

## LITERACY WORKSHOPS K-8 GRADEBAND

### SYLLABUS

**Background:** The State of Washington has identified four over-arching learning goals for all students to achieve. The first goal states that students should be able to, “Read with comprehension, write effectively, and communicate successfully and responsibly in a variety of ways and settings and with a variety of audiences” (Retrieved on 12/26/08 from <http://www.k12.wa.us/CurriculumInstruct/default.aspx>). The other three goals rely heavily on students’ literacy skills and motivation to use those skills. 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.

However, a number of indicators, including teachers’ reports of experiences with students, indicate that not all children and youth learn to read and write well, and, perhaps more disturbing, that many students who CAN read and write choose not to. For example, a recent study (Guthrie, University of Maryland) indicated that 69% of middle school students choose not to read for pleasure. A 1999 Gallup Poll revealed that 59% of Americans reported reading fewer than 10 books in the previous year. The researchers stated that the number of people who don't read at all has been rising for the past 20 years (Retrieved on 12/26/08 from <http://www.washingtonpost.com/ac2/wp-dyn/A23370-2001May13?language=printer>).

OSPI’s 2007-08 report on the WASL indicated 27.4% of 4<sup>th</sup> grade students, 36.9% of 7<sup>th</sup> grade students, and 18.2% of 10<sup>th</sup> grade students tested in Washington did not meet the reading standard. On writing, 37.7% of 4<sup>th</sup> graders, 30.0% of 7<sup>th</sup> graders, and 13.2% of 10<sup>th</sup> graders did not meet standard (Retrieved on 12/26/08 from <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2007-08>). According to OSPI, a disproportionate number of those who did not meet standard are students of color and/or 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. A newly released 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 and writing in schools affect success in developing both skills and positive attitudes. 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 Activities and Learning Goals:** Therefore, because you seek to become teachers of ALL people’s children, among your tasks in the next two quarters is to inform yourself about literacy assessments and teaching practices that will optimize the likelihood that ALL students will learn to read and write, and that these students will develop attitudes to promote life-long uses of literacy. **Participants in this grade band will:**

- read and compare documents from the National Reading Panel, the National Council of Teachers of English, and the State of Washington’s Essential Academic Learning Requirements in Reading, Writing, and Communication;
- observe teachers in the public schools as they teach reading and writing and ask them to share their conclusions about effective instruction;
- examine current texts, including books and videos, for examples of effective instruction;

- examine websites and professional articles about the uses, and potential problems, of web-based and computer-based technologies to support student learning;
- practice teaching various aspects of reading and writing;
- prepare an in-depth case study of the reading and writing development of one student;
- draw conclusions about approaches that might best include and educate the range of learners who will be your students in the future, and;
- propose the structure and content of literacy lessons for the first month of school at a specified grade level.

Based on these explorations and experiences, **participants will be able to:**

- compare and contrast the definitions of reading, and recommendations about reading instruction, described by the National Reading Panel, the National Council of Teachers of English, and Washington State's Essential Academic Learning Requirements, and draw conclusions about which approaches will best include students from diverse backgrounds, including students with disabilities and those who are English Language learners;
- explain the reading process and define terms such as cueing systems, syntax, semantics, grapho-phonics, pragmatics, prediction, correction, confirmation, phonemic awareness, syllable, onsets, rimes, phonemes, and phonics;
- assess readers' strengths and needs using the *Burke Reading Interview*, the *Concepts About Print Test*, *Running Record*, and *Miscue Analysis*;
- demonstrate the ability to plan and teach reading lessons, including lessons on phonemic awareness; shared reading; prediction, correction, and confirmation; making meaning through a variety of strategies; vocabulary development, fluency, and phonics;
- evaluate and critique web-based resources and technologies used to support literacy development;
- describe what reading and writing workshops are and how to implement them;
- analyze students' writing for stages of print acquisition, organization, content, voice, and genre, and;
- analyze students' writing to determine appropriate lessons to support further development.

