

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

**ELED 424: Teaching Developmental Reading II
Fall 2010**

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1. Course Information

Current Catalog Course Description

a. Catalog **Bulletin of Rhode Island College
ELED 424: Teaching Developmental Reading II**

In this second elementary reading methods course, students investigate alternative teaching methods and materials for diverse populations and have additional responsibilities for managing and organizing a classroom for reading instruction. 3 credit hours. Prerequisites: ELED 300, with a minimum grade of B-; ELED 422 and 435, each with minimum grade of C+; B- graduate students and students entering the program after August 2005; 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 model as well as the regular classroom. The candidates will be teaching in a practicum in a diverse, urban ring school. 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 individuals, small groups and observe whole class instruction. As a second course in 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, literature circles with literature logs and reader's workshops 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 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 and teach incidental and direct teaching of reading with literature, through trade books of the core literature program, children's interests and developmental levels of reading addressing the curriculum content areas in the classroom. Teacher candidates will teach reading lessons in the five essential areas of Literacy as outlined in the Rhode Island Pre-K- 12 Literacy Policy. Emphasis is on developing an understanding of the reading process and the teaching of reading as a keystone within the elementary school's curriculum. How to manage and organize a classroom for reading instruction is also an important part of this course.

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 taught within the class' existing curriculum (reading, language arts, social studies, science etc.). It is formally as well as informally taught. This course is designed to provide both theory and practice in understanding of the fundamentals of teaching reading in the elementary schools. Reading is incidentally observed in classrooms, as well as, a direct instruction in today's classroom. The teacher candidates will work with master teachers and students in classrooms, teach individuals or small groups, and participate in class discussions and work cooperatively in small groups. Candidates will focus on procedures and practices of teaching such as read aloud, shared reading, guided reading, basic skills instruction, literature circles, and assessments such as running records and performance based assessment. 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 in the Stadium Elementary School in Cranston. The teacher candidates will develop a Reading Notebook of their lessons, artifacts of their teaching, and reflections on their work and implications for future planning for children's learning. The required field experience in either grade level and 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 an extension to the 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 in Cranston 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 second 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 Stadium Elementary School. In Cranston in the elementary grades, the teacher candidates incorporate these four themes of the Conceptual Framework throughout their teaching experience as they plan, act and reflect. At the Stadium Elementary School 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/ literature circles and literature logs. Teacher candidates will employ the broader context of the class' existing text and curriculum. 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, running records and performance-based assessments. The use of technology as a tool in education is practiced in the search for information for lessons and in the use of word processing for all lessons and reflections and in work submitted via BLACKBOARD and Chalk and Wire. 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 use 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 at the Stadium Elementary School in Cranston. 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

Fountas, I. C. & Pinnell, G. S. (2001). *Guiding Readers and Writers: Grades 3-6*. Portsmouth, NH: Heinemann.

Trade book for class reading:

Half the Sky: Turning Oppression into Opportunity for Women Worldwide. (Vintage paperback) by Nicholas D. Kristof and Sheryl WuDunn

Selection of 25 high quality/award winning books of children's literature including 2 upper level chapter books. Review 5 children's magazines. How reports are to be submitted will be discussed in class. Additional handouts, www sites and readings will be assigned throughout the semester in this course.

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

Date	Location	Topics	Assignments	Due
8/30	RIC	Orientation, calendar, syllabus. Lesson plan format. "What hot" of the literacy musts. GLE's. Rhode Island Professional Teacher Standards.	Fountas and Pinnell: Overview of the text, and read "Erica's Day" and Appendix. Download Newbery, Caldecott and other award lists. Download GLE's and RIPTS from RIDE.	
9/2	RIC	Group for Stadium. DRTA lesson plan format. Response to Intervention (RTI) (reading.org)	Start to select and read 5 children's award books/magazines per week. Read ch 4 <i>Becoming Joyful Readers: The Reading</i>	Copy of GLE's., RIPTS. Award lists. Transcript.

