



Elementary Literacy Workshop – Spring 2013

Wednesdays 5:00-8:00

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Reading is not a duty, and has consequently
no business to be made disagreeable.
~ Augustine Birrell ~



When I look back, I am so impressed again
with the life-giving power of literature.
If I were a young person today, trying to gain a sense of
myself in the world, I would do that again by reading,
just as I did when I was young.
~ Maya Angelou ~

Poems for children help them
celebrate the joy and wonder of their world.
Humorous poems tickle the funny bone of their imaginations.
~Charles Ghigna (aka Father Goose)~

But words are things, and a small drop of ink,
Falling, like dew, upon a thought, produces
That which makes thousands, perhaps millions, think.
~Lord Byron~

You don't have to burn books to destroy a culture.
Just get people to stop reading them.
~ Ray Bradbury ~

SYLLABUS

Background:

Forty-five states (including Washington), the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards (retrieved 3/29/13 from <http://www.corestandards.org/in-the-states>). These standards significantly increase the reading expectations for students in public schools. As stated on the OSPI website, "The Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects, define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs (<http://www.k12.wa.us/CoreStandards/elastandards/default.aspx>)." The standards create an unprecedented focus on comprehending non-fiction that begins in the primary grades and extends through high school.

In fact, the ability to succeed in public schools, in the world of work, and as citizens relies heavily on developing effective literacy skills and positive attitudes toward literacy. This does not mean, of course, that people without significant literacy skills do not or cannot enjoy happy and productive lives. In general, though, literacy is predictive of success in school and in the work arena.

OSPI's 2011-12 report card indicated that approximately 69% of 3rd grade students, 71% of 7th grade students, and 81% of 10th grade students tested in Washington met the reading standard retrieved on 3/29/13 from <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12>). In the overall population of Washington students, 31% of 3rd graders, 29% of 7th graders, and 19% of 10th graders did not meet standard. According to OSPI, a disproportionate number of those who did not meet standard are students who identify as Black, Hispanic, or American Indian and students who live in poverty.

Why do many students not develop literacy skills or choose to not use those skills? This is an extremely important question for educators to answer. The popular press suggests that the fault lies with the Internet, and too much computer and TV use. Social analyses point to disrupted families and the many effects of poverty, including hunger, substance abuse, and insufficient resources to provide young children with the early experiences that support literacy development. These factors may, indeed, affect literacy choices but control of these factors is largely outside the reach of individual teachers.

Teachers DO, however, affect what happens in the classroom. An international study of effective schools indicated that, "The available evidence suggests that the main driver of the variation in student learning at school is the quality of the teachers Studies that take into account all of the available evidence on teacher effectiveness suggest that students placed with high performing teachers will progress three times as fast as those placed with low performing teachers. Among the six most significant indicators of high performing teachers were well-developed skills in literacy, numeracy, and communication" (How the World's Best-Performing School Systems Come Out on Top, McKinsey & Co., 2007).

Educators have argued for years that the ways students experience reading in schools affects success in developing reading skills and positive attitudes toward reading. However, educators have not agreed, conclusively, just what literacy instruction should look like to effectively include the diversity of students in U.S. classrooms

Learning Goals: *Therefore, because you seek to become teachers of ALL people's children, your tasks this quarter are to inform yourself about informal and formal literacy assessments, learn how to use those assessments to make instructional decisions, and develop teaching practices that will optimize the likelihood that ALL students will learn to read, and that these students will develop positive attitudes that promote life-long uses of literacy.*

In this series of workshops, we will explore two theories of reading development, their implications for helping K-5 students learn to read, and their relationships to the *Common Core State Standards (CCSS)*. These theories are: i) socio-psycholinguistic/socio-cognitive, and, ii) the National Reading Panel's summary of research (NRP). Your text describes the apprenticeship approach to teaching reading based on socio-cognitive theory. In class, I will elaborate the socio-cognitive theory using socio-psycholinguistic research and I will explain the NRP claims. To support your ability to be effective teachers of reading, you will analyze and compare and contrast these theories and their relationships to the CCSS; learn basic phonics concepts; study three reading assessments

and learn how to use the results to make decisions about how to support reading development; and explore and practice teaching/learning strategies. ***It is essential that you study your text carefully.***