**K8 Endorsement Competencies Related to Literacy:** 1.2.1 – Understanding of the English Language, Language Development, and Its Diversity; 1.2.2 – Understanding of reading processes; 1.2.3 – Knowledge and Understanding of the Process of Writing; 4.1 – 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; 4.2 - Establish and communicate learning targets . . . ; 4.4 – 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, writing, and communication: <http://www.k12.wa.us/certification/profed/competency.aspx>

**Required Texts:**

- Fountas, I. & Pinnell, G. (2006). *Teaching for Comprehending and Fluency*.  
 Smith, F. (2006). *Reading without Nonsense* (4<sup>th</sup> ed.).

**Choice Texts:** Each person should choose two texts from the list below based on grade-level interest (K-3 or 4-8). Please go to <http://www.heinemann.com> or <http://www.stenhouse.com> to read reviews of the texts before making your decisions. All texts, required and choice, were selected with your long-term professional library in mind.

Chen, L. & Mora-Flores, E. (2006). *Balanced Literacy for English Language Learners*, K-2. Heinemann. ISBN - 0-325-00880-9. (Grades K-2).

Daniels, H. & Steineke, N. (2004). *Mini-Lessons for Literature Circles*. Heinemann. ISBN 0-325-00702-0. (Grade 5 and above)

Evans, J. (2005). *Literacy Moves On: Popular Culture, New Technologies, and Critical Literacy in the Elementary Classroom*. Heinemann. ISBN - 0-325-00738-1. (Grades K-6).

Fay, K. & Whaley, S. (2004). *Becoming One Community: Reading and Writing with English Language Learners*. Stenhouse. ISBN - 978-157110-368-0. (Grades 3-6).

Fennessy, S.M. (2008). *Language Arts Lessons for Active Learning: Grades 3-8*. Heinemann: ISBN -0-325-00984-8

Lyon, A. (2002). *Sound System*. Stenhouse. ISBN – 978-157110-346-8 (paperback). \$18.50. (Grades K-3)

Miller, D. (2002). *Teaching Comprehension in the Primary Grades*. Stenhouse. ISBN – 978-157110-307-9. (Grades K-3).

Owocki, G. (2005). *Time for Literacy Centers*. Heinemann. ISBN 0-325-00731-4. (Grades PreK-3).

Robb, L. (2003). *Literacy Links: Practical Strategies to Develop the Emergent Literacy of At-Risk Children*. Heinemann. 0-325-00442-0. (Grades PreK – 1).

Smith, J. & Herring, J.D. (2001). *Dramatic Literacy: Using Drama and Literature to Teach Middle-Level Content*. Heinemann. ISBN - 0-325-00050-6. (Grades 6-8).

Yatvin, J. (2007). *English-Only Teachers in Mixed Language Classrooms*. Heinemann. ISBN 0-325-00969-4. (Grades K-6).

Zemelman, S. & Daniels, H. (2004). *Subjects Matter: Every Teachers Guide to Content-Area Reading*. Heinemann. ISBN 0-325-00595-8. (Grade 4 and above)

## **MAJOR LONG-TERM ASSIGNMENTS:**

### **Individual Phonics Work - Due NO LATER THAN Tuesday, Week 10**

Based on the phonics assessment you completed in class on Tuesday of Week 1, strengthen your knowledge of basic phonics concepts. You may use the copy of *Phonics for the Teacher of Reading* in the library's Curriculum Room, order a copy for yourself, or find another source for the information. When you are ready, ask me for a posttest and answer sheet. Take the posttest without looking at the answer sheet, grade your posttest, and then make corrections in a different color of ink. Write a reflection about what you learned about phonics. Hand in a copy of your graded, final test and your reflection NO LATER than Tuesday of Week 10.

**Technology Resource Notebook – Due Tuesday, Week 10 of Winter Quarter** - See attached Literacy and Technology project description

**Case Study – Due Tuesday, Week 9 of Spring Quarter:** In consultation with your mentor teacher, select one child to follow throughout the course (two quarters). As much as possible, complete the class assignments in a context that allows you to include this child. Collect the following:

Beginning assessment of reading behaviors:

For children at any grade level, begin with a *Burke Reading Inventory* (see *Miscues Not Mistakes*). Use class handout for analyzing the student's responses. Include a written reflection about what you learned from conducting the interview – about yourself as an interviewer and about the student's beliefs about reading.