		Differentiated instruction. Objectives /GLE's / Assessments. Rubric for Reflection. Review list of C & N books	Workshop	
9/9	RIC	Pre, formative and summative assessments, pre and post test, multiple forms of assessments. Integrated curriculum. How to write a book review.	Context for Teaching, macro and micro, questions for interview with teacher and children.	Information from www about Cranston, Stadium School
9/13	RIC	Dolch words and games to play. Sharing of books read for integrated curriculum. Reciprocal Teaching (video) and roles for literature groups.	www site for Dolch lists. Choose and read literature to use in lessons.	First set of 5 books (integrated curriculum) reviewed and submitted via Blackboard due.
9/16	Stadium	Orientation to the context for teaching and curriculum. Welcome from the principal and Observation in either 1 st or 5 th grade. Interview with teacher and children.	Write a Context for teaching paper. Read Special Feature sec 1 Struggling Readers and Writers: Teaching that Makes a Difference.	
9/20	RIC	Lesson 1-Peer review Running records video and handouts	www sites for running records. Revise draft for lesson 1	Draft of lesson 1
9/23	Stadium	Lesson 1	Write reflection on lesson 1	Hard copy for teacher of Lesson1.Context of teaching paper, hard copy for professor.
9/27	RIC	Running records and comprehension. MSV,(video) Higher level questions, QAR.	Read ch 22 Teaching for Word Solving: Phonics, Spelling and Vocabulary. Work on line at Running Records site.	Reflection on Lesson 1 for professor in hard copy. Second set of 5 books reviewed for teaching any broad based Language Arts (Reading, Writing, Listening, Speaking, Viewing or Visually representing) lesson submitted via Blackboard.
9/30	Stadium	Teach lesson 2	Write Reflection on lesson 2	Lesson 2 in hard copy for teacher.
10/4	RIC	Leveled books, how to level books, fluency and comprehension. Book talk	Review text questions in group discussions. Read sec 2 Special Feature Struggling	Need to have book <u>Half the Sky</u> .

		and lit circle groups (jigsaw 11) for <u>Half the Sky</u> Lessons from the www. Running record assessment using literature.	Readers and Writers: Teaching That makes a Difference. Read assignments in <u>Half the Sky</u> . Review and download elec. lesson plans and incorporate www ideas in a lesson.(will discuss in class)	
10/7	Stadium	Teach lesson 3	Write reflection of lesson 3	Hard copy of lesson 3 for teacher.
10/12 Tues at RIC	RIC	Read section of <u>Half the Sky</u> in class. What is a lit log. Peer review of lesson 4	Cont reading <u>Half the Sky</u> Revise lesson 4	Book for lit circle, <u>Half the Sky</u> . Hard copy Reflection lesson 3
10/14	Stadium	Teach lesson 4	Write reflection on lesson 4	Hard copy of lesson 4 for the teacher.
10/18	RIC	Phonics, spelling and vocabulary. Peer review lesson 5 Professional journal articles. Lit circle 1 Discussion.	Read a professional journal article. Read ch 7 Encouraging Independent Reading. Write lit log1.Revise lesson 5	Draft of lesson 5. Book for lit circle, <u>Half the Sky</u> . Hard copy of Reflection- lesson 4. Third set of children's books reviewed and how to teach a comprehension skill for each book. Submitted via Blackboard.
10/21	Stadium	Teach lesson 5	Write reflection on lesson 5	Hard copy of lesson 5 for the teacher.
10/25	RIC	Children's magazines for the classroom. Peer review lesson 6 Lit circle 2 Grand conversation about professional journal articles. Rigby and other assessments conducted at school.	Write lit log 2 Revise lesson 6. Read sec 3 Special Feature Struggling Readers and Writers; Teaching that makes a difference. Add the magazines to the annotated list of Children's lit.	5 children's magazines. Lit log 1. Reflection lesson 5. Lesson 6 draft. Book for discussion <u>Half the Sky</u> . Hard copy review of professional journal article.
10/28	Stadium	Teach lesson 6	Write reflection lesson 6. Read ch 12 Planning for Guided Reading Read ch 14 Selecting, Introducing and Using Leveled Texts. Read Ch 18 Understanding the Reading Process.	Submit Lesson plan 6 to the teacher.
11/1	RIC	Peer review of lesson 7. The class artifact: group for reports on the unit and conference presentations. Lit circle 3. Questions for Grand conversation for	Revise lesson 7 Start organizing for Conference Presentation. Write lit log 3 Read Ch 20 Teaching for Sustaining Strategies in Guided Reading.	Reflection lesson 6 Lesson draft 7 Hard copy Lit log 2.

