TE 301: Literacy Learners and Learning in Context, Section XXX
Course Syllabus, Spring 2013
Day, Time
XXX XXX Hall

"You can't teach reading with good intentions."

- Alfred Tatum, July 13, 2007,
National Geographic Society/
Literacy Achievement Research Center
Literacy Institute,
Washington, DC

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Include this if you decide not to list your home or cell phone number: In an emergency that requires more immediate communication than email provides, you may leave a message with the Elementary Teacher Preparation Program Secretary, Sierra Vandenheuvel, vandenh8@msu.edu, 517-355-1741 and she will try to reach me.

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Course Content

Welcome to TE 301, Learners and Learning in Context. This course is designed to help you understand and begin to meet the professional expectations for being a teacher candidate in MSU's Teacher Preparation Program. This is a pivotal course in your transition from being a student to becoming a teacher. In this course, you will learn things that many teachers know, but many people who are not teachers do not. You begin to learn to think and act like a teacher, particularly in the area of literacy learning and assessment. You will be developing a framework and habits of mind and action that will help you form a professional identity and learn to critically appraise ideas, models, materials, and curricula.

Broadly speaking, the focus of this course is on learning: (1) how to learn about a child; and (2) ten components of literacy, including what they are, how they are expected to develop, how they are related to other concepts, and how they can be assessed. You will also learn at least one instructional strategy to that fits within each of the following areas: motivation and interest; automatic word recognition; and language comprehension, strategic knowledge and writing. A more detailed list of what you should know and be able to do by the end of the course is provided below:

1. How to learn about a child
   a. A lens for learning about individual (and groups of) students: an ecological lens
   b. What we want to learn about individual children's and groups of children's strengths and needs:
      i. What they know and are able to do
      ii. What they don't know and are not able to do
      iii. How they learn
      iv. How the child's home and school context, including how the classroom environment and instruction affords, or doesn't afford, the child access to learning
   c. Strategies for learning about individual children and groups of children's literacy strengths and needs:
      i. Observation/kidwatching
      ii. Talking with children
      iii. Formal and Informal assessment
         1. Different purposes for assessment (e.g., group achievement, individual achievement, screening, diagnostic)
         2. Different types of assessments (e.g., formative, summative, formal, informal, norm-referenced, criterion-referenced, screening, diagnostic, written work, observations, parent input, portfolio)
         3. Fundamental concepts in assessment (reliability, validity)
         4. Assessment interpretation (percentiles, stanines, grade-equivalent scores, normal curve equivalents, scale scores, quartiles, confidence intervals, rubrics, etc.)
      iv. Response to instruction

2. Ten components of literacy and how they are related to one another
   Motivation and Purpose for Reading
      i. Motivation:

- o   what it is (including different kinds or aspects of motivation)
- o   why it is important
- o   how it is expected to develop
- o   how it can be assessed
- o   some characteristics of relatively motivating instruction

Automatic Word Recognition
ii.   Concepts of print:
- o   what they are
- o   why they are important
- o   how they are expected to develop
- o   how they can be assessed
- o   one instructional strategy for addressing them
- o   issues for second language learners or SLLs

iii.   Phonological awareness:
- o   what it is
- o   why it is important
- o   how it is expected to develop
- o   how it can be assessed
- o   one instructional strategy for addressing it

iv.   Alphabet knowledge and word recognition:
- o   what it is
- o   why it is important
- o   how it is expected to develop (including stages of sight word and spelling development and multiple cueing systems)
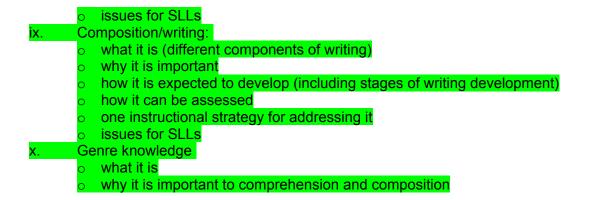- o   how it can be assessed
- o   one instructional strategy for addressing it

v.   Morphology:
- o   what it is
- o   why it is important

vi.   Fluency:
- o   what it is
- o   why it is important
- o   how it is expected to develop
- o   how it can be assessed
- o   one instructional strategy for addressing it