For children in grades K-2, assess their reading knowledge using a *Concepts About Print* test with analysis (see class handouts) or running record with analysis (See *TCF*, pages 27–29, pages 96–99, and also James M. on the DVD.)

For students in grades 3-8, assess their reading knowledge using a Procedure III miscue analysis and retelling (see *Miscues Not Mistakes*). Include a statement of your conclusions about the reader's strengths and areas that need support. Document your analysis with evidence from the miscue analysis and retelling.

Continuing assessment of reading behaviors:

Six observations, with analyses, made at two-week intervals during the course beginning Week 7 of Winter quarter. Each assessment should include notes from reading conferences (conversations with you) about a text that was read aloud or the child has read. The key phrase here is “conversations with you,” NOT, question and answer sessions with you as interrogator! See page 548-9 in *TCF* “Description of Other Print Materials on the DVD.” Download and use the following forms to guide your conversations and assessments of the student’s reading and thinking: Analyzing Reading Behaviors to Expand Thinking; Analyzing Reading Behaviors to Sustain Processing; Guided Reading Observation Sheet; A Scale for Assessing Fluency; Thinking Across Genres; Questions to Ask About Factual Texts.

Assessments of writing: Collect three to five writing samples between Week 5 of Winter quarter and Week 7 of Spring quarter. Ideally, the writing pieces should be about something the student is interested in – something she/he read or experienced.

For children in grades K-2, analyze the stage(s) of print acquisition (class handouts) AND the structure and content of the piece. What does the student provide evidence of knowing related to voice, content, and the use(s) and forms of writing? Compare and contrast the three pieces. What changes, if any, have occurred? What would you do next to support the development of this student’s writing if she/he were in your classroom?

For older students, use information from Chapters 13 & 14 in *TCF* and/or information about Six Traits (to be presented in class Spring quarter) to guide your analysis. AFTER assessing what you learned about the writer in terms of her/his knowledge and use of content, voice, organization, and genre features, you may comment on grammatical and spelling strengths and needs. Compare and contrast the pieces. What changes, if any, have occurred? What would you do next to support the development of this student’s writing if she/he were in your classroom?

Six classroom observations (each about ten minutes) of the child engaged in instructional activities related to literacy (reading and writing). Try for a balance among interactive reading aloud, guided reading, and independent reading, as well as instruction related to the development of writing. If the classroom teacher uses none of these strategies, identify and observe the strategies used and the student’s behaviors. Observe and document teacher-child interactions; don’t just watch the child sit and listen to the teacher.

Final assessment of reading beliefs:

For children at any grade level, collect a second *Burke Reading Inventory* (see *Miscues Not Mistakes*). Use class handout for analyzing the student’s responses. **Include a video tape of the session**, and a written reflection about what you learned, about yourself and about the student, from conducting the interview and watching the video. Include your observations about the relationship of the student’s responses to the questions on the Burke and the reading behaviors you observed during your six conversations with the student and your four classroom observations of the child engaged in literacy instruction.

Document your case study in a paper, including the previous materials and analyses. The body of your paper should be between five and ten pages, with all assessments and observations as attachments. Do not use the child’s real name. Organize your paper like this:

**A case study narrative.** Refer to and summarize your assessment data and include an analysis of the child’s strengths and needs as well as progress over the time of the study. Provide specific examples as evidence of progress.

**Implications for instruction.** Provide examples of teaching decisions that may have contributed to the child’s progress. Identify these teaching decisions by observing the teacher interacting with the child, talking with the teacher about instructional decisions, or reflecting on your own interactions with the child. Also include implications for future instruction.

**Assessment data.** There should be a strong connection between your data from assessment and observation and your case study narrative.

Case studies should also reflect the knowledge that you have gained from class sessions and from required readings (with specific citations).