		<u>Half the Sky.</u>		
11/4	Stadium	Teach lesson 7	Write reflection for lesson 7. Read Ch 21 Teaching for Connecting and Expanding Strategies in Guided Reading.	Submit plan 7 to the teacher. Fourth set of children's books reviewed and how to teach a vocabulary lesson for each book submitted via Blackboard.
11/8	RIC	Peer review of lesson 8. Peer review of draft of Conference Presentation	Revise lesson 8. Read Sec 5 Spec Feature Struggling Readers and Writers; Teaching that makes a difference.	Reflection – plan 7. Draft of lesson 8. Hard copy of Lit log 3.
11/10	RIC	Grand conversation of <u>Half the Sky.</u>	Lit. log 4. (a review of Grand Conversation)	Ques. for Grand Conversation
11/15	RIC	Oral share of electronic lesson plan ideas and ones used in lessons.		Submit hard copy of reviews of Elec lesson plans.
11/18	Stadium	Teach lesson 8	Write ref. 8. Read Sec 6 Spec Feat. R&W Teach. that ... difference.	Submit lesson 8 to the teacher.
11/22	RIC	Sign up for final conference with professor.	Prep Conference Presentation and written artifact.	Fifth set of children's books reviewed and how to teach different writing crafts using each book submitted via Blackboard.
11/29	RIC	Conference presentation A	Prep Conference Presentation and written artifact	Submit hard copy Lit log 4 (review of Grand Conversation). Conference Presentation and submission via C&W of artifact. group A
12/2	RIC	Conference Presentation B	Prep Conference Presentation and written artifact	Conference Presentation and submission via C&W group B
12/6	RIC	Conference Presentation C	Prep Conference Presentation and written artifact	Conference Presentation and submission via C&W of group C
12/9	RIC	Conference Presentation D		Conference Presentation and submission via C&W of D

12/13	RIC	Conference Presentation E		Conference Presentation and submission group E
12/16	RIC	Final Conference with Professor*	Sign-off of Artifact Rubric.	

* Individual conferences with the professor in HM 211.

4. Course Outcomes

The second reading 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 Learning Analysis Artifact addresses ACEI standard 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, Standard 4 to address the diversity of the learner, and RIPTS 5 with a concentration in their comprehension lessons and the attention to higher level questions in the Literature Circles and discussions and Standard 9 where they incorporate assessments such as running records and performance based assessments. In addition to ACEI 2.1 English language arts, the ACEI standard 3.1,3.2 and 3.3 are strongly addressed in the analysis of the child's learning and delivery of the implemented lessons and their reflections that is the artifact for the course.

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

1. Explain, in depth, 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 inform their practice 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 such as running records and performance based 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,Pr; RIPTS 2,3,4,5,6,7,)
6. Plan and employ the use of instructional technology, BLACKBOARD, Chalk and Wire, use of word-processing for all reports and the Portfolio/ 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,Pr: 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:Pr,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 and have written annotations of same. 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 Pr; 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 child centered, 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, conduct running records and develop appropriate experiences for them based on these observations and assessments. 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. Conduct a Literature circle using a trade book from the school's curriculum. Explain the ways in which a classroom can be organized to differentiate instruction. (CF: Pr,K,D; 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.

