

1. Course Title: Developmental Reading II MAT Practicum, ELED 524-01

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2. Course Information

Catalog Course Description: **Bulletin of Rhode Island College 2007-2009**

ELED 524: Developmental Reading II MAT Practicum – 3 Credits

Focus is on advanced research and theory in organizing and managing reading programs. Emphasis is on investigating alternative teaching materials and methods for diverse populations in a practicum setting.

Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500 and either 522 or 534 (M.A.T. only section), FNED 546, minimum GPA of 3.0, or consent of department chair. Offered spring and summer.

Extended Course Description:

This field-based course is designed to provide students with a solid foundation for teaching reading as well as orientation for the best practices in reading in elementary schools through lecture, discussions, classroom observation, teacher mentoring, and classroom teaching. Students investigate alternative teaching methods, assessment and materials for diverse populations. Emphasis is on developing an understanding of the reading process and the teaching of reading as a keystone within the elementary schools curriculum. How to manage and organize a classroom for reading instruction is also an important part of this course.

Relationship to Professional Preparation:

This course is designed to provide both theory and practice in understanding of the fundamentals of teaching reading in the elementary schools. It includes a field component to give practical experience working in schools with culturally diverse students. Students are expected to observe master teachers in the classrooms. Master teachers will work closely with the college student and the college professor. Different teaching methods and materials will be investigated in this course. Students will focus on procedures and practices of teaching such as read aloud., shared reading, guided reading, and assessment such as running records, and performance-based assessment. The students will be reflective practitioners and learners bonding with conceptual framework which includes the themes of knowledge, diversity, pedagogy and professionalism in their teaching experience.

Relationship to the FSED Conceptual Framework and Strategies

The teacher education conceptual framework focuses on four themes of professionalism,

pedagogy, knowledge, and diversity. In this course, these four themes will be explored connected to teaching models. This will provide learning opportunities for prospective teachers to achieve the Rhode Island Professional Teaching Standards (RIPTS). Through the conceptual frameworks, RIPTS, the Rhode Island Literacy Policy, the IRA/NCTE English/Language Arts Standards, and the ACEI Standards, teacher candidates will gain perspectives and experiences on those four themes and will be able to Plan, Act and Reflect. Students will be reflective in their teaching and learning and implement in the classroom situations. Collaboration, cooperation and communication will also be highly implemented during the course as part of the framework. Involvement with the computer and technology will emerge teacher candidates into research, communication and network. In this course students will learn, experience and implement both conceptual framework and RIPTS.

3. Course Texts and Materials

Required Text:

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

Fountas, C. & Pinnell, G.S. (1996). *Guided Reading*. Portsmouth, NH: Heinemann.

Fountas, C. & Pinnell, G.S. *Reader's Notebook*. Portsmouth, NH: Heinemann.

Additional handouts, www sites, and readings will be assigned throughout the semester in this course.

Recommended Text:

Calkins, L. & Harwayne S. (1987). *The Writing workshop: A World of Difference*. Portsmouth, NH: Heinemann.

Cooper, J. D., & Kiger, N. D. (2001). *Literacy assessment: Helping teachers plan instruction*. Boston, MA: Houghton-Mifflin

Fountas C. & Pinnell G.S. (2002). *Leveled Books for Readers Grades 3-6*. Portsmouth NH: Heinemann.,

Heffernan, L. Critical Literacy and Writer's Workshop: (2004). *Bringing Purpose and Passion to Student Writing*. Newark, Delaware: International Reading Association.

McCarrier, A., Pinnell G.S., & Fountas C. (2000). *Interactive Writing: How Language & Literacy Come Together K-2*. Portsmouth, N.H.: Heinemann.

McLaughlin, M. (2003). *Guided Comprehension in the Primary Grades*. Newark, Delaware: International Reading Association.

McLaughlin, M., & Allen, M. (2002). *Guided Comprehension in Action*. Newark, Delaware: International Reading Association.

4. Course Outcomes

Within the FSEHD's conceptual framework (Professionalism(PR), Knowledge(K), Pedagogy(P), and Diversity(D) and based on the current Rhode Island Professional Teaching Standards (RIPTS #1-11), NCATE curriculum standards (Knowledge, Skills/Abilities, Disposition, Positive Influence on Students), and the International

Reading Association/Standards for Reading Professionals (#1-5), the following objectives will be demonstrated by all successful teacher candidates enrolled in ELED 524:

The teacher candidate will...

1. work in the frame of professional standards
2. be professionally prepared for seminar and practicum
3. work collaboratively with others
4. plan and implement instruction and assessment.
5. thoroughly prepare for and successfully deliver literacy presentation
6. know how to obtain knowledge in human development and learning
7. know how to obtain knowledge teaching for diverse learners
8. articulate both orally and in writing, the major concepts, principals, theories and research related to literacy learning and assessment
9. demonstrate how to develop and incorporate different forms of assessment
10. know and demonstrate professional ethics
11. explain current research and theory on the reading process
12. show how to put theory into practice
13. demonstrate how to foster students' learning and reading
14. plan, act and reflect on learning and teaching
15. to understand and implement self evaluation
16. use technology and email as resources for research and communication
17. implement formal and informal assessment procedures and practices
18. consider students needs and preferences in planning, and acting
19. know and demonstrate different reading and learning strategies in teaching and learning experiences of children.

