

**Rhode Island College**  
**Feinstein School of Education and Human Development**

**ELED 422: Teaching Developmental Reading I**  
**Fall 2010**

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**1. Course Information**

*Current Catalog Course Description*

- a. Catalog **Bulletin of Rhode Island College**  
**ELED 422: Teaching Developmental Reading I**  
This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications for teaching special populations are covered. Focus is on the elements of a balanced program in reading and writing. (5) 3 credit hours.  
Prerequisites: ELED 300 with a minimum grade of B-; admission to the elementary education teacher preparation program; or consent of the Department Chair. Offered fall and spring.
  
- b. Extended  
This course is founded on the principle that in order to help others to develop lifelong literate behaviors, there is a need for a teacher to understand and engage in his/her own literacy. Text and professional readings, discussion in group and with the whole class and class activities and experiences analyze recent shifts in the field of literacy away from a separate, discrete, skills-based approach to reading instruction towards a more integrated holistic approach. There is the recognition that using multiple methods of Beginning Reading Instruction is the position supported by research. The International Reading Association's position statement is this "There is no single method or single combination of methods that can successfully teach all children to read. Therefore, teachers must have a strong knowledge of multiple methods for teaching reading and a strong knowledge of the children in their care so they can create the appropriate balance of methods needed for the children they teach." Reading methods are defined as a set of teaching and learning materials and /or activities often given labels, such as phonics, literature based, or language experience. This comprehensive literacy program is viewed as a function of the English Language Arts and an integrated function in all curricula. Children's learning is viewed as developmental, with literacy emerging in stages. Class participants will learn strategies to scaffold and facilitate the literate behavior of children. The candidates will include the theory of the Universal Design for Learning and will work with children in an Inclusion environment as well as the regular classroom. The candidates will be teaching in a practicum in a diverse, urban-ring setting. This way the teacher candidate's own experience becomes a means of analyzing the interplay of theory and practice in reading as it exists in many classrooms today. Participants also will observe teachers and children at work and will engage in teaching and learning with small groups. As an introduction to reading instruction in the elementary school this course builds on an understanding of the reading process, explores methods for teaching word identification and text comprehension and emphasizes the use of children's literature, language and the enjoyment of books. These activities require the teacher candidate to plan for, act, and reflect on the role of reading, our written language, in the development of the lifelong learner. As a

part of the class, a reader's workshop will provide the opportunity to grow in personal literacy, to deepen understanding about literacy, and to appreciate the teacher's role as a demonstrator of literate behaviors in the classroom. The American classroom in transition to a comprehensive literacy program will be a focus. The Musts of Literacy are Text Comprehension, Vocabulary, Fluency, Phonics and Phonemic awareness. The "hot topics" are vocabulary and comprehension. The extended focus of this course is to enable the prospective teacher to teach reading effectively to elementary school children. To accomplish this goal, the course stresses the role of the teacher as a decision-maker and provides teacher candidates with opportunities to observe incidental and direct teaching of reading in literature and through text series. Teacher candidates will teach reading lessons in the essential areas of Literacy as outlined in the Rhode Island Pre-K 12 Literacy Policy.

c. Relationship to professional program

This course is designed to help the developing teacher candidate understand the relationship of reading to the total school curriculum. Reading, including skills and strategies is taught within the larger context of the English language arts. It is formally as well as informally taught. Reading is incidentally observed in classrooms, as well as, a direct instruction in today's classroom. The teacher candidates will work with teachers and students in classrooms, teach small groups, participate in class discussions and work cooperatively in small groups. The teacher candidates will act as Reflective Practitioners and Plan, Act, and Reflect within the Conceptual Framework, employing the themes of knowledge, diversity, pedagogy and diversity during their experience with the children in either the primary or elementary grades. The teacher candidates will develop a Notebook of their lessons, artifacts of their teaching, and reflections on their work and implications for future planning for children's learning. The required teaching experience and the setting for teaching will provide a diversity of both cultural and special needs populations. Teacher candidates will employ technology such as BLACKBOARD, Chalk and Wire, word-processing, WWW professional site access, and e-mail to each other and the professor during the semester. This course is designed to provide teacher candidates with a foundation in the role of reading as it relates to all other methods courses, student teaching and ultimately teaching. Lecture, small and large group discussions, on-site visits, guest speakers and working with children are included in the course.