Language Comprehension, Strategic Knowledge and Writing
vii.   Vocabulary:
- o   what it is (different kinds of vocabulary)
- o   why it's important
- o   how it develops
- o   how it can be assessed
- o   one instructional strategy for addressing it
- o   issues for SLLs

viii.   Comprehension:
- o   what it is
- o   why it is important
- o   how it is expected to develop
- o   how it can be assessed
- o   one instructional strategy for addressing it

> o   issues for SLLs
> ix.   Composition/writing:
>> o   what it is (different components of writing)
>> o   why it is important
>> o   how it is expected to develop (including stages of writing development)
>> o   how it can be assessed
>> o   one instructional strategy for addressing it
>> o   issues for SLLs
> x.   Genre knowledge
>> o   what it is
>> o   why it is important to comprehension and composition

Course Components

This course has two components: <u>a class component</u> of 2 hours and 50 minutes and a <u>field component</u> that requires working one-on-one with a child (hereafter "child study student") within the age range of 1st through 4th grade for a total of 45 minutes at least once per week. Of course, considerable time will be necessary to plan for this 45 minutes of work with a child, and considerable time will be needed to take post-session notes, analyze assessment results, and so on, so the field component should be viewed as being longer than 45 minutes. In addition, you are required to observe the child at least once during the second half of the semester in a learning environment without your involvement (e.g., in a classroom, interacting around text with a parent). The child can be someone you already know (e.g., a relative; someone you babysit for; the child of a co-worker; a child you are acquainted with through a church, synagogue, mosque, or other religious group) or we can help you arrange access to a child through a school setting. The child cannot be your own child.

You have the option of working with a partner with a child study student as long as your schedules can be coordinated for both of you to be present for every session. While you both attend each child study session, you will alternate the rolls of administering an assessment and providing a lesson. For any activity that you are not administering, you should observe and take notes on what your partner does. You are each required to complete your own written assignments for Parts I, II, III and the Final Project.

There are four forms you are required to turn in as part of your field participation. The first three of these forms can be accessed via the Angel Group of your intern year (e.g., Elementary TE 14/15 interns), in the content tab under the TE 301 folder. If you have any questions about completing these forms, please contact Andrea Kelly (akellymsu.edu), the TE 301 Coordinator. The 4th form can be accessed via your section's Angel Group.

> 1) **<u>Background Check</u>** is submitted for the teacher education department (turned in to Sierra VanDenHeuval in 116 H Erickson Hall)

> 2) **<u>Placement/Child Study Student Confirmation Form</u>** is submitted prior to beginning your work with the child study student**.** (submitted electronically)

> 3) **<u>Field Placement Log</u>** is submitted to your TE 402 instructor at the end of the semester. The instructor submits all forms to 116H.

4) **Parent/Guardian Consent Form** is submitted prior to beginning your work with the child study student. (obtain from your section's Angle Group and submit as a hard copy to your instructor)

If you are working with a child via an elementary school, you must follow the school's procedures for visitors (e.g., check in at the office, wear identification as specified). In addition to observing and working with your child study student, you may be expected to assist the mentor teacher (MT) in the classroom from which your child study student comes (e.g., tutoring, helping carry out assignments). We will let you know the specific expectations for where you are placed.

Class sessions will include a wide variety of formats, including: presentations; large and small group discussions of readings, writings and field work; individual reports of work with child study students; and hands-on activities. Some sessions will include workshop time for you to work on assignments in collaboration with one or more colleagues.

Required and Recommended Books and Other Readings

Required Books

Three books will be read largely or in their entirety for this course. It is highly recommended that you purchase these texts and keep them to be part of your professional library and have them for reference throughout your course work in the program and beyond. You may chose another means of accessing the texts (for example, from the library or shared with friends) but any glitches in those means will not be considered a valid excuse for not having completed the readings (for example, a book being missing from the library will not constitute an excuse for not completing assigned readings for a particular session). All books should be available from the International Center Bookstore.