5. Course Requirements

Brief description of each performance assessment and its alignment.

Description/ Assessment	Conceptual Framework	RIPTS	ACEI NCATE	IRA	Course Outcomes
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Class attendance, Preparation, Professionalism, Participation	Professionalism	1,2,3,4,7,8,10,11	Knowledge Disposition	1-5	1,2,3,10
Portfolio See details in syllabus	Knowledge Pedagogy Diversity Professionalism	1,2,3,4,5,6,7,8,10,11	Knowledge Skills Positive Influence on Students (PIOS)	1-5	1,4,6,7,8,9,11,12,13,14,15,16,17,18,19,20 16.17.18.19.20
Practicum Experience Plan Teach (Action) Reflect	Knowledge Pedagogy Diversity Professionalism	1,2,3,4,5,6,7,8,9,10	Knowledge Skills PIOS	1-4	1,2,3,4,5,9,10,13,14,15,16,18,19,20
Reader's Response	Knowledge Pedagogy Diversity	1,2,3,4,5,6,8,9	Knowledge Skills PIOS	1-5	4,5,6,7,8,9,12,13,14,15,18,19,20
Course artifact Learning Analysis Artifact & Presentation	PAR; Knowledge Pedagogy Diversity Professionalism	3,5	Knowledge Skills Disposition PIOS	1-5	1-20

Attendance

Attendance is very important for this course. Students are expected to arrive promptly for every class and every session in the school setting. Students are expected to call both the mentor teacher and the college professor if there is an emergency. Missing class or part of a class will affect your grade. *See the explanation in the first assignment: Seminar and practicum attendance, professionalism, and participation. 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.

Assignments

Candidates are expected to complete 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.**

Class Participation

Students are expected to show cooperation, use good and appropriate verbal communication, be open to constructive criticism, be aware of individual differences and take them into consideration, and be open to different ideas, opinions and feelings.

Additional expectations are:

1. Ethical behaviors as evidenced by but not limited to respecting the rights of student confidentiality records, integrity, adherence to schools rules and maintaining appropriate interpersonal relationships with students.
2. Students are to dress professionally and conservatively to teach. Wearing jeans is not appropriate. Women do not wear low-cut tops or pants, short skirts or shorts. Men do not wear tank tops, muscle shirts, and shorts or bermudas.
3. Turn off all cell phones before entering the school.
4. Food and beverages are not permitted in the classroom.

Academic expectations

All assignments are to be completed with careful attention to task description and should be submitted on time. All work submitted for a grade in this course must be your original work prepared for this course.

Academic Integrity

Plagiarism is the act of taking someone else's writing and passing it off as your own, Intentional plagiarism (submitting another person's work as your own or using another's words without giving them proper credit will be considered grounds for failing this course and being referred to the Dean of Students for disciplinary action.

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 practice 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.

Projects/Tasks

READING II PORTFOLIO

The teacher candidate will develop a Reading Portfolio 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 approximately 3 – 5 pages each, will be focused on the children's learning, (rather than what the teacher candidate taught). Reflections will focus on the following teacher standards which should be written with both the corresponding numbers and definitions: two (2) RIPTS. Furthermore, the reflections will focus on the following student standards which should be written with both the corresponding number and definition: Four – six (4-6) GLE's focused on for the lesson; the GLEs (4-5 Reading and 1-2 Writing) need to be cross walked with the Woonsocket Standards-Based Report Card (specific definitions).

Reflections should contain information/evidence that may help you in writing the final Analysis Artifact:
For example

- Incorporates both the teacher (2 RIPTS) and student (4-6 GLEs/Woonsocket Standards-Based Performance) standards for the lesson.
- Reflects on what you have learned about the students
- What accommodations need to be made/adjusted and why
- Reflects on lessons taught, and how they influence future instruction
- Use of children's literature
- Use of assessment: How do you know the child has meet the objectives/how can you prove/show that the child is "smarter" because of the instruction/lesson
- Instruction that crosses content area
- Clarity of future lesson plan ideas (optional)
- Incorporates professional resources/websites (optional)
- Professionalism and Professional Development
- Also see pages 8, 18-19

Part two of the Portfolio 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) it will be entered in the portfolio. Some

written work will be reviewed at the end of the semester after it is placed in the portfolio, e.g. the Analysis Artifact.

- The Learning Analysis Artifact.
- Electronic lesson plan critiques of four (6) lessons
- Reader's Response Questions: All students are required to answer question #1 and select one other (#2,3,4) to be determined by candidate

The portfolio will have a Cover, a Title page, a Table of Contents page, and a Works Cited page. All work should be word-processed, double spaced, 10-12 font, with one inch margins. There will be sharing sessions of teacher candidates' work throughout the semester.

TASK I: Seminar and Practicum Attendance, Professionalism, Preparation and Participation – 10 points

Come to class on time with the assigned readings completed and the materials you will need to participate fully in the seminar. Your attendance, preparation, professionalism and active involvement in seminar and at practicum are worth a maximum of 10 points toward your final grade. Unexcused absences will result in a loss of points. More than one excused absence will result in a loss of points for this task at the instructor's discretion. Lack of preparation or unprofessional conduct will result in a loss of points at the instructor's discretion.