You will:

- describe the NRP and cognitive/socio-psycholinguistic theories and their related teaching practices and determine whether and how these practices contribute to students' abilities to meet standards on the *Common Core State Standards*
- observe teachers in the public schools as they teach reading and ask them to share their conclusions about effective instruction
- determine the theory that is most likely driving instruction in your practicum classroom
- determine ways you could use the apprenticeship approach even if the school in which you teach uses a skills-based, scripted curriculum for reading
- demonstrate your ability to enact the following: shared reading with purpose and scaffolding, guided reading with purpose and scaffolding, phonemic awareness lessons with purpose and scaffolding, phonics lesson with purpose and scaffolding
- gather information from current texts, including books and videos, for examples of effective instruction
- draw conclusions about approaches that might best include and educate the range of learners who will be your students in the future
- practice using assessment instruments such as *The Burke Reading Inventory*, *Concepts About Print*, and *Running Record*; analyze data sets; and make instructional decisions based on the data
- study key phonics elements, and,
- propose the structure of a literacy block and content of literacy lessons for the first two weeks of school at a specified grade level.
- submit written assessments, lesson plans, and a portfolio to demonstrate your understanding of the goals for this workshop.

Based on these explorations and experiences, **Teacher Candidates will be able to answer these questions:**

- How well can I explain my theory of reading and how my instructional decisions are related to that theory?
- How competent am I in assessing readers' strengths and needs using informal observations, the *Burke Reading Inventory*, *Concepts About Print* test, and *Running Record*?
- What instructional strategy choices am I able to make based on data from assessments?
- How well can I develop lesson plans that target specific strategies and skills my students need to learn?
- What strategies can I demonstrate for reading lessons, including lessons on phonemic awareness and phonics; shared reading to include predictions, correction, and confirmation; guided reading to include prediction, correction, and confirmation; making meaning through a variety of strategies; vocabulary development, and fluency?
- Am I able to pass a phonics proficiency test?

- **K8 Endorsement Competencies Related to Reading:** 1.B.2 – Knowledge and Understanding of Reading Processes; 1.B.4 – Knowledge and Understanding of Literature Form; 4.A – Design and implement learning activities that are grounded in the best available professional knowledge, including recognized theories, empirical research, and professional consensus on effective practices; 4.B – Establish and communicate learning targets . . . ; 4.D – Structure learning activities that support the acquisition of literacy . . . ; 5.0 – Assessment . . . Please go to the following website and click on Elementary Education to read the full text for the expected teacher competencies related to teaching reading and communication: (Retrieved 3/29/13 from <http://program.pesb.wa.gov/add-new/endorsement/list/k-8>)

Required Texts

Common Core State Standards: <http://www.corestandards.org/ELA-Literacy>

Clay, Marie M. (2000). *No Shoes*. (More information about this text in class.)

Dorn, L. and Jones, T. (2012). *Apprenticeship in Literacy, 2nd Edition*. Stenhouse.

Phonics Guide and Quizzes <http://english.glendale.cc.ca.us/phonics.html>

Reading Foundational Skills: *Common Core State Standards*, Appendix A, pages 17-22.

http://www.corestandards.org/assets/Appendix_A.pdf

Reference Texts: See list at end of syllabus.

- **A HEADS-UP:** I will not accept late work unless you have a religious obligation or a personal or family emergency and have contacted me **before** missing class. If you are going to miss class for other reasons ☹, assignments should be submitted in advance. I should never come to class and be surprised to find you are not there or that you are late! Please communicate effectively—voicemail, email (personal conversations work very well, too!)
- **Inclement weather:** Most often, the college will remain open, even when public schools around us are closed. It is up to you to decide whether or not you come to class. However, assignments will always be due on the day assigned, so these will need to be submitted to me by email if you are not on campus. If small group teaching lessons will be occurring in the session you are missing, you should make arrangements to teach to a small group, video tape your teaching, and submit the video. Class will ALWAYS move forward. Do not assume we will wait until the next week to do the lesson from the week before, so please plan accordingly. In addition, pay attention to possible power outages if there are windstorms in the predicted forecast. In other words, do NOT procrastinate! Plan ahead and be prepared!!