d. Relationship to the Conceptual Framework and Standards

The Teacher Education Conceptual Framework clearly emphasizes the fundamental importance of the four themes of professionalism, pedagogy, knowledge and diversity. In this developmental reading course, the skills, strategies and comprehension of reading, as well as reading as a lifelong enjoyment, weave the four themes of diversity, knowledge, professionalism and pedagogy as a constant throughout the teaching experiences in a culturally diverse setting. In the afterschool program, the teacher candidates incorporate these four themes of the Conceptual Framework throughout their teaching experience as they plan, act and reflect. In their practicum and in the classroom at Rhode Island College the teacher candidates are engaged in both a sense of the diversity of the learner and also the global perspective from which to address much of the learning. This provides a natural springboard for the use of a global perspective throughout the lessons with the children. All the reading lessons, phonemic awareness, phonics, fluency, vocabulary and text comprehension, are taught with a focus, from the whole to the part and back to the whole. Teacher candidates experience the readers' workshop. Teacher candidates will employ the broader context of the district, the community, the school, the class' existing text and curriculum, and the student in all lessons. The Rhode Island Professional Teacher Standards, the Rhode Island PreK-12 Literacy Policy, the Grade Level Expectations, the IRA/NCTE English/ Language Arts Standards, and the ACEI Standards are discussed in class and teacher candidates incorporate the Standards into their lesson plans, actions and reflections using model indicators and demonstrations of the Standards. Teacher candidates will experience the use of multiple forms of assessments including rubrics in the assessment process, incorporating performance assessments into their lessons. The use of technology as a tool in

education is practiced in the search for information for lessons and in the use of BLACKBOARD, Chalk and Wire, word processing for all lessons and reflections. The technology environment at the FSEHD with the opportunities for the use of computers for searching the WWW and involvement with e-mail for the benefit of lesson plans, among many other uses, tie the teacher candidates to a hands-on experience. This course represents, in part, the infusion of the Conceptual Framework into the core of the undergraduate program in teacher education. Throughout the course, reflective teaching is modeled and experienced. Teacher candidates are introduced to the Reflective Practitioner model and apply it in a variety of ways. Teacher candidates study, experience, and reflect on various instructional strategies and processes as they teach and reflect on the students' learning and their teaching in their practicum experience. It should further serve as a common framework for interdisciplinary inquiry among teacher candidates and faculty in professionalism, pedagogy, knowledge and diversity.

## 2. Course Text

D. Ray Reutzel and Robert B. Cooter, Jr. Teaching Children to Read, The Teacher Makes the Difference, 5<sup>th</sup>. Ed. New Jersey, Pearson, Merrill Prentice Hall, Inc. 2008.

Trade books as needed borrowed from local public libraries.

## 3. Course Schedule, Topics and Assignments (specific to Stadium School practicum)

Date	Location	Topics	Assignments	Due
8/30	RIC	Calendar, syllabus, lesson plan format, DRTA, reminiscence of reading	Reutzel-overview, download Newbery, Caldecott and other award lists, Reminiscence paper	
9/1	RIC	Literacy Policy and Literacy Musts, Need for phonemic awareness, phonics, vocabulary, comprehension and fluency in lessons. Current "hot topics" Pick grade level, QAR . Context of teaching.	Reutzel 1, 2. Write Q&A for Game. Download Grade Level Expectations and the RIPTS, professional standards.	Transcript, Reminiscence paper.
9/8	Stadium	Orientation to the (macro) district, community, school by Ms Bryan, the principal.	Notes for Context for teaching paper, go to www sites for more info about the Cranston Stadium school and the learners. Start work on the Context of teaching paper.	
9/13	RIC	Using the Literacy Musts, RIPTS and the GLE's in lesson plans. Need for higher-level questions in comprehension. video Emergent Literacy pt I What to look for and ask in the observation of the class and individual children. Who are the learners, who are you teaching? How to plan for differential instruction.		Copy of the Grade Level Expectations. Copy of the RIPTS.

9/15	Stadium	Interview with the (micro) teacher and the children	Cont. writing the Context for Teaching paper	
9/20	RIC	Peer review of lesson 1. Story Maps, and other graphic organizers.	Revise lesson 1. Gather and read one Caldecott award book and two African-American children's books. Use graphic organizer of story map for Caldecott book.	Draft of lesson1.Context for teaching paper due. Have books in class.
9/22	Stadium	Teach lesson 1.	Write reflection - lesson 1	Hard copy of lesson 1 for the teacher.
9/27	RIC	Peer review of lesson 2. African-American READ-IN. Sharing children's award books. Increasing children's vocabulary. How to write an annotation. Cueing systems Book talks for Chapter books	Revise lesson 2. Continue reading and annotating different award level books Reutzel 3,4 Write Q&A. Choose book for Literature Circles.	Have 12 text book Q&A (different levels) from ch. 1 & 2. ready on index cards for class discussion and prep for game. Draft of lesson 2. Have 2 African-American books to share for READ-IN.
9/29	Stadium	Teach lesson 2	Write reflection - lesson 2.	Story map for Caldecott book or African-American book is due. Hard copy of Lesson plan 2 for teacher.
10/4	RIC	Emergent Literacy pt 2 Video. Organize for Game Teams.	Reutzel 5,6. Read and write 12 Q&A based on chapters.	Hard copy of reflection on lesson 2 due to the professor.
10/6	RIC	Video Fluent Readers pt 1. , Are you as smart as a 5 <sup>th</sup> grader?? Conventions of English team teaching, organize groups.(e.g. Read, Write Think www site)	Read assigned chapters in lit circle book Team teaching peer lesson plan for grammar/syntax.	Literature Circle book (see Lang Arts syllabus for dates of Literature Circles and Literature Logs)
10/12	RIC	Q&A text game based on Reutzel Ch.1-6 and (Language Arts) Tompkins 1-4.	Reutzel 7,8.Prep Q&A.	All index cards for Q&A., game boards, markers, dice, prizes.