Task 2: Practicum Experience – 45 Points

Lesson Plans

Throughout the semester, the teacher candidate will plan six (6) lessons and provide instruction in whole group, small group and individual settings. The idea for the teaching plan needs to be discussed with the classroom teacher before the plan is written. A copy of the teaching plan is presented to the professor and to the teacher before the lesson begins. The teacher candidate will conference with the teacher immediately after the lesson when possible. The teacher's written feedback/comment is to be given to the professor ASAP after the lesson. The professor will return the lesson plan and the cooperating teacher's feedback/comments to the teacher candidate in a timely manner during a class session on campus. All lesson plans and feedback/comments are to be placed in the teacher candidate's portfolio.

The lesson plan will be designed in accordance with the format distributed in class. All lesson plans need to be word-processed.

Lesson plans need to contain the following:

- **Lesson plan number (1-6)**
- **Name**
- **Grade level**
- **Content Area: Reading/Writing & Content Area if applicable**
- **Title of Lesson**

- **Global Literacy/Reading Goal – The purpose for the lesson**
- **Global Rationale – The global reason**
- **Rationale for the lesson – Why is this lesson important?**

- **Professional Standards addressed:**
 - **Teacher Standards**
 - *Select four – six (4-6) RIPTS Standards*
 - *Select one (1) IRA*
 - *Select one (1) Feinstein (RIC FSEHD)*
 - *Select one (1) NCATE/ACEI*
 - **Student Standards**
 - *Select 4-6 GLEs (4-5 Reading & 1-2 Writing) and;*
 - *Crosswalk the GLEs with the Woonsocket Standards-Based Performance Progress Report*

- **Instructional Goal/Performance Objectives**

- State **four-six (4-6)** instructional goals/performance objectives using the following language to begin your performance objectives: Students will demonstrate and ability to:
- Use the language from the GLEs/Woonsocket Standards-Based Performance Progress Report/Home Run Reading to formulate the objectives
- **Instructional Materials and Resources**
- **Instructional Activities and Tasks – Incorporating the Optimal Learning Model used at the Harris School in Woonsocket and the Reading/Writing Connection**
 - Set Induction
 - Procedure/Activities
 - Closure
- **Assessment Activities**
 - Cross reference the performance objectives with the assessments – there should be a **separate** assessment for each objective
 - Show what assessment is being used and what is being assessed – **need to show how you know whether the objective has been met** (example: use of a rubric (attached with the lesson plan and reflection); may use both formal and informal assessments)
- **Learner Factors**
- **Environmental Factors**

Reflections – (Also see Page 18-19)

The teacher candidate's reflections, written after the lessons, will be a self-evaluation that focuses the thinking on what and how the child or children are learning. You will be asked to write a reflection of what you observed/taught/wondered in the schools. This provides you an opportunity to reflect on teaching, both your teaching, and observations of classroom teachers. After your teaching be thinking of three questions to answer: 1) how did it go?; 2) did the students meet your focus/expectations – how do you know?; and 3) what would you teach next, and why? Each of the post-teaching reflections will address **two (2) Rhode Island Professional Teaching Standards (RIPTS), and four-six (4-6) GLEs, and the focus for that particular lesson.** Reflections are to be in essay format about three - five (3-5) pages – Reflections are due the next class after the lesson has been taught. Note the schedule for when due. All reflections will be entered in the portfolio.

Task 3: Reader's Response – 10 points (5 points for each response)

Reader responses are four – five page essays which incorporate the content, pedagogy and examples to questions similar to those required on the Praxis II Elementary Content Area Exercises exam. Candidate will read the textbook reading assignments and handouts to build his/her content and pedagogical knowledge. Then consider the writing prompt selected by the professor and plan a reader response. **Reader's Response #1 is to be answered by all candidates;** candidate may choose to answer one of the other questions (2,3,4).

Task 4: Learning Analysis Artifact/Conference Presentation – 35 points

Building on your teaching throughout the semester, reflect on lessons taught, and how they influence future instruction, in essay format (using sub-headings), discuss your pre-assessments (ex: use of running records) view how you designed your 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 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 and be clear of future lesson plan ideas. Use your knowledge of reading instruction, professional articles such as The Reading Teacher, Reading Research Quarterly, Journal of Adolescent and Adult Literacy, Language Arts), text books and professional websites.

Incorporate a required 3 professional resources, and one professional website. Have a bibliography page of materials used.

Create an 8-10 page double-spaced, 12 font paper, peer reviewed essay, with a bibliography. Use instruction that crosses content 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. Final paper due in the Portfolio.

See Scoring Rubric for Developing/Writing the Learning Analysis Artifact: (20 points)

- Reflects on lessons taught, and how they influence future instruction; 0-6 points
- Use of Children’s Literature; 0-3 points
- Use of Assessment; 0-3 points
- Instruction that crosses content area; 0-2 points
- Clarity of future lesson plan ideas; 0-3 points
- Incorporates 3 professional resources and one professional website; 0-3 points

Final Conferences

Teacher candidates are required to have a 15 minute individual, final conference with the professor to evaluate teacher candidate's growth and progress as a reflective practitioner. Portfolios will be returned at this conference which will be conducted in the professor's office during final exam week and the following week.