**Weekly Schedule for Winter Quarter 2009**  
(Subject to change)

WEEK  WINTER QUARTER	FOCUS	ASSIGNMENT FOR <u>FOLLOWING</u> WEEK
<p style="text-align: center;"><b>1</b> <b>January 6</b></p>	<ul style="list-style-type: none"> <li>• Clarify goals and expectations</li> <li>• Preview texts</li> <li>• Explore beliefs about reading and learning to read</li> <li>• Strategic reading actions and a comprehensive reading program.</li> <li>• Phonics pre-assessment</li> </ul>	<p>Please complete the following steps in the order they are listed.</p> <ol style="list-style-type: none"> <li>1) Read the <i>National Reading Panel Report</i> and NCTE Guidelines and Position Statements (<i>On Reading, Learning to Read, and Effective Reading Instruction; Resolution on the Essential Roles and Value of Literature in the Curriculum; A Call to Action: What We Know About Adolescent Literacy</i>), each of which makes claims about what reading is and how it should be taught. Create and bring to class a visual organizer that compares and contrasts these reports. What do these documents reveal about underlying beliefs about learning and about reading? How are their conclusions similar? How are they different?</li> <li>2) AFTER you read the articles in Step 1 and create the visual organizer, peruse Washington State Reading EALRs and GLEs by going to: <a href="http://www.k12.wa.us/ealrs/default.aspx?ca=1">http://www.k12.wa.us/ealrs/default.aspx?ca=1</a></li> <li>3) Look over the GLEs for EACH grade, K through 8. What do you notice about our state's expectations? How do they reflect (or how do they not reflect) information from class? In the documents you read? Are there differences from grade to grade about apparent beliefs about reading and reading instruction? Make notes, or a chart.</li> <li>4) Assess your observation site using NCTE grid (<i>Features of Literacy Programs: A Decision-Making Matrix</i>) provided in class. What tentative conclusions can you draw concerning the underlying beliefs about learning and reading exhibited in your classroom? To what extent do literacy practices in your observation site reflect NCTE standards? National Reading Panel Report standards? Washington State EALRs and GLEs? Make notes and bring to class.</li> <li>5) Carefully and politely, ask your mentor</li> </ol>