McKenna, M. C., & Stahl, K. A. D. (2009). Assessment for reading instruction (2nd ed.) second edition. New York: Guilford.

Leslie, L., & Caldwell, J. S. (2011). Qualitative reading inventory-5. Boston: Pearson Education.

Resnick, L. B., & Hampton, S. with the New Standards Primary Literacy Committee (2009). Reading and writing grade by grade, Revised edition. Newark, DE: International Reading Association.

Other Readings

You will have a variety of other readings due for the course. They are listed on the session-by-session schedule for the course or will be assigned on a case-by-case basis. All of these reading are available either online, through the MSU Library, or as PDF files posted on ANGEL.

Another form of reading in this course are email messages and postings on the ANGEL website. You are required to read your email and to check for ANGEL notices between each class and

field session. Your MSU address will be used for all class correspondence so if you have not activated your @msu.edu account, please do so by the end of the first week of classes. If you use an email account other than your MSU account, please have your MSU account forward your messages to your alternate account.

Requirements and Evaluation

Major Assignments

This course has five major assignments as follows:

Assignment #1: Attendance & Participation (20% of final grade, see comments below)
1. Work with child study student
Attendance and Punctuality
Professional Conduct
Session Plans
Post-Session Notes

2. Class
Attendance and Punctuality
Professional Conduct
Reading and Writing to Prepare for Class
Class Discussions
Group Contributions

Please note: You will begin with a default grade of full credit for Attendance and Participation. To maintain full points, you are expected demonstrate full and appropriate attendance and participation in all parts of the course. This course is planned on the assumption that you will come on time and come prepared to participate. The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness for class or field work.

If you are unable to attend a class or field session, you must call or email the instructor in advance. Similarly, you must call your mentor teacher or parent/guardian in advance if you are unable to meet a field visit commitment. You will make up all field absences. If you are unable to attend school, you need to call your mentor teacher in advance. Do not rely on your peers to relay messages—make sure you communicate directly with your MT.

You also are expected to arrive on time for class and field and attend the full session, demonstrate that you have completed the assigned readings when due, demonstrate that you are otherwise prepared for field and class (e.g., being prepared for an assigned oral presentation), pay full attention in class and participate actively and appropriately in class or field, and follow all expectations for professional conduct in class or field as outlined on p. 9 below (including wearing appropriate dress in the field and showing respect to peers in class).

Quizzes (15% of final grade)

Child Study Part 1: Motivation (15% of final grade)

Child Study Part 2: Automatic Word Recognition (15% of final grade)

Child Study Part 3: Comprehension, Strategic Knowledge and Writing (15% of final grade)

Final Project and Presentation: Using Data to Set Goals for Instruction (20% of final grade; 15% paper, 5% oral presentation)

The following table identifies MSU Teacher Preparation Program Standards (http://ed-web3.educ.msu.edu/te/teacherprep/ProfTchngStands.htm) addressed in these four major assignments:

Assignments	MSU Teacher Preparation Program Standards
	1. Employ a liberal education 2. Teach subject matter 3. Work with students as individuals 4. Organize a class 5. Use an equipped school room 6. Join a faculty and school 7. Engage guardians and community 8. Teacher as professional and reflective learner
Attendance and Participation	1, 2, 3, 6, 8
Quizzes	2, 8
Child Study Part 1	1, 2, 3, 8
Child Study Part 2	1, 2, 3, 8
Child Study Part 3	1, 2, 3, 8
Final Project and Presentation	1, 2, 3, 6, 7, 8

For further information about the assignments other than Attendance and Participation, please see the individual assignment sheets.