➤ **MAJOR ASSIGNMENTS and ASSESSMENTS:**

1. Portfolio Due Week 9

- Answers to questions on Study Guides #1 and #2
- Collection of poems, songs, and chants used for handwriting practice (see description below)
- Notes and/or visual organizers of ideas gathered from texts and media (see resource list at end of syllabus)
- Plan for organization and content of K-5 literacy block for first two weeks of school. Select a grade level from kindergarten through 5th grade. Assume a 90-minute period devoted to literacy. Make two charts - one that demonstrates time blocks for how you would organize your literacy time, and a second chart that shows the routines you would teach. Provide a sequential outline of concepts and strategies you would introduce about reading.
- All lesson plans assigned during the quarter with reflections for lessons you teach in class
- Reflection about what you learned about phonics
- Copies of in-class assessments
- Copies of work related to *Concepts About Print*, *Burke Reading Inventory*, and *Running Record*
- *Self-evaluation*

2. Phonics Work

1. Take the phonics practice quiz at <http://english.glendale.cc.ca.us/phonics.html>
2. Download and print the phonics rules to review. Also see CCSS Appendix A, pages
3. 17-22 http://www.corestandards.org/assets/Appendix_A.pdf
4. Be ready to take assessment in class to show application of the phonics rules.
5. Write a self-assessment of what you learned about phonics.

4. Handwriting Practice

Find out what handwriting system is used in your practicum school or district, or in the district where you hope to teach in the future. Go on-line and find a chart that demonstrates the system in both manuscript and cursive. Find at least 16 poems, chants, or songs, eight of which should come from the resource list in the CCSS in Appendix B, pages 4-9 http://www.corestandards.org/assets/Appendix_B.pdf. To save yourself some time, go to the page for the poems indicated in the Table of Contents. You'll find many of the poems written out in the appendix.

Write half of the songs, chants, or poems in manuscript and half in cursive. Practicing a little each week will result in greater skill development than trying to do all the entries in one or two sessions. Your target is to improve the legibility of your handwriting in the system used by the school district you choose!

5. **Lesson Plans and Practice Teaching** – See information at end of syllabus

WEEKLY SCHEDULE

Assignments DUE for Week 2:

1. Answer questions on attached STUDY GUIDE #1
2. Read the Reading Standards in the CCSS for grades K through 8, pages 4-10 and 26-35 in Appendix A (<http://www.corestandards.org/ELA-Literacy>). Create a system that will allow you to easily access the standards as we explore teaching strategies this quarter. You'll want to be able to determine if and how particular strategies will support students in meeting the standards.

Week 2 – Theories of Reading and Implications for Teaching



- Exploring balanced literacy – What is it? What balance do we seek? How is “balanced literacy” related to socio-psycholinguistic/socio-cognitive theory and the *National Reading Panel's (NRP)* five building blocks of reading?
- Transition songs: Focusing attention on phonemic awareness through song and movement



Penguins' Dance; Down by the Bay; Alphabet in My Mouth

- Discussion of syllabus, major assignments and expectations, and resources

Study Guide #1 – Due Week 2

- Read and respond to these first two questions **before** continuing with this study guide.
 1. Why do you think it matters that candidates in this program understand how reading is acquired?
 2. Why does it matter that candidates understand how to help K-12 students develop both an interest in reading and the strategies to become effective and self-monitoring readers?
- AFTER you have answered the previous questions, confirm and/or add to your ideas by reading page 5 in the second edition of *Apprenticeship in Literacy*.
- On page 7 of *Apprenticeship in Literacy*, the authors stated, "In an apprenticeship approach, the teacher and child work together in constructing a meaningful interaction around a common literacy event."

3. How does this statement relate to the model of writing instruction you learned about last quarter?
4. Based on your answer, what are your predictions about how Dorn and Jones will approach reading instruction?

➤ Now read Chapters One and Two in *Apprenticeship in Literacy*. Chapter One develops two arguments side-by-side, offering you a connection between theory and practice. First, the authors offer a socio-cognitive theory of literacy development. Second, as they describe the theory, they make claims about what teaching would look like based on the theory.

Chapter Two provides explicit principles of the apprenticeship approach to literacy and specific information about the importance of language interactions in helping students develop the thinking strategies critical to effective reading.