10/13	RIC	Video, Fluent Readers pt 2. Team teach grammar lesson group 1. How can the Children's Librarian help you? Develop questions.	Interview children's librarian about the collection of trade books e.g. for phonics, controlled vocabulary, vocabulary development and children's literature for the integrated curriculum	Team teaching grammar lesson plan group 1
10/18	RIC	Peer review of lesson 3	Revise lesson 3. Reutzel 9,10. Prep Q&A cards Gather examples of controlled vocabulary readers, "I can read books" reading in the content area for information.	Draft of lesson plan 3.
10/20	Stadium	Teach lesson 3	Write reflection - lesson 3	Hard copy of lesson 3 for the teacher.
10/25	RIC	What are controlled readers. Reading in the content areas. Controlled vocabulary, "I can read" books. video guided reading pt 1. Peer review Lesson 4 Grammar/syntax lesson team 2.	Revise lesson 4	Written paper and notes from Interview with the children's librarian due. Draft for Lesson plan 4. Have 2 examples of controlled readers, 3 examples of reading in the content area books. Team 2 teaching grammar lesson
10/27	Stadium	Teach Lesson 4	Write Reflection - lesson 4	Submit lesson plan #4 to the teacher.
11/1	RIC	Review of basal texts in CRC. Peer review Lesson 5	Reutzel 11, prep Q&A cards	Reflection Lesson 4. Draft Lesson 5 Team 3 teaching grammar lesson
11/3	Stadium	Teach Lesson 5	Reflection lesson 5	Hard copy of Lesson 5 to the teacher.
11/8	RIC	Share findings on basal text, in grand conversation at the CRC. Video Guided reading pt 2,	Reutzel 12. Q&A cards.	Reflection lesson 5 to the professor. Notes on basal text from CRC.
11/15	RIC	Peer review lesson 6. How did I connect the Literacy Musts in my teaching?	Revise lesson 6. Reutzel 13, Q&A cards.	Draft of lesson 6.
11/17	Stadium	Teach Lesson 6	Write Reflection - lesson 6.	Hard copy of lesson 6 to the teacher.
11/22	RIC	Peer review lesson 7 Game for Q&A Reutzel Ch 7-13 (Tompkins 5-10)	Revise lesson 7.	Draft for lesson 7. Game boards, cards, markers, dice, prizes for Q&A.
11/24	Stadium	Teach lesson 7.	Write reflection - lesson 7	Submit copy of lesson 7 to the teacher.

11/29	RIC	Peer review lesson 8. Video Struggling readers part 1	Revise lesson 8	Draft of Lesson 8. Reflection on lesson 7. Notes to share struggling readers. What are some solutions. Notes on how we activated prior knowledge, and built background knowledge for students.
12/1	Stadium	Teach lesson 8	Write reflection - lesson 8.	Copy of lesson 8 for the teacher.
12/6	RIC	Video Struggling readers part 2 Why is comprehension at the beginning and the end of reading? Grand conversation.		Reflection on Lesson 8 for the professor.
12/8	RIC	Children's lit video.		
12/13	RIC	Final conference with the professor.*	Return of all work	Notebook
12/15	RIC	Final conference with the professor.*	Return of all work	Notebook

\*Final conference with the professor HM 211

#### 4. Course Outcomes

The course outcomes are aligned with the Conceptual Framework, the Rhode Island Professional Teacher Standards and the Standards of the Association for Childhood Education International. The teacher education Conceptual Framework clearly emphasizes the fundamental importance of the four themes of professionalism (PR.), pedagogy (P), knowledge (K), and diversity (D). The candidates address the RIPTS throughout their lesson planning, action and reflection. The artifact for this course, the implemented lesson and its reflection addresses 2.1 English language arts and shows where candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. Here the candidate pays special attention to the Rhode Island Professional Teacher Standards 3 so that the lessons are developmentally appropriate and RIPTS 5 with a concentration in their comprehension lesson and the attention to higher level questions and discussions. In addition to ACEI 2.1 English language arts, the ACEI standard 3.1,3.2 and 3.3 are strongly addressed in the implemented lessons their reflections and the selected lesson that is the artifact for the course.