Written Work

The written work that you hand in should be quality work in content and form. The content of your written work should reflect your careful and thoughtful consideration of the ideas we are exploring in the various readings and activities that we use – and you can refer to these and to prior readings and experiences, where this serves to support your ideas. As teachers, we need to be able to articulate reasons for what we do and justify the claims and assertions we make about children, curriculum, and teaching to our students, their parents, other teachers, and administrators. Therefore, you are expected to use descriptions (including specific quotations), examples, copies of children's writings or drawings, or vignettes to support claims that you make about a child's learning, or a piece of curriculum. This does not mean you need to write pages and pages and pages for these assignments, but it does mean you should carefully craft what you write -- be clear, succinct, and specifically support what you say. Unless otherwise stated, written work should be double-spaced, have one-inch margins, and use Times New Roman, font size 12. Your work should be checked for mechanical correctness, including spelling, grammatical correctness, spacing, and other issues. Your work will be evaluated for

mechanics as well as content. It is imperative that our teachers have a strong grasp of written language, and you will be held to a high standard. Please use the American Psychological Association (APA) 6th edition guide for your educational writing.

Please note that this is a Tier II Writing Course as designated by the University. This means that the course provides you with opportunities to complete writing assignments typically found in the field of education and that we will provide you with explicit instruction, models, and coaching to help you improve your ability to complete those assignments. You should view improving your writing ability to be an important part of this course and direct your time and effort accordingly.

Turning in Assigned Work

Assignments are due as indicated on the course schedule or in other written communication and you are responsible for knowing what the due dates are. Unless acceptable arrangements are made in advance of the due date, the instructor reserves the right to reduce the grade on late papers by up to 10% per day late, depending on the circumstances. Late papers may also not be turned back to students at the same time, or near the same time, as papers submitted on time, and this may make it difficult to use the feedback as future assignments are completed. It is very important to keep up with the due dates that are outlined since each assignment builds on the next.

Grading Scale and Final Grades
All assignments and requirements must be completed satisfactorily to receive a passing grade in the course, including those assignments related to the field component of the course.

The bases on which assignments will be graded will be indicated prior to the due date for each assignment. You will be given feedback with both comments and grades. Typically your final grade for the course will reflect the sum of the points for each individual assignment, based on the percentages identified above. Input from those in a position to observe or oversee your work with your child study student may influence the field attendance and participation grade. Trends of decline or improvement in course performance may be taken into account if and when the final point total falls close to two different grades.

General grading expectations for the quality of your work are as follows:

Course Grade	GPA Scale	General Description of Quality
95-100 pts.	4.0	Outstanding, exemplary work. Uses and integrates readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
90-94 pts.	3.5	High quality work. Uses many readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.

85-89 pts.	3.0	Good quality work, performing at expected level for this course. Uses some readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
80-84 pts.	2.5	Work below expected level of quality for the TE program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences to inform writing/assignment. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
75-79 pts.	2.0	Significantly below expected level of quality. Shows little evidence of having read course readings, of uses of classroom discussions, or of field experiences. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.

Incomplete Grades

The grade "incomplete." MSU policy is that "the 'I' (incomplete) grade may be given only when the student (a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course." For the entire grading policy at MSU, please visit: http://www.reg.msu.edu/read/UCC/Updated/geninfogenpro.pdf.

Due to the fact that TE 301 is a prerequisite for each succeeding TE course, incompletes must be cleared before the first meeting of the succeeding course. Therefore, it is wise to avoid Incompletes entirely.

Please note: Teacher Education Criteria for Progression to the Internship Policy (http://www.educ.msu.edu/students/undergraduate/criteriaforprogression.htm) requires that teacher candidates pass each teacher education course with a 2.0 or above. Minimum levels of competence, as demonstrated through grades in this course must be met before a teacher candidate will be allowed to progress to the internship. If you receive less than a 2.0 in the course, the entire course would need to be repeated in order to continue in the Teacher Preparation Program.

Important Program and University Policies and Support Available

Attendance and Punctuality

Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. If you are unable to work with your child study student, you must call or email the relevant person (e.g., teacher, parent) in advance. You will make up all missed sessions with your child study student. Do not rely on your peers to relay messages—make sure you communicate directly with the relevant person.