Chapter One

5. Outline, or create a visual organizer of, the key points of Dorn and Jones' description of the socio-cognitive theory of reading.
6. Next, explain their claims about reading. Use these terms in your explanation: cognitive development, social interaction, mental development, reciprocal relationships, ZPD, learning.
7. Now, explain the apprenticeship approach to teaching AND the content the authors want teachers to implement to support reading development. Use these terms in your explanation: student prior knowledge, ZPD, observation, responsive teaching, validation, activation, guided participation, scaffolding, tools of the mind, promoting conscious awareness of literate knowledge (metacognition), integration, constructing new knowledge, decision-making, self-regulated learners, motivation and persistence, transfer, learning.
8. According to Dorn and Jones, what are the roles of problem-solving and mistakes in learning to read?

Chapter Two

9. List the 7 principles of an apprenticeship approach. How are they alike and/or different from the principles of the writing workshop model described by Calkins?
10. Explain the roles of language in helping a child learn to read. What are the teacher's roles? The student's?
11. Define the roles of modeling, coaching, scaffolding, articulation, and reflection in helping students become effective readers.
12. How is the socio-cognitive understanding of reading development reflected in the CCSS? How is it similar to or different from the curriculum in your practicum site?

➤ **Assignments due Week 3**

1. Answer questions on STUDY GUIDE #2.
2. Study your notes from Week 2 class and the answers on the study guide. Practice explaining NRP's description of how students learn to read. Practice describing the reading process from a socio-cognitive/socio-psycholinguistic perspective. You will be taking a quiz on these descriptions in class Week 4.
3. Read Chapters Three, Four, Eight, Nine and Appendix C-3 in *Apprenticeship in Literacy*. Make a chart like the one I showed you in class. Your chart notes should indicate how literacy instruction is organized in each chapter; what the teacher does; what the students do; purposes; relationship to CCSS; probable underlying theory.

Study Guide #2 – Due Week 3

1. Describe the reading process as explained by socio-psycholinguists. In your description, use these terms: sample, predict, correct or confirm, integrate. Explain the reading process using the terms: cueing systems, semantics, syntax, graphophonics, pragmatics.
2. In what ways are students' background knowledge and experiences important according to the socio-psycholinguistic/socio-cognitive theory of reading?
3. How does the socio-psycholinguistic/socio-cognitive theory include student metacognition (self-awareness and self-monitoring)?
4. Explain the components of reading as defined by the National Reading Panel (NRP). In your description, use these terms: phonemic awareness, phonics, fluency, accuracy, comprehension.
5. In what ways are students' background knowledge and experiences important in the NRP theory of the reading?
6. How does the NRP theory include student metacognition?

The way that teachers understand how reading is acquired (theory) should affect how they teach (practice), even if they are required to use a scripted reading program. Answer the following questions to help yourself better understand the two theories and their implications for instruction.

7. How are the two theories (socio-psycholinguistic/socio-cognitive and NRP) of reading similar and different?
8. What are the potential strengths and weaknesses of reading programs based on each of these two theories?
9. Does one of these theories have more potential than the other for addressing students' diverse needs and issues related to social justice? Explain.
10. How are the Dorn and Jones' claims about the roles of problem-solving and mistakes in learning to read reflected, or not reflected, in the NRP theory and in reading instruction you observe in your practicum classroom? What does socio-psycholinguistic theory suggest about problem-solving and mistakes in learning to read?
11. Examine the list of interrelated strategies of a self-extending system on page 13 of *Apprenticeship in Literacy*, second edition (second column) and read the paragraph that follows the list. (If you don't have the second edition, borrow a peer's book or make a copy of the page.)
12. How do each of the models (socio-cognitive/socio-psycholinguistic and NRP) support or not support the development and student use of the self-extending system described on page 13?

Week 3



Organizing and managing a K-5 literacy program: One teacher's approach

➤ Assignments due Week 4

1. Complete the chart to analyze Emily's presentation
2. Study the questions on the *Burke Reading Inventory*. Practice so that you can ask the questions in a fluent way.

3. Read handout on *Concepts About Print*.

➤ **Assignment due Week 6.** Please be aware that I am giving you advance notice about this assignment so that you have plenty of time to arrange to watch the videos!