		<p>teacher what she/he thinks is important for children/youth to learn in order to be effective readers. See if you can determine if the classroom literacy practices are the teacher's choice or the dictates of the district. To what extent do the literacy beliefs of your mentor teacher reflect NCTE standards? National Reading Panel Report standards? Washington State EALRs and GLEs? Make notes and bring to class.</p> <p>6) Read Smith (Chs. 1 &amp; 2). To what extent do these chapters reflect NCTE standards? National Reading Panel Report standards? Washington State EALRs and GLEs? Make notes and bring to class.</p> <p>7) Read NCTE's <i>On the Reading First Initiative</i>, Garan's <i>Beyond the Smoke and Mirrors: A Critique of the National Reading Panel Report on Phonics</i>, and Yatvin's <i>I Told You So</i>, and Smith (Ch. 3). Make notes and jot down questions to discuss in class.</p> <p>8) Based on Tuesday's class, the articles you read, your analyses of the EALRs and GLEs, your analysis of your observation site, and your conversation with your mentor teacher, FIRST write a brief paragraph describing the reading process. THEN write a second, reflective paragraph, comparing your statement to NCTE guidelines, National Reading Panel Report guidelines, the information from your text that we read and discussed on Tuesday, and the beliefs reflected by the EALRs and GLEs. FINALLY, jot down questions you have about the relationship between teachers' beliefs, state and federal expectations, and literacy practices.</p>
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<p style="text-align: center;"><b>2</b> <b>January 13</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast National Reading Panel Report, NCTE position statements on literacy, and Washington Reading EALRs and GLEs using assigned articles and websites, assessment of classroom literacy practices, conversations with mentor teachers</li> <li>• What is reading? Why does the definition matter?</li> <li>• Introduce <i>Concepts About Print, Developmental Stages in Print Acquisition</i> (reading and writing), and <i>Burke Reading Interview</i></li> </ul>	<ol style="list-style-type: none"> <li>1) Administer the <i>Burke Reading Interview</i> to a student in your observation site or to a child or youth you know (this is a practice session, so don't use this one for your case study ). Use the form provided to draw some tentative conclusions about this reader. Bring your work to class.</li> <li>2) Read, make notes, and jot down questions about the following: <ul style="list-style-type: none"> <li>* Page xi through Chapter 3 in <i>Teaching for Comprehending and Fluency</i></li> <li>* Chapter 1 in <i>Miscues Not Mistakes</i></li> </ul> </li> <li>3) Read the paragraph you wrote last week describing the reading process. Add any new information from this week's reading and grade-band discussions that you think is appropriate.</li> </ol>
<p style="text-align: center;"><b>3</b> <b>January 20</b></p>	<ul style="list-style-type: none"> <li>• Discuss <i>Burke Reading Interviews</i> and analyses and relationship to comprehensive reading program</li> <li>• Practice administering <i>Concepts About Print</i>.</li> <li>• Practice interpreting developmental stages in print acquisition</li> <li>• Introduce <i>Miscue Analysis</i></li> </ul>	<ol style="list-style-type: none"> <li>1) Read Chapters 2 through 4 in <i>Miscues Not Mistakes</i>. Do whatever you need to do in terms of taking notes, making outlines, or creating visual organizers to help yourself become aware of what you understand about both the underlying theories and assessment practices in this text AND the questions you have. Bring these to class. Learning to conduct reading assessments requires a certain amount of memorization as well as understanding key concepts. <b>You will need to memorize the types of miscues and the ways to code them (see pages 29, 61 &amp; 62).</b></li> <li>2) Administer another <i>Burke Reading Interview</i> to a different student (this could be the student for your case study). Use the form provided to draw conclusions about the reader. Bring to class.</li> <li>3) Administer a <i>Concepts About Print Test</i> to a student in your observation class or to a child you know. What conclusions can you draw about this child's knowledge about reading?</li> <li>4) Prepare for Internalization Check. Be prepared to explain the reading process and to define terms such as cueing systems, syntax, semantics, grapho-phonics, pragmatics, phonological awareness, syllable, onsets, rimes, phonemes, phonics.</li> </ol>

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>January 27</b></p>	<ul style="list-style-type: none"> <li>• Internalization Check – Terminology and definitions of reading (NRP and socio-psycholinguistics)</li> <li>• Discuss <i>Burke Reading Interviews</i> and analyses of <i>Concepts About Print</i> assessments</li> <li>• Practice marking miscues</li> <li>• Practice interpreting miscues</li> <li>• How does miscue analysis and retelling reflect Fountas and Pinnell’s systems of strategic actions?</li> </ul>	<p>1) Read Chapters 8 &amp; 9 in <i>Teaching for Comprehending and Fluency</i>. Take notes or create charts to help yourself process and remember the information. Jot down questions for discussion in class.</p> <p>2) Read Chapters 5 through 8 in <i>Miscues Not Mistakes</i>. Take notes or create charts to help yourself process and remember the information. Jot down questions for discussion in class.</p> <p>3) Try a Procedure III with a child or youth you know or with a student in your observation class. You’ll need to select an appropriate story, create a typescript, and create a Retelling Guide. You can use Appendix E to guide the development of the retelling guide for the story you choose. Then make copies of the forms in Appendix C, Appendix G, and Appendix L to analyze and summarize the student’s reading. Make notes about what went well, questions you still have, tentative conclusions you reached about the reader. Support your conclusions with evidence from the miscue analysis.</p>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>February 3</b></p>	<ul style="list-style-type: none"> <li>• Discuss experiences with Procedure III.</li> <li>• Compare and contrast miscue analysis with <i>Running Record</i></li> <li>• Implications of reading assessments for instruction</li> <li>• ReQuest - One vehicle for book conversations and modeling with students</li> </ul>	<p>1) Read, make notes, jot down questions – <i>Examining Instructional Assumptions: Child as Informant</i> (provided in class)</p> <p>2) Read, make notes, jot down questions – Chapters 4-7 in <i>Teaching for Comprehending and Fluency</i>.</p> <p>3) Based on this week’s reading assignments, information you’ve read previously this quarter, and your experiences in public schools, draft a description of how you would organize <u>the time and content</u> for a primary literacy program (Grades k-2). Assume that you could devote up to two hours a day to literacy.</p>