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 strongly recommend, recommend, recommend with reservations, 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:

Seminar and Practicum	10 Points
<ul style="list-style-type: none"> ● Skills ● Personal & Professional Qualities ● Class participation ● Active in Discussions 	
Practicum	45 Points
<ul style="list-style-type: none"> ● Lesson plans ● Actions (Teach) ● Reflections 	
Reader’s Response	10 Points
Learning Analysis Artifact/	20 Points
Conference presentation	15 Points
Total	100%

Grading Scale

Grade	Numerical Equivalent
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.

*****This syllabus is subject to change. There might be more readings, handouts and assignments throughout semester in this course. Additional assignments will be merged into assignments discussed in the grading procedures.***

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.

References (suggested readings and Internet)

Several professional 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.

7. References

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WEBSITES/LINKS

Rhode Island Department of Education: www.ride.ri.gov
Grade Level Expectations (GLEs)
Rhode Island Professional Teaching Standards

**New England Comprehensive Assessment Program – NECAP
PreK-12 Literacy Policy
Literacy Resources
Personal Literacy Plans – PLPs
RI State Curriculum
Reading First**

Professional Associations:

International Reading Association
www.reading.org

National Association for the Education of Young Children
www.naeyc.org

Reciprocal Teaching Strategies

www.reading.org

Running Records and other Informal Assessments

<http://www.eworkshop.on.ea/edu/core.cfm?p=main&modcolour=1&modID=2&m=121&L=1> (excellent – hands-on)

Reading a-z

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

About

<http://special.ed.about.com/od/runningrecords/>

Rubrics

Kathy Schrock Assessment

<http://school.discovery.com/schrockguide/assess.html>

<http://www.irebric.com>

Montgomery Public Schools

<http://www.mcps.k12.md.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.wfu.edu/academics/fourblocks/>

Balanced Literacy

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

Struggling Readers

Helping Struggling Readers

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

Montgomery Public Schools

<http://www.mcps.k12.md.us/curriculum.cfm>

Professional Journals: Language Arts, The Reading Teacher, Primary Voice, Elementary School Journal, Journal of Reading, School Talk, Research in the Teaching of English, Journal of Reading Education, Journal of Research in Reading

ELED 524
Dr. Adams

Name:
Date:

<p>Task 1 Seminar and Practicum Attendance, Professionalism, Preparation and Participation 10 Points</p>

Description: Please come to class on time with the assigned readings completed and the materials you'll need to participate fully in seminar. Your attendance, preparation, professionalism and active involvement in seminar and at practicum are worth a maximum of 10 points toward your final grade. Unexcused absences will result in a loss of points. More than one excused absence will result in a loss of points for this task at the instructor's discretion. Lack of preparation or unprofessional conduct will result in a loss of points at the instructor's discretion.

Task 1 Rubric:

Exemplary-

- Attends each seminar and practicum session on time
- Comes to seminar and practicum highly prepared and organized
- Contributes highly by starting challenging and productive discussion, invites others to his discussions effectively and creates and monitors active class discussion.
- Regularly participates in small group and larger group settings
- Works collaboratively and proactively with others
- Upholds and advances highly professional standards (e.g., integrity, responsibility, respect and caring)

Acceptable

- Attends most seminars and practicum sessions on-time
- Comes to seminar and practicum prepared
- Contributes by starting discussions and invites others to discussions.
- Participates in small group and larger group settings
- Works collaboratively with others
- Upholds and advances acceptable professional standards (e.g., integrity, responsibility, respect and caring)

Unacceptable-

- Misses more than two seminars or practicum sessions or is frequently late without prior arrangement with the professor
- May not come to each seminar and practicum prepared and/or organized
- May not initiate class discussions
- May not participate actively in small group or larger group settings
- May not work collaboratively or collegially with professor and/or colleagues
- Does not uphold or advance professional standards

TASK 2

Dr. Adams

ELED 524

Practicum Experience 45 points

Practicum Experience (Planning, action and reflection)

There are three purposes in this task: The teacher candidate will a) be familiar with and experience, classroom settings, the school settings, reading programs, and organization and management of literacy/reading program, b) observe, practice and experience literacy/reading instruction, c) practice both literacy/reading instruction and assessment.

1. Plan to dress professionally and conservatively for work in a public school.
2. Please be mindful about where you park. Park legally, do not block another car in or driveways.
3. Please turn off all cell phones in the school.
4. Please do not bring coffee, other beverages or snacks into school.
5. Arrive at the school on time or even a few minutes early. You may need to ring the bell for admittance.

LESSON PLANS. There are no formal lesson plans for assessments (i.e., interest Inventory-Running Records). You need to prepare lesson plans for six (6) lessons in the areas of Comprehension, Vocabulary/Word Study, Reading-Writing Connection, and, if applicable, Phonemic Awareness, Phonics, and Fluency. (Example: Guided Reading; Reciprocal Teaching, STRIKES, KWLS, Photographs of the Mind, etc.) One hard copy of the lesson plan will be given to me at least one day prior to the lesson, and one copy will be given to the teacher either the day of the practicum day or e-mailed before the lesson. The feedback will be given on the hard copy of the lesson plans. Remember when preparing lesson to make the reading/writing connection and extend lesson plans to incorporate writing. Lesson plans should incorporate the Optimal Learning Model used at the Harris School in Woonsocket.