Watch *CAFÉ* and *Daily 5* videos. Arrange to watch the videos in groups so that everyone has the opportunity to complete this part of the assignment. Make a chart like the one we've been using in class to take notes. Your chart notes should indicate how literacy instruction is organized in each video; what the teacher does; what the students do; purposes; relationship to CCSS; probable underlying theory.

Week 4: Using Data to Guide Instruction – NOTE: WE MEET ON MONDAY THIS WEEK

- Internalization quiz - theories of reading and related practices
- *Concepts About Print*
 - Finding out what K-2 students understand about written language
 - Analyzing data sets and determining instructional foci
- *Burke Reading Inventory*
 - Uncovering students' "theories" of reading and self-perceptions as readers
 - Using information about students' use of strategies and cueing systems to guide instruction

➤ **Assignments due Week 5**

1. Analysis of classroom data set – *Concepts About Print*
2. Administer *Burke Reading Inventory* to three students and analyze
3. Read the *Running Records* packet carefully. Practice the marking system.

Week 5: Using Data to Guide Instruction

- *Running Record*
 - Assessing students' reading comprehension and use of strategies
 - Determining what to teach based on assessment

➤ **Assignments due Week 6**

1. Watch *CAFÉ* and *Daily 5* videos. Arrange to watch the videos in groups so that everyone has the opportunity to complete this part of the assignment. Make a chart like the one we've been using in class to take notes. Your chart notes should indicate how literacy instruction is organized in each video; what the teacher does; what the students do; purposes; relationship to CCSS; probable underlying theory.
2. Analysis of *Running Record* samples using the charts provided. Write a statement of what you would help the students develop next and why. Be sure that you connect your decisions explicitly with the data in the analysis of the reading transcript.

Week 6 Content and Organization of a K-5 literacy program

- Discussion of *Running Record* analysis

- Transition song: Using action to re-focus attention: *Mrs. Gooney Duck*



- Workshop based on videos, assigned readings, and practicum observations (What does literacy block "look" like in your practicum? What could it look like? Literacy routines, shared reading, guided reading, word and letter studies, strategy lessons, independent reading, conferencing, formal and informal assessments)

➤ **Assignments due Week 8**

1. Study pages 36-47 and 49-65 in *Apprenticeship in Literacy*. Use the information you studied and resource texts you've read to create lesson plans for shared, guided, and whole group strategy lessons. Be prepared to teach a Shared Reading Lesson and Guided Reading Lesson. See information about lesson plans at the end of the syllabus.



Week 7 **Micro-Teaching – HAVE FUN AND LEARN AS MUCH AS YOU CAN!!**

Week 8 Shared Reading and Guided Reading



What makes shared reading useful in supporting students' use of print concepts, cueing systems, and reading strategies? How can teachers use guided reading to support students' reading development?

➤ **Assignments due Week 9**

1. Portfolio is due
2. Study pages 101-114 in *Apprenticeship in Literacy*. Use the information you studied and resource texts you've read to create lesson plans for whole group strategy lessons related to letter and word stud. Be prepared to teach. See information about lesson plans at the end of the syllabus.

Week 9 Whole Group Strategy Lessons - Letter and Word Studies

➤ **Assignments due Week 10 - TBD**

Week 10 TBD

LESSON PLANS AND TEACHING

You will write lesson plans for the following and teach some of them in class Weeks 8 and 9.

1. Shared reading – 3 complete lessons. Shared Reading is most often used in kindergarten and first grade and typically focuses on concepts about print, prediction, confirmation/correction, meaning, and sound/symbol relationships. Shared reading lessons require the use of published big books or texts such as poems, songs, and chants that the teacher has enlarged. The published big books most often use predictable structures such as rhyming, recurring words and phrases, use of numbers, days of the week and names of the months, and stories that are meaningful to the students. With the advent of the CCSS, more emphasis is being placed on non-fiction, even in kindergarten.

Obviously, it isn't possible for you to create lessons for every possible type of shared reading event! So, for this quarter, at least one of your lessons must use a non-fiction book. At least one lesson should attend to concepts about print, one to prediction/correction/confirmation, and one to phonological awareness.