This course is planned on the assumption that you will come on time and come prepared to participate. The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness.

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy that is in your Guidebook (and on the web: http://ed-web3.educ.msu.edu/infostu/infostu/conductpolicy.htm). In the case of recurring absences or tardiness, your Coordinator will be notified and you may be required to attend a meeting regarding your attendance. Even one absence from class or your work with your child study student, particularly unexcused, may affect your grade; multiple absences may result in a failing grade for the course.

Class Participation

Your attendance and active participation in class are an important part of your grade because it is vital to the course and to your learning. Your colleagues and the instructor depend on you to do your part to read for meaning, analyze cases, generate ideas, make presentations, participate in peer teaching activities, give feedback on lesson plan drafts, share classroom observations and experiences, and so on. You cannot do your share if you are not present and active. You also cannot do your share if you are texting, online social networking, conversing off task with your classmates, and so on. **The personal use of computers, cell phones, or text messaging during class is not acceptable.** Again, please make sure you notify your instructor in advance if you are unable to attend class. You are responsible for the content of any class you miss. Even with notification, please note that your participation grade can, and in most cases will, be affected absence and/or tardiness.

Professional Communication

Professional education can be an intensely personal and challenging process. In your classes and in the field component of the course, you are expected to give and accept constructive feedback appropriately and to react appropriately, even in stressful situations. You are also expected to take an active role in your learning and contribute to the learning of your colleagues in this course.

If you have concerns, problems, or questions about any aspect of your course work or field work, you should first address them to the instructor or team person who is most directly involved. This applies to situations at the university as well as in the field. If the situation is not resolved at that level, you should request assistance from the Team Coordinator or Faculty Leader.

Professional Conduct

You are required to read and abide by all policies related to professional conduct in field and class settings. This includes those in the Professional Conduct Policy for MSU Teacher Candidates (http://ed-web3.educ.msu.edu/te/teacherprep/ProfCondPol.htm) as well as those outlined by the University. Of particular note are two items from the University's Student Rights and Responsibilities document (http://www.ssb.msu.edu/SpLife/acfree.htm):

2.3.5   The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.

2.3.1   The student is responsible for learning the content of a course of study according to standards of performance established by the faculty and for adhering to standards of professional behavior established by the faculty.

***Special note on cell phone usage during class:

Please silence your phone or turn it to vibrate during class meetings. Texting or other cell phone use during class is considered unprofessional conduct and will affect your participation grade. I understand that there are rare emergencies when you may need to use your phone. In the rare case of an urgent phone call, please be professional and step out of the classroom to take the call. If you know in advance that you may be receiving an emergency contact, please inform me ahead of time.

Confidentiality

Classroom Discussions: Your field experiences are an important part of your learning and you will be discussing them in this course. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion. In casual conversations or social situations, do not relate stories from homes, classrooms, after school programs, or any educational setting that may be embarrassing to teachers, guardians, students, or others or that include sensitive information about a child or family. When discussing situations from an educational setting in class, do so carefully. Use a fictitious name for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

Interviews: Use pseudonyms and screen or mask identifying information when reporting interviews with children or youth or adults. If an assignment requires you to interview any adult, you should clearly state or give the interviewee, in writing, the purpose of the interview and the uses you will make of the material.

Photographs, Videotapes, Audio Tapes: Always ask permission of the classroom teacher or whomever is supervising the setting where you are working with your child study student to make photographs, videotapes, or audiotapes of students. Occasionally there are circumstances that require a student's whereabouts to be kept confidential and photographs may not be allowed. Some schools, districts, or programs require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. Be sure to check with the relevant personnel on what is needed.

Criteria for Progression to the Internship

To progress to the internship a teacher candidate must: a) meet the Academic Requirements; b) submit a complete Criminal Disclosure Form; and c) meet the Professional Criteria set forth in the policy adopted by the Teacher Education Council in the Spring of 1999. This policy is outlined on the MSU Elementary Program website:
http://www.educ.msu.edu/students/undergraduate/criteriaforprogression.htm Please review this

policy carefully so you understand clearly how your participation in TE 301, TE 401 and 402 course work and school participation impact your progression to the internship.

