Reading                Cognitive insights about reading and learning to read           <ul style="list-style-type: none"> <li>• Alphabetic Principle</li> <li>• Schema theory</li> <li>• Metacognition</li> </ul>           Reading from the language perspective (psycholinguistics)           <ul style="list-style-type: none"> <li>• Graphophonemic system</li> <li>• Syntactic system</li> <li>• Semantic System</li> </ul> </p> <p>Models of reading            Bottom-up            Top-down            Interactive</p> <p>Introduction to Common Core State Standards for ELA            Response to Intervention (RTI)</p> <p><b>ASSIGNMENT: Read Vacca Chapter 4 and finish reading <i>Put Reading First</i>.</b></p>

Date Due	Focus	Topics and Activities
Wednesday, September 18	EARLY LITERACY  Vacca: Ch. 4 Early Literacy: From Birth to School	<p><b>Overview and Discussion of <i>Put Reading First</i></b> <b>The Five Components of Reading</b></p> <p><b>Early Language and Later Literacy</b></p> <p><b>Ch. 4</b> How reading and writing develop Creating literate learning environments</p> <p><b>ASSIGNMENT: Read Vacca Chapter 6 &amp; RICA Chapter 2.</b></p>
Thursday, September 19	READING ASSESSMENT  Vacca: Ch. 6 Assessing Reading Performance RICA: Ch. 2 Reading Assessment	<p>Formal Informal</p> <p>Examples: Informal reading inventories (IRI) Oral reading miscue analysis Running records</p> <p>Portfolio assessment Anecdotal notes Checklists Interviewing</p> <p>Primary Purposes of Reading Assessments Interpretation and Use of Assessment Results</p> <ul style="list-style-type: none"> <li>Sample plan for assessing and using data</li> </ul> <p>Communicating Assessment Results</p>
Friday, September 20	Practicum	<b>ASSIGNMENT: Completion of Practicum Forms. Work on Practicum Journal and Practicum Teacher Interview.</b>
<b>WEEK 2</b> Monday, September 23 – Friday, September 27	Practicum	<p><b>DUE: Practicum Permission Form and Schedule Form placed in the box on the instructor's office door by 3:00 on Monday, September 23, 2013.</b></p> <p><b>Friday, September 27 – Practicum Teacher Interview submitted on Moodle by 8:30 a.m.</b></p> <p><b>ASSIGNMENT: Work on Practicum Journal which is due on Moodle by 8:30 a.m. on Monday, September 30.</b></p> <p><b>Also, Evaluation by Practicum Teacher will be turned in to instructor at the beginning of class on Monday, September 30.</b></p>
<b>WEEK 3</b> Monday, September 30	Lesson Planning	<p>Discussion of Practicum Experience</p> <p><b>DUE: Practicum Journal due on Moodle by 8:30 a.m. Evaluation by Practicum Teacher in a sealed envelope turned in to instructor at the beginning of class.</b></p> <p>Discussion of new Tusculum College Lesson Plan Format Sample Lesson and Lesson Plan Begin work in class on lesson plan</p> <p><b>ASSIGNMENT: Read Vacca Chapter 5 &amp; RICA Chapters 3 &amp; 4.</b></p>

Date Due	Focus	Topics and Activities
Tuesday, October 1	<b>BEGINNING READERS; PHONEMIC AWARENESS</b>  <b>Vacca: Ch. 5 Literacy Instruction for Beginning Readers and Writers</b> <b>RICA: Ch. 3 Phonological and Phonemic Awareness</b> <b>RICA: Ch. 4 Concepts about Print, Letter Recognition, and the Alphabetic Principle</b>	<p>Learning through books Learning about relationships between speech and print Learning about features of written language (print awareness) Learning about letters and sounds</p> <ul style="list-style-type: none"> <li>Letter recognition</li> <li>Phonemic awareness               <ul style="list-style-type: none"> <li>Developing phonemic awareness</li> <li>Assessing phonemic awareness</li> </ul> </li> </ul> <p>Phonemic Awareness: Curricular, instructional, and assessment strategies</p> <p><b>ASSIGNMENT: Read Vacca Chapter 7 &amp; RICA Chapters 5, 6, &amp; 7. Prepare for Mid-Term over</b></p> <ul style="list-style-type: none"> <li>• Vacca Chapters 1, 2 (pp. 42 – 26 only), 6, 5</li> <li>• RICA Chapters 2, 3, 4</li> <li>• Common Core State Standards</li> <li>• Information from other sources as presented in class</li> </ul>
Wednesday, October 2	<b>MID-TERM</b>  <b>PHONICS</b>  <b>Vacca: Ch. 7 Word Identification</b> <b>RICA: Ch. 5 Phonics and Sight Words: Terminology and Concepts</b> <b>RICA: Ch. 6 Phonics and Sight Words: Instruction and Assessment</b> <b>RICA: Ch. 7 Syllabic Analysis, Structural Analysis, and Orthographic Knowledge</b>	<p>Ways we identify words (word web) Phonics</p> <ul style="list-style-type: none"> <li>Approaches and guidelines               <ul style="list-style-type: none"> <li>Traditional approaches</li> <li>Contemporary approaches</li> </ul> </li> <li>Strategies for teaching phonics               <ul style="list-style-type: none"> <li>Consonant-based strategies</li> <li>Analogy-based strategies</li> <li>Spelling-based strategies</li> </ul> </li> </ul> <p>Word Identification Skills</p> <p>Phonics: Curricular, instructional, and assessment strategies</p> <p><b>ASSIGNMENT: Read Vacca Chapter 8 &amp; RICA Chapters 8 &amp; 9.</b></p>
Thursday, October 3	<b>FLUENCY</b>  <b>Vacca: Ch. 8 Reading Fluency</b> <b>RICA: Ch. 8 Fluency: Role in Reading...</b> <b>RICA: Ch. 9 Fluency: Instruction and Assessment</b>	<p>Oral reading fluency</p> <ul style="list-style-type: none"> <li>Defining</li> <li>Developing               <ul style="list-style-type: none"> <li>Strategies for groups</li> <li>Strategies for pairs and individuals</li> </ul> </li> <li>Assessing</li> </ul> <p>Fluency: Curricular, instructional, and assessment strategies</p> <p><b>ASSIGNMENT: Read Vacca Chapter 9 &amp; RICA Chapters 10 &amp; 11.</b></p>