As a result of this course, teacher candidates will be able to:

1. Explain the Conceptual Framework and its relationship to the reflective practitioner model of teacher preparation. (CF: K)
2. Use the PAR acronym to be able to infuse the relationship of the four themes of knowledge, diversity, professionalism and pedagogy into all aspects of the planning for lessons, the action of

teaching in Cranston and the post reflections on this plan and action to continue the cycle for the next lesson plan. (CF: K, RIPTS 2,3,4,5,6,7)

3. Use as a base for all lessons, the knowledge obtained in the general education courses, the human learning and development studied, understand the context of schooling and experience strength in an area of specialization.(CF: K, RIPTS 1,ACEI 3.1,3.2,3.3,3.4)
4. Plan lessons incorporating the theory and practice of teaching and learning. Employ assessment as part of a lesson plan to aid practice. Develop an understanding of current thinking and literature in the field of developmental reading instruction. Approach reading instruction as integrated, thematic and cross-curricular through a process of planning, action, and reflection. Compare the roles of phonological, semantic, and syntactic cueing systems and describe methods for teaching these systems to children of varying ages. (CF: K, RIPTS 2,3,4,5,6,7, ACEI 2.1)
5. Develop an understanding of and practice in applying the Professional Teacher Standards, Grade Level Expectations, the Rhode Island Literacy Policy, National and State Standards and other Standards in the planning, action, and reflection of reading lessons.(CF: K, D, P, Prof., RIPTS 2,3,4,5,6,7,)
6. Plan and employ the use of instructional technology, BLACKBOARD, Chalk and Wire, use word-processing for all reports and the Notebook, use e-mail to communicate with classmates and the professor/ in searching the Internet for lessons to personalize for use at the Stadium Elementary School in Cranston. (CF: P, Prof., RIPTS 8, ACEI 3.5)
7. Recognize the culturally diverse compositions of our schools and plan, act, and reflect on this diversity in classroom visits and reading lessons. Plan reading lessons with a global perspective and a particular multi-cultural emphasis. Plan and teach a reading lesson to children who represent a multitude of cultures and special needs. Develop strategies for dealing with and celebrating language differences by building on the rich cultural heritage of all children. View language use as a functional implementation of reading for all student populations, including working with specialized populations. (CF: D, RIPTS 2,4, ACEI 3.2)
8. Discuss and practice professional ethics. Collaborate with other pre- professionals in discussions and planning of lessons, actions and reflections. Grow in personal literacy and develop an appreciation and understanding of how teachers reading behavior influence students as models. (CF: Prof., RIPTS 7)
9. Develop a READING Notebook that contains the plans, artifacts and reflections of the reading experience at the Stadium Elementary School and other written reflections as assigned by the professor. Read in various genres of literature and informational books, Explain differing perspectives for the teaching of reading. Explain current beliefs and discuss theory and practice. Reflect on controversies and research related to children's development of reading ability. Explain that comprehension is the first and primary focus of reading strategy development. Explain the supportive roles that vocabulary and decoding instruction play in connection with the construction of meaning. Interview with the professor for a debriefing on their experiences and learning in the course. (CF: Prof., RIPTS 2,3,4,5,6,7,)
10. Demonstrate active literacy behaviors in a learner-centered classroom. Develop an understanding of the role of reading in the inquiry process in a learner-centered classroom. Describe the relationship of reading to the other language arts. Describe developmentally appropriate materials for teaching reading, particularly basal reading materials, trade book for children and materials for a teacher's continued professional growth. Analyze basal reading materials, trade books, magazines, television programs, CD ROM, DVD and other print and non-print materials for both their potential in the development of diverse cultural awareness and understanding for possible stereotyping. Plan, act, and reflect on individual reading lessons that are content

based,(from the whole to the part to the whole) that are infused into the existing classroom curriculum. Use a variety of teaching strategies and materials effectively in hand-on experiences. Observe children's reading skills and growth and develop appropriate experiences for them based on these observations. Experience how and when to teach strategies, word attack skills, vocabulary and comprehension. Describe teaching strategies that will enhance reading comprehension of both narrative and expository text. Explain the rationale for using the Language Experience Approach and describe the procedure to be followed when utilizing this method. Discuss the components of contemporary basal reader series and compare different methods for utilizing these materials. Explain the ways in which a classroom can be organized to differentiate instruction. (CF: K, D, Prof., RIPTS 2,3,4,5,6,7,8,9,10,11, ACEI 2.1,3.1)

## 5. Course Requirements

Course Requirements and/or assignments and expectations coordinated with the course outcomes and aligned with the standards.

<b>Descriptions and Assessments</b>	<b>Conceptual Framework</b>	<b>RIPTS</b>	<b>Course Outcomes</b>	<b>ACEI</b>
Class attendance, preparation, professionalism, and participation	Professionalism	1,2,3,4,7,8,10,11	1-10	
Notebook: Reading section contains: <i>Part 1</i> Practicum lessons, artifacts, feedback and reflections. <i>Part 2</i> reminiscence paper, story map, context for teaching paper, team teaching grammar lesson, interview with children's librarian. See full details in syllabus	Knowledge, Pedagogy, Diversity, Professionalism	1.2,3,4,5,7,8,10,11	1-10	1,2.1,3.1,2,3,4
Lesson Plans	Plan; Knowledge, Pedagogy, Diversity, Professionalism	2,3,4,5,7,8	2,3,4,5,6,7,8,10	1, 3.1, 3.2, 3.3
Teaching	Act; Knowledge, Professionalism, Diversity, Pedagogy	2,3,4,5,6,8,9	2,3,5,6,7,10	2.1, 3.1, 3.2, 3.3
Reflections	Reflect; Knowledge, Professionalism, Diversity, Pedagogy	2,3,4,5,7,8,9	2,4,5,6,7,8,9,10	
Course artifact: Reading Lesson #3 Comprehension/ DRTA Lesson Plan, implemented, and its reflection reviewed by coop teacher and professor. FSEHD rubric for assessment.	PAR; Knowledge, Professionalism, Diversity, Pedagogy	3, 5	1,2,3,4,5,6,7,8,10	2.1, 3.1, 3.2, 3.3, 3.4,3.5