Descriptions and Assessments	Conceptual Framework	RIPTS	Course Outcomes	ACEI
Class attendance, preparation, professionalism, and participation	Professionalism	1, 2, 3, 4, 7, 8, 10, 11	1-10	
Reading Notebook: 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, 3.2, 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 Learning Analysis Artifact	PAR; Knowledge, Professionalism, Diversity, Pedagogy	3, 5,	1, 2, 3, 4, 5, 6, 7, 8, 10	1.0, 2.1, 3.1, 3.2, 3.3

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 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.

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, The Learning Analysis, 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. We will be using BLACKBOARD for our children's literature reviews.

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.

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 line on the due date. The grade for the assignment will be reduced one letter grade if submitted after the due date. Note in the schedule that some assignments are to be submitted via BLACKBOARD, some via Chalk and Wire, some in hard copy, some to the cooperating teacher and some to the professor.

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 II Notebook, Organization of class materials:

The teacher candidate will develop a Reading Notebook that contains 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 of 250-300 words each, 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, and one or two of the RIPTS focused on for the lesson.

Part two 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 Notebook.

- Context for teaching paper
- 4 Literature logs
- Professional Journal article written review.
- Electronic lesson plan critiques of 4 lessons and ideas used.
- Class handouts

Much of this material will be used as an excellent source to review for your course artifact, The Learning Analysis, which is presented to the class and submitted via Chalk and Wire. You will electronically save your children's literature reviews via BLACKBOARD. There will be sharing sessions of teacher candidates' work throughout the semester.

Practicum Experience

Context for Teaching paper

The class will participate in an Orientation/observation/Interview at the Stadium Elementary School in Cranston. At the orientation and in either the first or fifth grade the candidate will take notes on the (macro)district, community, the school, the (micro) classroom and the students. The candidate will use the www and review information about the school. In a 250-300 word paper (see due date) the candidate will use this as a basis for teaching the students at the school.

Lesson plans and teaching

Throughout the semester, the teacher candidate will plan lessons and teach individuals and small groups of children at the Stadium Elementary School in Cranston. The idea for the teaching plan is discussed with the classroom teacher before the plan is written. A draft of the teaching plan is presented to the professor before the day of the teaching; and a hard copy of the revised plan submitted to the teacher before the lesson begins. The lessons on a particular phase of reading instruction will be for about one hour with an individual or 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 reviewed lesson plan and the cooperating teacher's feedback/comments to the teacher candidate in a timely manner usually during the next class session on campus. All reviewed lesson plans and feedback/comments are to be placed in the teacher candidate's Reading Notebook.

The lesson plan will be designed in accordance with the format distributed in class. You need to credit source of plan, if not original. List this with Materials used for the lesson. It is encouraged to use the www as a resource for ideas. All lesson plans need to be word-processed.

Wear a name tag and have a name tag for the children.

Reflections

The teacher candidate's reflections after the lessons will be a self-evaluation that focuses the thinking on what and how the child or children are learning. Relate the Objectives and assessments of the lesson to the GLE's. Each of the post-teaching reflections will address one aspect of the Conceptual Framework's four themes of pedagogy, knowledge, diversity and professionalism and will address one or two of the RIPTS and the focus for that particular lesson. Reflections are to be in essay format about 250-300 words. Note due schedule. All reviewed reflections will be entered in the Reading Notebook.

Literature Logs

The candidates will read Half the Sky and participate in class group literature circles. After each section of the book is discussed in class group, the candidate will incorporate his/her reading notes and the group discussion into a response to the literature (not a summary) in a 250-300 word literature log. There will be four Literature Logs (see due dates). The graded logs will be filed in the Reading Notebook.