Academic Honesty and Integrity

We assume that each student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code (http://www.vps.msu.edu/SpLife/index.htm). Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, lesson plans or other class assignments without using appropriate quotations and source citations (http://www.msu.edu/unit/ombud/plagiarism.html).

Alcohol and Illegal Drugs

The University Drug and Alcohol Policy will be enforced. This policy prohibits the possession or use of illegal drugs and alcoholic beverages in classes and field placements. Students are expected to be free of the influence of such substances in classes and field placements.

Support Available at MSU

Accommodations for Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

Counseling Center: Even typical, capable, intelligent and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. The LAET or DAET instructors or cluster leaders might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building.

Writing Center: Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents and others. For those reasons, teacher candidates are expected to write effectively and to follow writing conventions. If you need more help in meeting those expectations you can get help from the College of Education Office of Student Writing Assistance in 513F Erickson Hall or from the University Writing Center at 300 Bessey Hall, 432-3610. Grammar Hotline: 432-1370.

Office of Student Writing Assistance (OSWA): Through the College of Education, Professor Douglas Campbell is available to support COE undergraduate and graduate students in improving their writing. This assistance includes attention to the specifics of English grammar and vocabulary, and meeting the substantive requirements of particular course assignments. The office is located in 513F Erickson Hall, and Professor Campbell can be reached by phone at 517-432-1425 (OSWA) or 517-449-1849 (cell) or email at campbell@msu.edu. Weekly office hours are as follows: Monday, Tuesday and Friday: 9:30 a.m. – 12 noon and 1:30 – 5 p.m.; Thursday: 1:30 – 6 p.m.

MSU Libraries: The MSU Libraries offer not only print and digital access to millions of documents, but also many services designed to help you take advantage of these resources now and in the future. You can receive support from librarians via web chat, instant message, email, phone, and in person. The subject librarian for the College of Education (that is, the librarian with particular expertise in documents, databases, and other resources in education) is Kate Corby. Her phone number is 517-884-0852, her email address is corby@msu.edu, and her web address is http://staff.lib.msu.edu/corby/.

Week-By-Week Readings, Assignments, and Work with Student

M&S = McKenna & Stahl text
R&H = Resnick & Hampton text
QRI-V = Leslie & Caldwell text
Full citations for articles are below the chart.

Week & Topic	Readings Due	Assign-ments Due	To Do With Student
PART I: INTRODUCTION			
Week 1 Goals for the Course Learning in Home and School Contexts	None	None	1. Find a student to work with for the semester. See guidelines in syllabus. 2. Get Parent Permission Form Signed.
Week 2 Introduction to Assessment, Standards & The Modified Cognitive Model	1. M&S Ch. 1 & 2 2. Assessment & Standards PowerPoint 3. Common Core Standards at http://www.corestandards.org/the-standards		1. Find a student to work with for the semester. See guidelines in syllabus. 2. Get Parent Permission Form Signed.
Week 3 Motivation	1. M&S Ch. 8 & 9 2. Turner & Paris, 1995 3. PowerPoint on Motivation	Turn in Signed Parent Permission Form.	**Session 1:** 1. Administer a Getting to Know You/Interest Inventory (M&S, pp. 213- 214). 2. Read a favorite book to your student 3. Keep anecdotal records but no lesson plan required.
PART II:			