-REFLECTION PAPERS - **Suggest using Reflection Checklist.** Some ideas for reflection – Refer to page 8)

-What did you learn about your students?

-How do you know your students are smarter because of your instruction – how do you know they have meet the expectations/objectives (GLEs)

-Purposes and context: Talk about your purposes for the practicum sessions (What did you do and why)

-How the practicum went and how you benefited.

-What are the student's responses?

- What are your formal and informal assessment results? What did you learn about your students (groups)
- What next- when and how will you use information from this practicum session again? -
- How would you change if you want to use this again?
- What more do you want to know or what questions do you have? (when and what more- shows your ability to reflect, plan and act.
- Appendix: include any materials you used in your practicum and students work if you can.

*** Every reflection paper is due on the first campus lecture following practicum.** If changes happen in the syllabus, the changes in lesson plans and reflections due dates will be discussed in the class. You will turn in all the lesson plans, reflections, and students work in a folder to me at the last week of the semester for a grade.

Task 2 ELED 524 Practicum teaching experience and write-up

Name _____ Date _____

Task outcomes: The teacher candidate will...

- √ plan, act and continuously evaluate and reflect upon well-written and successfully implemented lesson plans
- √ know, understand and use formal and informal literacy assessment strategies to plan, evaluate and strengthen instruction
- √ plan and implement instructional assessments based on knowledge of diverse students, learning theory, subject matter, curricular goals, and community
- √ use their knowledge and understanding of individual and group motivation and behavior among students at the K-5 level to foster active engagement in learning, social motivation and positive social interaction
- √ use their knowledge and understanding of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction

Task 2 Rubric

Exemplary-

- Well prepared for practicum
- Supports the needs of all learners
- Actively engages in classroom literacy instruction and assessment
- Adeptly uses literacy assessment data/observations to inform instruction
- Written work is accurate, clear, concise and contains no intrusive errors in grammar, spelling or mechanics
- Reflection is insightful, thorough and contains all required components
- Lesson plans and instruction are well prepared, well-thought and creative

Acceptable-

- Prepared for practicum
- Supports needs of most learners
- Engages in literacy assessment and/or instruction
- Uses literacy assessment data/observations to inform instruction
- Written work is mostly accurate, clear, concise and contains few intrusive errors in grammar, spelling or mechanics (no more than 3)
- Reflection contains all required components
- Lesson plans and instruction are prepared

Unacceptable-

- Not well prepared for practicum
- Does not support needs of most learners
- Minimally engages in literacy assessment and/or instruction
- Does not use literacy assessment data/observations to inform instruction
- Written work has several errors in content, grammar and/or mechanics

- Reflection is not insightful, does not contain all required components
- Lesson Plans and instruction are not well thought and planned

ELED 524 Dr. Adams

Task 3 Reader Responses 10 points
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Description:

Reader responses are three to four page essays which incorporate the content, pedagogy and examples to questions similar to those required on the Praxis II Elementary Content Area Exercises exam.

Rationale: Readers make meaning when they have opportunities to respond to texts from an efferent or aesthetic stance (Rosenblatt, 1978). In the efferent stance, the reader demonstrates understanding of the content and its practical implications. In the aesthetic stance, the reader makes personal or life connections, such as those from teaching experiences, to what is being read. Teachers today use reader response theory in their classrooms to meet the diverse needs of their students. From a practical standpoint, this type of response is similar to “content knowledge exercises” required for teacher licensure examinations.

Step-by-step guide:

1. Read the textbook reading assignments and handouts to build your content and pedagogical knowledge. Consider the writing prompts selected and plan your reader response for two (2) prompts. Remember to incorporate the required three (3) professional resources and one (1) website. Have a bibliography page of resources and materials used. All candidates must answer Prompt 1.

Reader Response 1 prompt: **All candidates must answer this prompt**

Assume you are a 1st, 2nd, 3rd, 4th, **or** 5th grade teacher reading a quality trade book. Describe one pre-reading strategy, one during-reading strategy, and one post reading strategy that will promote comprehension. Be sure your lesson ideas reflect three **separate** accepted approaches to reading instruction and child development (Good sources for this prompt include Home Run Reading and Response to Literature).

Reader Response 2 prompt :

You are assigned to student teach in a 1st, 2nd, 3rd, 4th, **or** 5th grade classroom in an urban district. Your cooperating teacher asks you prepare your first lessons for the independent reading and writing blocks. How will you get to know your students? Which assessments will you plan for your students and why? How can each tool or technique you use be adjusted or adapted to meet the diverse needs in your classroom?

Reader Response 3 prompt:

You are a 1st, 2nd, 3rd, 4th, **or** 5th grade teacher of reading who has just collected student reading portfolios at the end of the marking period. Describe 3 reading

assessments which are directly related to your instruction and yield information which can be shared with your students and their families.

Reader Response 4 prompt:

How will you teach and assess reading, writing, speaking and listening for your 4th 1st, 2nd, 3rd, 4th, **or** 5th graders who are performing on a range of levels? What are two critical elements in organizing and managing your literacy classroom?