### **Attendance**

Attendance and participation in all classes and activities are required. Attendance at each session is necessary so that continuity can be maintained. Much of the material in this class happens during class sessions. The teacher candidate's full participation and positive contribution for all class activities is essential. It is an indicator of the teacher candidate's knowledge and interest. Active participation of various types is required in class. The teacher candidate needs to attend class to get the most benefits. The class, groups and partners will depend on all teacher candidates' input, sharing and responses to develop as a community of learners and group knowledge. Therefore, each teacher candidate needs to come to class, be on time, and be prepared with all necessary writing and reading materials. Arriving late and leaving early count as absences. If, for an emergency, a teacher candidate needs to be absent, a designated classmate needs to inform him/her of new assignments or changes in schedule and to collect handouts. If, for an emergency, a teacher candidate needs to be absent on a day that working with children is scheduled, call the school, the professor and the teacher ahead of time as other arrangements need to be made and the teacher candidate needs to make-up the lesson. If a lesson is unsatisfactory, arrangements with the professor and the teacher need to be made to re-do the lesson.

### **RIC email accounts**

All candidates are to use the assigned RIC email account for correspondence about the course. The college email will be used by the Elementary Education Department for notices to candidates.

### **Confidentiality**

All candidates will sign a confidentiality statement that confirms the adherence of the candidate to the RIPTS to uphold the professional principles of ethical behavior in the confidentiality of all discussions as to the grades, scores, levels, testing and personal information shared in the planning, teaching and reflections about any student in the practicum placement.

### **B.C.I.**

All candidates will have available to present in schools for the practicum experience a Bureau of Criminal Identification certificate that identifies the candidate as a person that does not have an adult criminal record at the Bureau of Criminal Identification in Rhode Island.

### **Chalk and Wire**

The Feinstein School of Education and Human Development has adopted Chalk and Wire as its data collection and assessment system. All students admitted to the Feinstein School and/or enrolled in any education course are required to purchase a Chalk and Wire electronic code at the RIC bookstore. The Chalk and Wire electronic code purchase is a required one-time textbook purchase. The code allows students to access Chalk and Wire for a four-year period while enrolled at Rhode Island College. The electronic code is a personal code and cannot be exchanged among students. Students receiving financial aid may use their financial aid to purchase the Chalk and Wire electronic code.

Chalk and Wire allows students to submit assignments electronically and receive electronic feedback from Education course instructors. Students also have the opportunity to create personal portfolios on Chalk and Wire. To assist students with this transition, instructions about how to use Chalk and Wire system will be available in one or more of their education courses. In this course the course artifact, Teaching craft of Writing using Children's Literature, will be submitted via Chalk and Wire.

### **BLACKBOARD**

BLACKBOARD is Rhode Island College Learning Management System, which allows you to post course materials and course activities such as tests, assignments, chats, discussions, blogs, journals, and more. Since BLACKBOARD is web based, you will be able to access the blackboard course anywhere you have access to the internet. Your login is exactly the same as your Network/Email Account.

## **Assignments**

Do all assigned professional readings before class and be ready for class discussions. All assignments, written and oral, must exhibit careful, thoughtful preparation. The teacher candidate is expected to submit assignments in class on the due date. The grade for the assignment will be reduced one letter grade if submitted after the due date.

## **Skills, Personal and Professional Qualities**

The teacher candidate is expected to behave in a developmentally appropriate professional manner as outlined in the Professional Standards section of the [Student Teaching Handbook for the Feinstein School of Education and Human Development](#). This means that the teacher candidate must attend all classes, be on time, and actively engage in all the activities of the class period. The teacher candidate must openly and willingly accept the suggestions of the professor, peers, and teachers in the practicum classes. The teacher candidate must demonstrate reading, writing and thinking abilities that are on the same level as those required of pre-professional educators.