AUTOMATIC WORD RECOGNITION			
Week 4 Phonological Awareness & Concepts of Print	1. M&S Ch. 4 2. Yopp & Yopp, 2000 3. PowerPoint on Phonological Awareness & Concepts of Print		**Session 2:** 1. Administer a motivation assessment (M & S, pp. 215-230). 2. Do an interactive read aloud based on your student's Interest Inventory. 3. Keep anecdotal records but no lesson plan required.
Week 5 Letter-Sound Knowledge & Spelling	1. M&S Ch. 5 2. Block & Duke, 2011 3. PowerPoint on Letter-Sound Knowledge I	Quiz 1	**Session 3:** 1. Do a motivating activity based on data from Motivation and Interest Inventory data. Lesson Plan Required. 2. Administer a Phonological Awareness Assessment (M&S, p. 98) and a Concepts of Print Assessment (M&S, pp. 91-93)
Week 6 Letter-Sound Knowledge & Spelling/Morphology	1. R&H Reading Standard 1 for each grade level 2. Joshi, Treiman, Carreker, & Moats, 2008/2009 3. PowerPoint on Letter-Sound Knowledge II	Due: Child Study Assignment Part 1	**Session 4:** 1. Administer the Elementary Spelling Inventory (M&S, pp. 142-145) and/or Alphabet Recognition Assessment (M&S, p. 97). 2. Enjoyable Interactive Read Aloud 3. Keep Anecdotal Records but no lesson plan required.
Week 7 High Frequency Words & Fluency	1. QRI-V pp. 1-5, 37-39, & 40-47 2. M&S Ch. 3 & 6 3. PowerPoint on Fluency & High Frequency Words		**Session 5:** 1. Administer QRI Wordlist - Narrative 2. Administer High Frequency Word List (M&S, pp. 116-122 or M&S, pp. 123-124).

			3. Enjoyable Interactive Read Aloud
			4. Keep Anecdotal Records but no lesson plan required.
PART III: COMPREHENSION			
Week 8 Background Knowledge, Oral Language, Vocabulary & Morphology	1. QRI-V pp. 60-70 2. Adams, 2010/2011 3. PowerPoint on Background knowledge, vocabulary, & morphology	Quiz 2	**Session 6:** 1. Administer QRI Fluency Assessment - Narrative 2. Enjoyable Interactive Read Aloud. 3. Keep Anecdotal Records but no lesson plan required.
Week 9 Listening Comprehension & Reading Comprehension	1. M&S Ch. 7 2. QRI-V pp. 48-59; 71-90 3. PowerPoint on Comprehension		**Session 7:** 1. Administer QRI Comprehension: Listening or Reading - Narrative 2. Do an Automatic Word Recognition Activity based on your data. Lesson Plan required.
PART IV: STRATEGIC KNOWLEDGE, GENRE, & WRITING			
Week 10 Genre & Strategic Knowledge	1. M&S Ch. 8 2. Duke, Purcell-Gates, Hall, & Tower, 2006 3. PowerPoint on Strategic Knowledge and Genre	Due: Child Study Assignment Part 2	**Session 8:** 1. Administer a full QRI - concept questions, fluency, retelling & comprehension using expository passage (listening passage for children who can't read independently.) 2. Enjoyable interactive read aloud. 3. Keep Anecdotal Records but no lesson plan required.
Week 11 Expressive Writing	1. PowerPoint on Writing & Composition 2. Coker, 2007	Quiz 3	**Session 9:** 1. Do Language Comprehension Activity for Child Study Assignment 3.

			Lesson plan required.
			2. Administer a Burke Reading Interview (M&S, p. 190) <u>or</u> Purposes of Reading Interview (M&S, p. 191).
Week 12 Mon 11/19 - Sun 11/25 Expressive Writing	1. Gibson, 2008 2. Common Core Standards Appendix C: Writing Samples 3. R&H Writing Standards 1-3 for each grade.	Due: Child Study Assignment Part 3	**Session 10:** 1. Collect a writing sample 2. Enjoyable Interactive Read Aloud. 3. Keep Anecdotal Records but no lesson plan required.
PART V: SETTING INSTRUCTIONAL GOALS			
Week 13 Goal Setting (back to the Modified Cognitive Model)	1. Review McKenna & Stahl Ch. 1. 2. PowerPoint on Setting Goals for Instruction		**Session 11:** 1. Do a motivating writing activity. 2. Keep Anecdotal Records but no lesson plan required. 3. Say goodbye ☹
Week 14 Final Presentations & Conversations		Due: Final Goals for Student & Final Presentation	

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Additional Resources

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