1. Type your reader response, double-spaced, with 10-12 point font. Label your document with the following heading:

Your full name	Reader Response #
ELED 5 24	Date

2. Organize your reader response into paragraphs.

Here is one format you may find helpful:

Paragraph 1-Overview of your response

Paragraph 2 (or more)-Key theories, principles, concepts (efferent stance)

Paragraph 3 (or more)-Connections, practical implications, wonderings (aesthetic stance)

Paragraph 4-Conclusion paragraph to answer the question, “So what?” and reiterate your key points

Here is another format you may find helpful:

Paragraph 1-Thesis paragraph

Paragraph 2-Example 1

Paragraph 3-Example 2

Paragraph 4-Example 3

Paragraph 5-Summary or conclusion

3. Check your response for conventions, accurate content, and coherence.

ELED 524

Date: _____

Dr. Adams

Name: _____

TASK 4

Learning Analysis Artifact/Conference Presentation 35 Points

Scoring Rubric for Learning Analysis Artifact ELED 524-II

Student's Name _____

Date _____

ELEMENT	Exemplary	Acceptable	Unacceptable
Reflects on lessons taught, and how they influence future instruction (6)	(6,5)	(4,3)	(2-0)
Use of Children's Literature (3)	(3)	(2)	(1,0)
Use of assessment (3)	(3)	(2)	(1,0)
Instruction that crosses content area (2)	(2)	(1)	(0)
Clarity of future lesson plan ideas (3)	(3)	(2)	(1-0)
Incorporates required 3 professional resources and one professional Website	(3)	(2)	(1-0)
Conference Presentation: Clearly presents summary of Learning Analysis	(15-13)	12-10)	(9-0)

Learning Analysis Artifact – 20%

Exemplary (20-17) _____ Acceptable (16-13) _____ Unacc. (12-0) _____

Revision (1) _____

Revision (2) _____

Conference Presentation: 15%

Exemplary (15-13) _____ Acceptable (12-10) _____ Unacc. (9-0) _____

Professor

Date _____

TASK 4 ELED 524-Developmental Reading II
Learning Analysis Artifact Paper 20 points

Dr. Adams

This task focuses on general reflections to assigned readings and practicum. It is your reaction to what you have read, what you have learned and what you have experienced in your practicum. It is a good chance for you to combine theory and practice!

Refer to the Learning Analysis Artifact description and Task 5 in the syllabus.

Format guidelines: Typed, double-spaced, 8-10 pages, 12 font, have a cover page, title page, table of contents, body of paper, Appendix (include materials created for the practicum experience), and Works Cited page.

Following are some ideas to consider for inclusion in the Learning Analysis Artifact:

- Building on your teaching throughout the semester, discuss how you designed your instruction and chose the specific foci for instruction, as well as the children's literature included in the lessons.
- Reflect on lessons taught, and how they influence future instruction.
- Discuss your pre-assessments using running records and other pre/post assessments.
- How did you assess the lesson(s) – How did you know that the student(s) had met the objective?
- Based on your outcomes and assessments from your lessons, what do the children need to learn next and why. (include what children's literature you would use in future instruction.
- Be aware of instruction that crosses content areas and be clear of future lesson plan ideas.
- Use your knowledge of reading instruction, professional articles, textbooks, and websites.
- What foci was the focus for instruction (phonemic awareness, phonics, vocabulary, comprehension, fluency)? Be specific. ex: Comprehension. – before and during reading focus on predicting, etc.
- What strategies did you use before, during and after reading.
- Based on your foci, what strategies did you use for your instruction? Why?.
- What are the important topics for you?
- How did you benefit from the readings?
- How will they impact on your teaching?
- When and how will you use information again?
- What more do you want to know and what questions do you have?
- How do you connect what you have read/learned from the readings with what you observed and how you did?
- In short, what did you take away from you readings and practicum experiences? What did you learn about yourself as a person and as a prospective teacher?

- You are welcome to make addition to this list!

Task 4 ELED 524 Learning Analysis Artifact Conference-Presentation 15points
Refer to description of the Learning Analysis Artifact and Task 4 in syllabus

The presentation should connect research to practice.

Presentation format

- **Create a PowerPoint, Overhead, or Poster** to display the main points you wish to convey about your artifact
- Your goal is to get people's attention and keep them interested in your presentation.
- **Have handout/paper for the professor**
- Be sure to be aware of your audience while planning your presentation.