The professional standards adopted by the faculty of the Teacher Education Program in the Feinstein School of Education and Human Development are listed below. Rhode Island College Teacher preparation candidates must demonstrate:

- a. Content and Pedagogy Skills
  - Knowledge of subject matter areas.
  - Ability to adapt subject matter to grade level or to the needs of the individual child.
  - Ability to motivate students.
  - Ability to use various assessment procedures.
  - Ability to adapt instruction to meet the needs of mainstreamed students.
  - Ability to adapt instruction to meet the needs of students' diverse cultures.
  - Ability to plan meaningful or significant learning activities.
  - Ability to encourage self-direction.
  - Ability to use effective classroom management procedures.
- b. Professional Qualities
  - Ability to separate personal from professional roles.
  - Ability to relate to and cooperate with students, parents, peers, supervisors and other school personnel.
  - Ability to use appropriate verbal communication skills.
  - Ability to use appropriate written communication skills.
  - Ability to admit fallibility, accept criticism, and consider opposing opinions, ideas or feelings.
  - Ability to use and benefit from constructive criticism.
  - Ability to be aware of needs and interests of students and to take into account individual differences including ethnic and racial diversity.
  - Ability to demonstrate ethical behavior as evidenced by, but not limited to, respecting the rights of student confidentiality of records, integrity, adherence to school rules, maintaining appropriate interpersonal relationships with students.
- c. Personal Traits and Qualities
  - Ability to present an appropriate professional appearance in practica and student teaching sites.
  - Ability to maintain a calm demeanor when confronted with a volatile classroom situation and/or acting-out students.
  - Ability to perform the physical demands of teaching with minimum absenteeism.
  - Ability to demonstrate dependability/responsibility to the extent that this affects the student's performance in his/her academic program.
  - Ability to demonstrate initiative to the extent that this affects the student's performance in his/her academic program.

## **Reading Notebook**

The teacher candidate will develop a Notebook. The Reading section will contain in part one, the lesson plans, artifacts from the lessons (student work samples, photos with permission, etc) , cooperating teacher's feedback /comments, and teacher candidate's reflections. Reflections will be focused on the children's learning, (rather than what the teacher candidate taught), and on the conceptual framework and one of its four themes of professionalism, pedagogy, diversity and knowledge, the RIPTS focused on for the lesson and the Grade Level Expectations discussed in class. Next, Part two of the Reading section of the Notebook will consist of the other written work from the semester. After written work has been reviewed by the professor (see **due dates** on the schedule #3) it will be entered in the portfolio.

- Reminiscence Paper (250-300 words)
- Context for teaching paper (250-300 words)
- The Story map graphic using a Caldecott Award book at the fluent level
- Team teaching grammar/syntax lesson (e.g. based on a professional www site/hard copy of downloaded lesson required)
- Interview with children's librarian (original notes and word processed report 250-300 words)

## **Practicum Experience**

Throughout the semester, the teacher candidate will plan lessons and teach small groups of children at the Stadium Elementary School in Cranston. The idea and requirements for the teaching plan are discussed with the classroom teacher and the professor before the plan is written. A copy of the teaching plan is presented to the teacher before the lesson begins. The lessons on a particular phase of reading instruction will be for about 45 minutes to one hour with a small group of children in one of two different grade levels (see schedule # 3) The teacher candidate will conference with the teacher immediately after the lesson. The teacher's written feedback/comment is to be given to the professor ASAP after the lesson. The professor will return the lesson plan with a review and the cooperating teacher's feedback/comments to the teacher candidate in a timely manner during the next class session on campus. All lesson plans and feedback/comments are to be placed in the teacher candidate's Notebook.

The lesson plan will be designed in accordance with the format distributed in class. Credit in the Materials used section of the lesson plan the source of plan, if not original. Use of the www to access ideas for lessons is encouraged. All lesson plans need to be word-processed.

*Wear a name tag and have the children make name tags too.*

## **Reflections**

The teacher candidate's reflections after the lessons will be a self-evaluation that focuses the thinking on what and how the children are learning. (See rubric distributed in class) Each of the post-teaching reflections will address one aspect of one of the themes of the Conceptual Framework's four themes of pedagogy, knowledge, diversity and professionalism, will address one or two of the RIPTS, the focus for that particular lesson and the Grade level expectations for the lesson.. All reflections will be entered in the Notebook after the review by the professor.

## **Final Conferences**

Teacher candidates are required to have an individual, final conference with the professor to evaluate teacher candidate's growth and progress as a reflective practitioner. This conference will be conducted in the professor's office.

## Recommendations

At the end of this course, as in all methods courses, the professor must decide whether to recommend the teacher candidate for continuation in the Elementary Education Program. This recommendation is independent of the grade that the teacher candidate receives, although if there is a failing grade, the teacher candidate will automatically not be recommended. The professor can choose to recommend, recommend with concerns, or not recommend. The decision is based upon the professional judgment of the professor as to the teacher candidate's ability and suitability to become a teacher. The teacher candidate's attitude, teaching performance, and professional conduct as outlined in the Student Teaching Handbook is considered. In order to receive a recommendation for continuation in the program, a student needs to:

- Successfully complete all teaching experiences. Make-up for absence must be arranged with the cooperating teacher. Make-up for unsuccessful teaching experience needs to be discussed with the professor and the cooperating teacher.
- Receive a grade of B- or higher in this course. C+ for undergraduate student entering the program before August, 2005.
- Maintain an overall cumulative index of 2.50 or higher, 3.00 for graduate students
- Meet the Professional Standards of behavior stated in the Feinstein School of Education and Human Development, Student Teaching Handbook.