The texts you use can be published big books or you can create enlarged texts for predictable stories, poems, or songs. See pages 37-36 in *Apprenticeship* for the components of a shared reading lesson. Read pages 36-46 for examples of ways to focus your lesson. Pay particular attention to the chart on page 42 for information about phonological awareness and to the chart on page 46 for information about non-fiction texts. You can also use texts from the resource list to support the development of your lessons. It's fine to use the ideas you read about but you need to find and use texts that are different from the ones demonstrated in *Apprenticeship* and in the resource texts. You need to write the lesson plans, find or create all support materials, practice each lesson, and bring all materials with you to class Week 8. I will tell you at that time which lesson you will be teaching.

2. Guided reading – 3 complete lessons. Guided reading groups begin as soon as students can read short stories or texts and often continue through 4th or 5th grade. The focus in first and second grade is usually on helping students apply what they know about phonics and prediction/correction/confirmation. As the readers become more fluent and confident, the focus of the lessons moves to developing students' comprehension and use of self-monitoring, questioning, and text features to support deeper and more complex understanding of the materials.

Again, you don't have the time to develop every possible lesson for a guided reading session. For this quarter, you will write one lesson for an emergent reader, one for an early-transitional reader, and one for a fluent reader. At least one of the lessons should use a non-fiction text. Review Chapter 4 in *Apprenticeship* for information to guide the development of these lessons. Use the chart on page 59 to guide your selection of books for emergent and early readers. You can use texts from the resource list to support the development of your lessons. It's fine to use the ideas but you need to find and use texts that are different from the ones demonstrated in *Apprenticeship* and in the resource texts. You need to write the lesson plans, find appropriate texts, practice each lesson, and bring all materials with you to class Week 8. I will tell you at that time which lesson you will be teaching.

3. Whole Group or Small Group Strategy Lessons – 3 complete lessons. These are lessons the teacher does with the whole class based on informal and formal assessments that indicate a particular need. The lessons may focus on phonetic analysis; word study; text features; impact of punctuation, vocabulary, or language demand; story structures, etc.

You will create one lesson on syllabication, one on using known words or root words to figure out new words, and one on vocabulary development. You can use *Apprenticeship* or texts from the resource list to support the development of your lessons. It's fine to use the ideas but you need to find and use texts that are different from the ones demonstrated in *Apprenticeship* and in the resource texts. You need to write the lesson plans, find appropriate texts and materials, practice each lesson, and bring all materials with you to class Week 9. I will tell you at that time which lesson you will be teaching.

Each of the types of lessons listed below could be taught in a Shared Reading Session, Guided Reading Session, Strategy Lesson, or Individual Tutoring Session

Types of Lessons	Vehicles
<p>Concepts About Print (story; picture for prediction/confirmation/correction; directionality; sweep; title; author; beginning, middle, end of story; sentence; word; punctuation)</p>	<p>Big Books Story-Picture Books Chapter Books</p>
<p>Comprehension (1) Prediction, confirmation, self-correction: pictures, words, context, experience; (2) story elements: characters, setting, problem, plan; solution; (3) story structures: circle, temporal, surprise; (4) re-telling; (5) word study; (6) monitoring understanding; (7) non-fiction: text structures, vocabulary, language demands</p>	<p>Basal Reader Stories Flannel Boards with oral stories, chants, poems, songs Songs, poems, chants</p>
<p>Vocabulary (interesting words; concept words; figurative language; academic language)</p>	<p>Guided Reading Re-Quest</p>
<p>Phonemic Awareness (initial, final, and medial sounds – consonant or vowel; blending; segmenting; substituting; deleting; rhyming words; syllables)</p>	<p>Focused strategy lessons Puppets</p>
<p>Phonics (initial, medial, final consonants; consonant blends; consonant digraphs; short and long vowels; vowel digraphs; diphthongs; onsets and rimes; blending; segmenting; multi-syllable words; CVC rule; CVCe rule; open syllable and closed syllable rules)</p>	<p>Reader's Theater Low prop re-enactment Drawing</p>
<p>Fluency (expression; inflection; intonation; enunciation; congruence with message in text)</p>	<p>Innovating on texts</p>

Sample Lesson Plan Templates

You may use other templates but every lesson plan must include the elements in the sample templates.