Professional Journal Article Review

A professional journal is one published by a professional organization e.g. The International Reading Association. You are to read a timely article that is of interest to you. Give a full annotation of the article, first paragraph give a brief summary and then how this relates to what you have read in the text or learned in class. Briefly respond to the view of the author. Can this knowledge be used in your teaching? Also, perhaps you can use this information as one of your 3 professional resources in your written Learning Analysis artifact. This paper is to be 250-300 words. Be prepared to discuss your findings in class in a grand conversation.

Electronic Lesson Plans Critique

You need to find four reading lesson plans from at least two professional organizations www sites such as (IRA, NEA, NCTE, NAYEC). Choose no more than two from any site. Download the first page of the plans. This is to be included with your reviews. Critique these lesson plans. What makes them strong/weak? How would you change them and why? What student population would you use them with and why? How do you know this? You need to select ideas that you think are strong from one of the lesson plans and incorporate the ideas in a lesson with the child/children that you are working with in Cranston. List this www site with Materials used in the particular lesson. Each critique needs to be 200 words long, double spaces, 12 font. Suggestions; www.ReadWriteThink.org, www.educationworld.com, www.NEA.org, www.webenglishteacher.com

Learning Analysis Artifact

Building on your teaching throughout the semester, reflect on lessons taught, and how they influence future reading instruction, in essay format (using sub-headings), discuss your pre-assessments, use of running records, review how you designed your reading lessons, choose the specific foci for instruction, as well as the children's literature included in the lessons; and now based on your outcomes and performance based continuous formative assessments from your lessons what the child need to learn next and why? Include in your essay what specifically the child needs to learn next, and children's literature you would use in future instruction. be aware of instruction that crosses content areas (e.g. math, social studies, science) and be clear of future lesson plan ideas. Use your knowledge of reading instruction, professional articles such as (The Reading Teacher, Reading Research Quarterly, Language Arts), text books and professional websites. Incorporate the required 3 professional resources, including one professional website. Have a bibliography page of materials used.

Create an 8-10 page double-spaced, 12 font , peer reviewed essay with a bibliography. Use instruction that crosses content (e.g. math, social studies, science) areas. Check schedule for peer review date and Conference presentation due date. The Conference presentation is a summary of Learning Analysis presented to the class as if at a Reading Conference. Use of backboards, children's literature, handouts and a power point presentation are encouraged. Learning Analysis Artifact due on the date of presentation via Chalk and Wire.

Annotated list of children's trade books and magazines

During the semester you are expected to use children's trade books and magazines in your lessons with the students at the Stadium Elementary School. These trade books are to be annotated in a list and referred to in your Learning Analysis artifact and conference presentation. In addition to the books read with the students you are to engage in adding to your knowledge and repertoire of children's literature. Newbery, Caldecott and other award books are a great start for your reading. Read at least 25 quality picture books for children including 2 notable award chapter books and also 5 children's magazines. After reading each book add its annotation to your electronic list. The annotation, in addition to a citation of the book is to contain a review, discussing literary elements in the first paragraph and then a review by you as to suitability in content area, grade level or reading skill you would teach using this book with future students. Each annotation is not to exceed 100 words. Use interesting, not repetitious language in your reviews. Books will be organized by author's last name, and particular reading strategy assignment. Each week (check due dates) email to the professor a review of 5 books via BLACKBOARD. This is an assignment to be done as you are using these books with children or for your reading preparation for your future teaching.

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. The Learning Analysis rubric, the class artifact will be signed at this conference, which 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 C+ or higher in this course, B- for graduate students and students entering the program after 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>
Context for teaching paper	2
Lesson plans	24
Actions (teaching)	24
Reflections	8
Learning Analysis Artifact	20
Conference presentation	6
4 Literature Logs	4
4 Electronic Lesson Plan Critiques	4
Annotated list of trade books and magazines	6
Review of Professional article	2
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 the 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*. 2nd 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*. 5th 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*. 4th ed. Boston, MA: Houghton Mifflin Company.

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

Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing*. 3rd 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*. 4th 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*. 6th 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*. 5th 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
- 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*. 2nd 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

National Association for the Education of Young Children 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

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>