## 6. Course Evaluation

The course grade will be determined in the following manner:

<u>Participation and Professionalism</u>	<u>Recommend/ Recommend with concerns/Do not recommend</u>
Reminiscence paper	8%
Story map of Caldecott Award book	6%
Lesson plans	24%
Actions (teaching) at Stadium Elementary School	24%
Reflections on actions(teaching)	8%
Context of teaching paper	12%
Team teaching grammar lesson	8%
Interview with librarian	10%
Total	100%

## Grading Scale

<u>Grade</u>	<u>Numerical Equivalent</u>
A Excellent	95-100
A-	90 - 94
B+	87 - 89
B Above Average	84 - 86
B-	80 - 83
C+	77 -79
C Average	74 -76
C-	70 -73
D Below Average	65 -69
F Failure	Below 65
I Incomplete	

## **Grade Definitions**

A, A- Carefully completes all assignments. Frequent active participation in class discussions. Communicates clearly in writing and speaking. Demonstrates excellence in planning, implementation of plans, reflecting upon the teaching/learning process; a command of the theory and research supporting effective teaching; a creative flair, and a strong commitment to education. The teacher candidate is expected to be outstanding during the remainder of the professional sequence. Demonstrates a command of theory and research with the ability to analyze, evaluate and synthesize application to practice. Behaves in an extremely professional manner.

B+, B Completes all assignments at a satisfactory level. Participates in class discussions. Communicates clearly in writing and speaking. Demonstrates competence in planning, implementation of plans, reflecting upon the teaching/learning process; understands the theory and research supporting effective teaching; a commitment to education. Behaves in an expected professional manner.

B-, C+ Completes all assignments at a satisfactory level. Participates in class experiences. Demonstrates competence in most areas. The teacher candidate will need special attention during future courses in the professional sequence to ensure success and certification. Behaves in minimally acceptable manner.

C, C- The teacher candidate does not demonstrate the competencies necessary for the remaining courses in the professional sequence. Infrequent participation in class experiences. The teacher candidate does not complete all assignments and will not be allowed to continue in the Elementary Education Undergraduate Program.

D, F Complete failure early in the term will signal a grade of D or F. The teacher candidate will be counseled to drop the class.

You will be assessed continuously and at final conference.

## **Accommodations:**

If you have a registered/documented handicap or disability, please inform the professor in writing during the first week of class so that special provisions will be made to accommodate learning or physical disability. Rhode Island College is committed to making reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. You are required to register with the Student Life Office located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor during the first few weeks of the semester.

## 7. References (suggested readings and Internet)

Several professional journal readings will be distributed during the semester for students to review. The required text lists suggested reading in the recommended readings listing at the end of each chapter. These suggestions are recommended. Appropriate professional WWW sites also will be discussed in class. Suggestions for children's books and technology appropriate for children also will be discussed in class.

Atwell, N. (1998). *Minilessons. In the Middle: New Understandings About Writing, Reading, and Learning.* 148-216. Portsmouth, NH: Heinemann.

Armbruster, B.B., and Osborn, J.H. (2002). *Reading Instruction and Assessment: Understanding the IRA Standards.* Boston, MA: Allyn and Bacon.

Bear, D.R., Invernizzi, M., Templeton, S., and Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction.* 2<sup>nd</sup> ed. Upper Saddle River, NJ: Merrill.

Burkey, L., Gove, M. K., Lenhart, L. A., McKeon, C., Vacca, J. L., and Vacca, R. (2003). *Reading and Learning to Read.* 5<sup>th</sup> ed. Boston, MA: Allyn and Bacon.

Burns, M. S., Griffin, P., and Snow, C.E., Eds. (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press.

Cambourne, B. (1998). *The whole story: Natural learning and the acquisition of literacy in the classroom.* Auckland, New Zealand: Ashton Scholastic.

Chalkins, L. Montgomery, K., and Santman D., with Falk, B. (1998). *A teacher's guide to Standardized reading tests: Knowledge is power.* Portsmouth, NH: Heinemann.

Cooper, J. D. (2000). *Literacy: Helping Children Construct Meaning.* 4<sup>th</sup> ed. Boston, MA: Houghton Mifflin Company.

Cooper, D. J., and Kiger, N. D. (2003). *Literacy: Helping Children Construct Meaning.* 5<sup>th</sup> ed. Boston, MA: Houghton Mifflin Company.

Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing.* 3<sup>rd</sup> ed. New York: Addison-Wesley Longman.

Cunningham, P. M., Hall, D. P., and Sigmon, C. M. (1999). *The Teacher's Guide to the Four Blocks.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

De Gaetano, Y., Williams, L. R., & Volk, D. (1998). *Kaleidoscope: A multicultural approach for the primary school classroom.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Edwards, C., Gandini L., and Forman, G., Eds. (1998). *The hundred languages of children: The Reggio Emilia approach: Advanced reflections, second edition.* Greenwich, CT: Ablex.

Fountas, I. C., and Pinnell, G. S. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.* Portsmouth, NH: Heinemann.