Sample for Shared Reading

Grade
Reading Level of Students (emergent, early, transitional)
CCSS
Text complexity (see handout)
Learning Target
Learning Target re-stated in “kid-friendly” language (KFO):
Who needs this strategy or lesson? How will you know?
How will you connect your students’ backgrounds to this lesson?
<p>Focus: Concepts About Print (These are examples of areas of concepts about print you might focus on. Which ones will this lesson address?)</p> <p>Title and author <input type="checkbox"/> Predictions <input type="checkbox"/> Directionality <input type="checkbox"/> Sweep <input type="checkbox"/> Characters <input type="checkbox"/></p> <p>Using pictures to support reading <input type="checkbox"/> Beginning, Middle, End <input type="checkbox"/> Capitals/lower case <input type="checkbox"/> Letter/sound <input type="checkbox"/></p>
<p>Steps</p> <ol style="list-style-type: none"> 1. Warm up (start each session with a book the students know to help them “warm up”.) What is the title of the warm up book? What will you encourage the students to do during the warm up? 2. <u>Introducing the story:</u> To begin the lesson, you need to introduce the new book. What will you say about the book, the genre, the purpose for reading, and what you want the students to do or find out? 3. <u>Reading the story:</u> What is your focus for this lesson? What prompts and questions do you plan to use? 4. <u>Discussing the story:</u> What questions will you ask? What do you imagine the students will say? How will you help them expand their knowledge and understanding? 5. <u>Subsequent reading:</u> What will be the next focus when you re-read this story with your students? What are the directions you will give and the questions you will ask? What will the students be doing?
Student voice strategies
Support for academic language
Assessment procedures

Sample for Guided Reading – Be sure that the lesson you prepare matches the level of the reader! Be sure the books you’ve chosen are appropriate. See Chapter 4 for this information.

Grade:
Reading Level of Students (emergent, early, transitional, fluent)
CCSS
Text complexity
Learning Target
Learning Target re-stated in “kid-friendly” language (KFO):
Who needs this strategy or lesson? How will you know?
How will you connect your students’ backgrounds to this lesson?
Focus: Comprehension (These are examples of areas of comprehension you might focus on. Add in whatever your lesson addresses.) Self-Monitoring <input type="checkbox"/> Schema <input type="checkbox"/> Asking ?s <input type="checkbox"/> Visualizing <input type="checkbox"/> Inference <input type="checkbox"/> Summarizing <input type="checkbox"/> Text Structure <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Deeper meaning <input type="checkbox"/>
Steps <ol style="list-style-type: none">1. Warm up (start each session with a book the students know to help them “warm up”. What is the title of the warm up book? What will you encourage the students to do during the warm up?2. <u>Before</u> students begin reading, you need to provide an orientation to the book. See page 51 for information about orientation. For the book you are teaching, what will you say?3. <u>Silent or oral reading?</u> See your text for guidance about focus, what you will say or question, what you expect students to do.4. <u>Guided discussion.</u> See your text for guidance about focus, what you will say or question, what you expect students to do.
Student Voice Strategies
Supports for academic language
Assessment procedures

RESOURCES

Your textbook is an excellent resource but there are many, many other resources to support your work in helping students become effective and engaged readers. This assignment is to help you become familiar with a range of resources that can support your teaching. Your notes about these resources are to be included in your portfolio which is due Week 9.

Choose four of the sections listed below. From each of the sections you choose, select one resource to review and annotate. You will not have time to read each selection from cover to cover but you should take time to understand the scope of the resource and then read two or three parts of the text carefully. For your portfolio, create visual organizers or take notes to help yourself remember the strategies and approaches addressed in each resource you review. Be sure to include the name of the resource, the general focus of the material, two or three strategies, and how these strategies address the CCSS. I suggest that you look over the entire list before making a selection. There will be two check out dates: i) Week 2 with materials to be returned by Week 5; ii) Week 5 with materials to be returned by Week 9.

Section 1: Comprehension Strategies

7 Strategies of Highly Effective Readers, McEwan.

Balanced Reading Program K-2, Williams.

Building Independent Readers K-3, Lee & Hammond.

Every Child a Reader: Month-by-Month Lessons to Teach Beginning Reading, Coffin (comprehension & phonics).

Improving Comprehension with Think-Aloud Strategies, Wilhelm.