RUBRIC FOR CONFERENCE PRESENTATION

Exemplary, Exceeds the standards

- Outline is effectively organized
- Presenter effectively uses knowledge and understands the topic
- Well prepared on time presentation
- Poster, Power Point, Overhead or other charts or visual used
- Presenter is professional in appearance and demeanor
- Presenter pays careful attention to articulation and eye-contact with the audience
- Presenter speaks in a clear confident and projected voice
- Presenter is prepared to answer all questions

Satisfactory

- Outline is effectively organized
- Presenter has some knowledge and understand the topic
- Presentation is on time
- Presentation includes some visual aids
- Presenter does not read from a script
- Presenter is professional in appearance and demeanor
- Presenter makes eye-contact and speaks clearly
- Presenter speaks in a clear voice
- Presenter is prepared to answer all questions

Unsatisfactory

- Outline is poorly organized
- Presenter has limited knowledge and understanding of the topic
- Presentation is less than assigned minutes
- Presenter does not use visuals
- Presenter does not display a professional appearance
- Presenter does not articulate clearly
- Presenter is not prepared to answer questions

6. Course Schedule, Topics and Assignments*

Date	Topic	Assigned chapters, assignments
August 31 Tuesday RIC Week 1	<p>Assess student schedules/prior knowledge</p> <p>Introduction to course/website</p> <p>Practicum Experience</p> <p>Review Syllabus</p> <p>Review Website</p> <p>Standards:</p> <ul style="list-style-type: none"> • Teacher Standards <ul style="list-style-type: none"> ➤ RI Professional Teaching Standards (RIPTS) ➤ NCATE/ACEI ➤ FSEHD Conceptual Framework ➤ IRA Standards • Student Standards <ul style="list-style-type: none"> ➤ GLEs ➤ Woonsocket Performance Standards • Video: Read to Me • Lesson Plan/Crosswalk • Optional Learning Model 	<p>Fountas & Pinnell</p> <p>GR&W: Chapt: 1,2,4,11,12,13,14,20,21</p> <p style="text-align: center;">Appendix</p> <p>GR: Chapt: 1,3,4,8,9,10,11;</p> <p style="text-align: center;">Appendix</p> <p>Assign: Home Run Reading website: Select two (2) Strategies to present in class.</p> <p>Assign Children's book to evaluate *Reader's Response #1 & 2,3, or 4 due throughout semester</p>
September 3 Friday RIC Week 1	<p>Wrap-up first day</p> <p>Reading Strategy: Guided Reading</p> <p>Lesson Plan crosswalk of goals, rationale, objectives, and assessment.</p> <p>Video: Guided Reading</p>	<p>GR&W: Chapt: Same as above</p> <p>GR: Chapt: Same as above</p> <p>Read: Home Run Reading</p> <p>Introduction</p> <p>Home Run Reading Strategies: Prepare for presentation.</p> <p>Bring to class: Computer, lesson plan template, teacher standards, student standards</p>
September 7 Tuesday RIC Week 2	<p>Reading Strategy: Guided Reading wrap-up</p> <p>Lesson Plan crosswalk of goal, rationale, objectives, and assessment</p> <p>Reading Strategies: Think Aloud; graphic organizers; Reciprocal Teaching, KWL(S) QAR; PQ4R/STRIKES; VIP/MVP; Phonographs of the</p>	<p>GR&W: Chapt: Same as above</p> <p>GR: Chapt: Same as above</p> <p>Bring to class: Computer, lesson plan template, teacher standards, student standards</p> <p>Home Run Reading Presentations if time allowed</p> <p>Hand-out: Read Reciprocal Teaching</p> <ul style="list-style-type: none"> ➤ Reciprocal

	Mind	Teaching/Guided Comprehension in the Primary Grades ➤ Reciprocal Teaching in Guided Reading ➤ Reciprocal Teaching in Literature Circles Reciprocal Teaching Website: www.reading.org
September 10 Friday RIC Week 2	Home Run Reading Strategies: Anticipation Guide; Coding the Text; Connection Stems; Context Clues; Double entry Journal Writing; I wonder; KWL Variations; Main Idea Memory Storage; Mind and Alternative Mind Portraits Paired summarizing; Probable Passage; Read, Cover, Remember, and Retell; Retelling; RIVIT; Save the Last Word for Me; Say Something; Semantic Feature Analysis; Sharing Hand; Summary Cube; Thick & Thin Questions Video: Reciprocal Teaching	Home Run Reading Class Presentations
September 14 Tuesday Harris Week 3	Practicum Visitation to Harris Meet teachers/students Visit Resource Room	Harris School Visitation Begin preparing for Get to Know Student lesson
September 17 Friday RIC Week 3	Home Run Reading Strategies	Home Run Reading Strategies Presentations Prepare Get to Know Student lesson
September 21 Tuesday Harris Week 4	Practicum: Get to Know Students Lesson- No lesson plan Bio Poem Survey Read Aloud	Harris School Get to Know student lesson – No lesson plan due Begin preparing Lesson #1 – Guided Reading
September 24 Friday RIC Week 4	Wrap-up Home Run Reading Strategies TBD Guided Reading Lesson	Home Run Reading Presentations Preparing Session for Lesson #1: Guided Reading
September 28 Tuesday Harris Week 5	Practicum: Harris School Lesson #1: Guided Reading	Harris School Due: Lesson Plan #1 Prepare Reflection #1 Begin Lesson Plan Prep #2 TBD