Fountas, I. C., and Pinnell, G. S. (1999) *Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom.* Portsmouth, NH: Heinemann.

Fry, E. (1998). *Phonics patterns: Onset and rhyme word lists.* Laguna Beach, CA: Laguna Beach Educational Books.

- Glazer, S. M. (1998). *Assessment is instruction*. Norwood, MA: Christopher-Gordon.
- Glover, M. K. (1999). *A garden of poets: Poetry writing in elementary classroom*. Urbana, IL: National Council of Teachers of English.
- Gunning, T. G. (1998). *Best books for beginning readers*. Boston: Allyn & Bacon.
- Gunning, T. G. (2003). *Creating Literacy Instruction for All Children*. 4<sup>th</sup> ed. Boston, MA: Allyn & Bacon
- Hasit, C. and Kuder, S.J. (2002). *Enhancing Literacy for All Students*. Upper Saddle River, NJ: Pearson Education., Inc.
- Jewel, T. A., and Pratt, D. (1999). Literature discussions in the primary grades: Children's Thoughtful discourse about books and what teachers can do to make it happen. *The Reading Teacher* (May): 842-850.
- Lukens, R. J. (1999). *A critical handbook of children's literature*. 6<sup>th</sup> ed. NY: Longman.
- Mallow, F., and Patterson, L. (1999) *Framing literacy: Teaching and learning in K-8 Classrooms*. Norwood, MA: Christopher-Gordon.
- Morris, D., and Slavin, R. E. (2003) *Every Child Reading*. Boston, MA: Pearson Education Inc.
- Norton, D. E., with Norton S. E. (1999) *Through the eyes of a child: An introduction to Children's literature*. 5<sup>th</sup> ed. Columbus, OH: Merrill.
- Power, B. (1999). *Parent power: Energizing home-school communication*. Portsmouth, NH: Heinemann.
- Pressley, M., Allington, R., Morrow, L., Wt al. (1999). The nature of effective first grade literacy instruction. [cela.albany.edu/1stgradelit/literacy.html](http://cela.albany.edu/1stgradelit/literacy.html)
- Reif, L. (1999). *Vision and voice: Extending the literacy spectrum*. Portsmouth, NH: Heinemann.
- Routman, R. (2000). *Kid's Poems: Teaching children to love writing poetry*. NY: Scholastic.
- Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann.
- Routman, R., and Maxim, D., Eds. (1996). "What do I do about report cards now that I've changed my teaching? *School Talk: Changing Report Cards* (November)
- Schlick-Noe, K., and Johnson, N. (1999). *Getting started with literature circles*. Norwood, MA: Christopher-Gordon.
- Schearer, B. A., and Vogt, M. (2003). *Reading Specialists in the Real World*. Boston, MA: Allyn and Bacon.
- Shepard, L., Kagan, S.L., & Wurtz, E. Eds. (1998). *Principles and recommendations for early childhood assessments*. Washington, DC: National Education Goals Panel.
- Strickland, D. (1998). *Teaching phonics today: A primer for educators*. Newark,DE: International Reading Association.
- Taberski, S. (2000). *On solid ground: Strategies for teaching reading, K-3*. Portsmouth, NH: Heinemann.
- Tunnell, M. O., and Jacobs, J. J. (2000). *Children's literature, briefly*. 2<sup>nd</sup> ed. Columbus, OH: Merrill.

Wagstaff, J. (1999). Teaching and writing with word walls. NY: Scholastic Professional.

Wagstaff, J. M. (1998). Building practical knowledge of letter-sound correspondences: A beginner's word wall and beyond. *The Reading Teacher*, 51 (4), 298-304.

Weaver, C., Ed. (1998). Practicing what we know: Informed reading instruction. Urbana, IL: National Council of Teachers of English.

## **WEBSITES**

International Reading Association [www.reading.org](http://www.reading.org)

National Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org)

American Library Association  
American Association of School Librarians  
National Council Teachers of English

Dolch list of words: Mrsperkins.com

Running Records and Informal Assessments:

<http://www.eworkshop.on.ca/edu/core.cfm?p=main&modColour=1&modID=2&m=121&L=1>

then click "running records" under Grade K-3 (Literacy Modules)

<http://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

Florida Research Center [www.fcrr.org](http://www.fcrr.org)

### **Rubrics**

Kathy Schrock Assessments

<http://schooldiscovery.com/schrockguide/assess.html>

Montgomery Public Schools

<http://www.mcps.k12md.us/curriculum.cfm>

### **Leveling Books**

Beaverton School District Leveled Book Database

<http://registration.beavton.k12.or.us/lbdb/default.htm>

### **Managing and Organizing for Literacy Instruction**

The Four Blocks Literacy Model

<http://www.wfuedu/academics/fourblocks/>

### **Balanced Literacy**

<http://teacher.scholastic.com/professional/teachstrat/balaced.htm>

### **Struggling Readers**

Helping struggling readers

<http://www.newhorizons.org/spneeds/inclusion/teaching/kelly/htm>