Making the Most of Small Group Instruction, Diller (comprehension & phonics/word study).

More Advanced Lessons in Comprehension (fiction and non-fiction), Serafini & Youngs.

One Child at a Time – Making the Most of Your Time with Struggling Readers, Johnson.

Revisit, Reflect, Retell, Hoyt.

The Café Book – Engaging All Students in Daily Literacy Assessment & Instruction, Boushey & Moser, (book & CD of printable forms).

The Daily Five, Boushey & Moser.

Using Beloved Classics to Deepen Reading Comprehension, Edinger.

Section 2: English Language Learners

Balanced Literacy for ELL K-2, Chen and Mora-Flores.

Becoming One Community: Reading and Writing with English Language Learners, Portalupi.

Making Sense: Small Group Comprehension Lessons for English Language Learners, Kendall & Kohn.

Scaffolding for English Language Learners K-2. Harvey & Goudis. (book & CD).

Scaffolding for English Language Learners 3-6. Harvey & Goudis. (book and CD).

What's Different about Teaching Reading to Students Learning English, Center for Applied Linguistics.

Section 3: Non-Fiction Reading Strategies

Extend and Investigate. Harvey & Goudis.

Reading Strategies for the Content Areas, Vol. 2, ASCD.

Small Group Lessons, K-2 (Guided Reading, RTI, Title 1, Special Education). Harvey & Goudis.

Small Group Lessons, Grades 3-6 (Guided Reading, RTI, Title 1, Special Education). Harvey & Goudis.

Teaching Reading in Math, Barton & Heidema.

Teaching Reading in Science, Barton & Jordan.

Section 4: Phonics, Word Study, Vocabulary

Inside Words – Tools for Teaching Academic Vocabulary Grades 4-12, Allen, (book & CD)

Phonemic Awareness, Songs & Rhymes, Jordano & Callella, (book & CD).

The Phonological Awareness Handbook for Kindergarten & Primary Teachers, Ericson & Juliebo.

Word Matters – Teaching Phonics & Spelling in the Reading/Writing Classroom, Fountas and Pinnell.

Word Walls, Wagstaff

Section 5: Poetry and Movement

A Children’s Introduction to Poetry, Driscoll, (book and CD).

Movement Stories for Children Ages 3-6, Landalf & Gerke.

Poetry Speaks to Children, Paschen, (book and CD).

Today You Are My Favorite Poet, Hewitt

Section 6: Videos

If you choose from this section, select a video that is not required for class.

Achieving Reading Success in the Early Years, Mooney, (3 DVDs, 3 CDs).

CAFÉ in the Classroom – Helping Children Visualize Literacy Goals, Boushey & Moser.

Required assignment for Week 6, (1 DVD – printable materials & 1 DVD strategies).

Daily 5: Fostering Literacy Independence in the Elementary Grades, Boushey & Moser, **Required assignment for Week 6**, (DVD & CD).

Good Fit Books, Boushey & Moser, (DVD).

Maximizing the Effectiveness of Shared Reading in the Primary Classroom, Bureau of Education & Research, (DVD and printed resource guide).

Phonics and Word Study, Fountas and Pinnell, (DVD).

Additional Resources

(These don't "count" for the requirements above but I think you'll find them interesting)

Alphabet in my Mouth	http://www.youtube.com/watch?feature=endscreen&v=ExhLDVva6YQ&NR=1
Let's Vest Up	http://www.youtube.com/watch?feature=endscreen&v=xWVdge03dNM&NR=1
Three Rhymes	http://www.youtube.com/watch?feature=endscreen&v=yKTDqhT95WY&NR=1
The Big Pig Song	http://www.youtube.com/watch?v=iOu-QkmInKc
Dance your Way to Phonemic Awareness 1	http://www.youtube.com/watch?v=kSY6cojyG8E
Dance your Way to Phonemic Awareness 2	http://www.youtube.com/watch?v=TEdlwz4QoQs
Dance your Way to Phonemic Awareness 4	http://www.youtube.com/watch?v=Fjk4YXILGYo
Corner Grocery Store Song	http://www.youtube.com/watch?v=r8EvclOx-bY
Fill in the missing Rhyme	http://www.youtube.com/watch?feature=endscreen&v=ccsrF0vCYE0&NR=1