Date Due	Focus	Topics and Activities
Friday, October 4	<b>VOCABULARY</b>  Vacca: Ch. 9 Vocabulary Knowledge and Concept Development RICA: Ch. 10 Vocabulary, Academic Language and Background Knowledge: Role in Reading... RICA: Ch. 11 Vocabulary, Academic Language and Background Knowledge: Before...	Relationship between vocabulary and comprehension Principles to guide vocabulary instruction Strategies for teaching vocabulary and concepts  Vocabulary: Curricular, instructional, and assessment strategies  Discussion of Lesson Plan  <b>ASSIGNMENT: Read Vacca Chapter 10 &amp; RICA Chapters 12 and 13. Lesson Plans due on Moodle by 4:00 p.m., Monday, October 8.</b>
<b>WEEK 4</b> Monday, October 8	<b>COMPREHENSION</b>  Vacca: Ch. 10 Reading Comprehension RICA: Ch. 12 Comprehension: Concepts and Factors... RICA: Ch. 13 Comprehension... Before...While...After Children Read	Development and use of comprehension strategies Developing an awareness of story and text structure Guiding interactions between reader and text  Comprehension: Curricular, instructional, and assessment strategies  <b>ASSIGNMENT: Read Vacca Chapter 13. Lesson plans due on Moodle at 4:00 p.m. on Monday, October 8. Prepare Notebook of Assignments for submission.</b>
Tuesday, October 9	<b>INSTRUCTIONAL MATERIALS</b>  Vacca; Ch. 13 Instructional Materials  Technology and the Teaching of Reading	Characteristics of basal readers Basal reading program materials that meet the needs of diverse learners Other instructional materials  Examination of basal series  Guest Speaker: Technology and the Teaching of Reading  <b>DUE: Notebook of Assignments (will be turned in to instructor in class)</b>  <b>ASSIGNMENT: Prepare for presentation of lesson plans. REMEMBER to bring a copy of your PowerPoint printed 2-slides per page. Prepare for Final over</b> <ul style="list-style-type: none"> <li>• Vacca Chapters 7 – 10</li> <li>• RICA Chapters 5 – 13</li> <li>• Common Core State Standards</li> <li>• Information from other sources as presented in class</li> </ul>
Wednesday, October 10	Presentations Assessment of Knowledge	<b>Course Evaluation</b>  Lesson Plans Presentations  Final Exam



Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum candidates to gain practical experience within the classroom setting. During this experience, practicum candidates participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum candidate is currently enrolled. We ask that the classroom teacher assist our practicum candidates in concentrating upon the components listed below.

**Course: EDUC 416- Teaching Reading**

**Concentration: Language Development; Instruction related to the Five Components of Reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension); Assessment related to Reading (including benchmark and progress monitoring assessments); Reading Curricular and Instructional Materials (basal reading series, intervention reading materials, and advanced reading materials); Reading- Writing Connections; Reading Across the Content Areas.**

**Supervising Teacher:** \_\_\_\_\_

**Practicum Candidate:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

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## EDUC 416 Practicum Reflection Journal

### Guiding Questions

Use these questions as the basis for your observations and reflections. You do not have to address or answer each question, but you do need to address at least one question in each journal entry. Please include the question in bold print in your entry.

#### Phonemic Awareness and Phonics

1. How does the teacher determine the learner's needs for instruction in phonemic awareness and phonics?
2. How does the teacher determine which phonemic awareness or phonics skills to teach?
3. How does the teacher teach phonemic awareness and phonics (implicit/explicit, language experience, individual/small group/whole group, etc.)?
4. How do students practice phonemic awareness and phonics skills after instruction?

#### Fluency (reading **accurately** at an appropriate **rate** with appropriate **expression**)

1. What activities does the teacher use to improve fluency?
2. How does the teacher determine fluency activities?
3. How does the teacher assess improvement in fluency?

#### Vocabulary

1. How does the teacher select vocabulary words for explicit instruction?
2. How does the teacher teach vocabulary words (explicit instruction procedures)?
3. How does the teacher extend the students' use of vocabulary words in reading and writing?

#### Comprehension

1. How does the teacher build background knowledge?
2. What strategies does the teacher use to teach comprehension?
3. How does the teacher utilize active reading strategies (such as inferring, predicting, questioning, making connections, summarizing, clarifying, visualizing, monitoring) before, during, and/or after reading?

#### Assessment

1. How does the teacher determine what and when to assess?
2. How does the teacher determine how to assess specific learning goals (informal/formal)?
3. How does the teacher provide assessment results to students and parents/guardians?
4. How does the teacher use the assessment results?

#### Spelling

1. How does the teacher connect reading and spelling?

#### Writing

1. How does the teacher connect reading and writing?

#### Motivation

1. How does the teacher motivate the students to read?

Materials

1. How does the teacher use the teacher's basal materials as a resource in selecting learning goals, learning activities, and assessments?
2. What other text materials does the teacher use as a means to teach reading skills?