October 1 Friday RIC Week 5	Assessment: <ul style="list-style-type: none"> ➤ Running Records ➤ DRA – Developmental Reading Assessment ➤ NECAP – New England Comprehensive Assessment Program ➤ GLEs/Woonsocket Standards-Based Performance Standards 	Running Records Internet Website: www.eworkshop.ea.ca Due: Reflection #1 GR: Chapt. 6,7
October 5 Tuesday Harris Week 6	Practicum Harris School Lesson #2: TBD	Due: Lesson Plan #2 TBD
October 8 Friday RIC Week 6	Continuation of Assessment	Due: Reflection #2 Begin Preparing for Lesson #3 Reciprocal Teaching
October 12 Tuesday Week 7	No Class Observe Monday class	
October 15 Friday RIC Week 7	Comprehension: Reciprocal Teaching	Prepare for Lesson #3
October 19 Tuesday Harris Week 8	Practicum Harris School Lesson #3 Reciprocal Teaching	Due: Lesson Plan #3 Reciprocal Teaching
October 22 Friday RIC Week 8	Rhode Island Literacy Policy	Rhode Island Literacy Scavenger Hunt Prepare Continuation of Lesson #3 GR& W: 1,2,4,5,23,24
October 26 Tuesday Harris Week 9	Practicum Harris School Lesson #3 Reciprocal Teaching	Due: Lesson Plan #3 GR&W: 1,2,4,5,23,24
October 29 Friday RIC Week 9	Reading & Writing Connect Literature/Reading Across the Curriculum Read Across RI Newbery and Caldecott Medals Children’s Literature Genre RI State-wide Curriculum Resource	Due: Reflection #3 Bring in Literature to Share Prepare for Lesson #5 TBD GR& W: 15,16,17,24 Finish reading book to evaluate on November 2 nd .
November 2 (Election Day) Tuesday RIC Week 10	Evaluation of Literature using selected book	Bring book to class to evaluate Prepare for Lesson #4 TBD
November 5 Friday RIC Week 10	<ul style="list-style-type: none"> ● Connecting Poetry 	Bring in Poetry selection/Books Prepare for Lesson #4 TBD

November 9 Tuesday Harris School Week 11	<ul style="list-style-type: none"> • Practicum Lesson #4 TBD 	Due: Lesson Plan #4 Read: GR&R Chaps. 15,16,17
November 12 Friday RIC Week 11	<ul style="list-style-type: none"> • TBD • Prepare for Group Practicum Lesson for November 23rd • Group prepare for Artifact and Presentation 	Due: Reflection 4
November 16 Tuesday Harris Week 12	<ul style="list-style-type: none"> • Practicum Lesson #5 TBD 	Due: Lesson Plan #5 TBD Due: Last submission for Reader's Response #1
November 19 Friday RIC Week 12	<ul style="list-style-type: none"> • Group Prepare for Artifact and Presentation 	Due: Reflection #5 Peer Review: Bring semester practicum papers to prepare for Artifact/Presentation Prepare for Lesson #6 TBD
November 23 Tuesday Harris Week 13	<ul style="list-style-type: none"> • Group Practicum Lesson #6 TBD 	Due: Lesson Plan #6 Prepare for Final Practicum Day
November 26 Friday Week 13	<ul style="list-style-type: none"> • No School - Thanksgiving 	
November 30 Tuesday Harris Week 14	<ul style="list-style-type: none"> • Last Practicum Day – No lesson plan due 	Due: Reflection #6 Due: Last submission of Reader's Response #2
December 3 Friday RIC Week 14	Artifact Learning Analysis and Presentation – Group 1	Due: Presentation/Artifact Paper Group 1
December 7 Tuesday RIC Week 15	Artifact Learning Analysis and Presentation – Group 2	Due: Presentation/Artifact Paper Group 2
December 10 Friday RIC Week 15	Conference: Meet Individually*	Course Grade

*Conferences TBD

** Schedule subject to change

HOME RUN READING STRATEGIES
PRESENTATION SIGN UP

ANTICIPATION GUIDES

CODING THE TEXT

CONNECTION STEMS

CONTEXT CLUES

DOUBLE ENTRY JOURNAL WRITING

I WONDER

K-W-L VARIATIONS

MAIN IDEA MEMORY STORAGE

MIND AND ALTERNATIVE MIND PORTRAITS

PAIRED SUMMARIZING

PROBABLE PASSAGE

READ, COVER, REMEMBER, AND RETELL

RETELLING

RIVIT

SAVE THE LAST WORD FOR ME

SAY SOMETHING

SEMANTIC FEATURE ANALYSIS

SHARING HAND

SUMMARY CUBE

THICK AND THIN QUESTIONS

GRAPHIC ORGANIZERS

QAR

PQ4R/STRIKES

VIPs/MVP

PHOTOGRAPHS OF THE MIND

PRACTICUM:
Harris Elementary School
60 High School Street
Woonsocket, RI 01895
401-767-4855
Principal: Mr. Richard Pickett

TEACHER/STUDENT PLACEMENT

<u>TEACHER(s)</u>	<u>GRADE/ROOM</u>	<u>STUDENT PLACEMENT</u>
Denise Phillips	Grade 1/107	
Trish Morgan	Grade 2/202	
Mark LeBrun	Grade 2/3 Inclusion/208	
Linda Murray	Grade 3/212	
Kathy McCarthy	Grade 3/4 Inclusion/211	
Lisa Ferrucci	Grade 4/213	
Eileen LaRivierre	Grade 5/205	
Christine Greco – Literacy Coach	Room 201	
Kathy Pora - Reading Specialist	Room 201	
Gerry Berthume – Reading Recovery – Reading Specialist	203	