<p style="text-align: center;"><b>6</b> <b>February 10</b></p>	<ul style="list-style-type: none"> <li>• Organization and structure of primary literacy programs</li> <li>• Organization and structure of upper elementary and middle school literacy programs</li> <li>• Writing learning objectives for literacy</li> <li>• Set up Try Out Teaching Groups</li> </ul>	<p>1) Read, make notes, jot down questions – Chapters 10 through 14 in <i>Teaching for Comprehending and Fluency</i>. 2) If you chose primary level texts for your choice books, be prepared to share information during class</p>
<p style="text-align: center;"><b>7</b> <b>February 17</b></p>	<ul style="list-style-type: none"> <li>• Types of books and thinking demands in a comprehensive reading program</li> <li>• Sharing of choice texts – Organizing time and content for literacy instruction in primary classrooms</li> </ul>	<p>1) Revise your draft of organization and content of a primary literacy program based on new information from class today. Hand in next week. 2) Prepare lesson plans and Try Out Teaching lessons. Hand in all lesson plans.</p>
<p style="text-align: center;"><b>8</b> <b>February 24</b></p>	<ul style="list-style-type: none"> <li>• Try Out Teaching (see chart at end of syllabus for assignments)</li> </ul>	<p>1) Write reflection to hand in about what went well in your Try Out Teaching, why you think so, what you might change, and why. 2) Prepare lesson plans and Try Out Teaching lessons. Hand in all lesson plans.</p>
<p style="text-align: center;"><b>9</b> <b>March 3</b></p>	<ul style="list-style-type: none"> <li>• Try Out Teaching (see chart at end of syllabus for assignments)</li> </ul>	<p>1) Write reflection to hand in about what went well in your Try Out Teaching, why you think so, what you might change, and why. 2) Make a chart or write a description of the literacy program at your observation site. Bring to class. 3) Read, make notes/chart, write down questions about Chapter 27 (Writing About Reading) in <i>Teaching for Comprehending and Fluency</i></p>
<p style="text-align: center;"><b>10</b> <b>March 10</b></p>	<ul style="list-style-type: none"> <li>• Putting it all together – review components of primary literacy program</li> <li>• Book-making</li> </ul>	<p style="text-align: center;">ENJOY YOUR SPRING BREAK!</p>

## TRY OUT TEACHING – Winter Quarter

**Before writing your PRIMARY LEVEL lesson plans for Try Out Teaching:**

Watch **Shared Reading** (video on reserve in Library). Pay attention to the ways the teacher directs students' attention, and engages them in responding to and discussing the big books she uses. This video has a component of teaching phonics in context. Pay attention to this and compare it to the way phonics is taught in **Phonics and Vocabulary Building**.

Watch **Phonics and Vocabulary Building** (on reserve in Library). Pay attention to the way the teacher uses rhythm and repetition to practice use of phonics.

Watch **Good Fit Books** (DVD on reserve in Library). Use this DVD to shape the Book Choice lessons. Also see pages 336 – 338 in *Teaching for Comprehending and Fluency*.

Read the Teachers' Guide for the Sunshine or Storybox books in the Library Curriculum Room. Here you will find guidelines for conducting a shared reading lesson and developing follow-up centers.

Also see pages 309-317 in *Teaching for Comprehending and Fluency* for information about conducting shared reading sessions.

**February 24<sup>th</sup> Try Out Teaching:** Create and submit a lesson plan for each of the following types of lessons. Each lesson should be NO LONGER THAN 15 minutes. Be prepared to teach the one by your name - that means finding and bringing the materials you need, including appropriate children's books, songs, games, etc. Use lessons from *Sunshine and Storybox Teachers' Guides* (Curriculum Room), your choice texts, teachers' guides in your classrooms (phonics and phonemic awareness) and *Teaching for Comprehending and Fluency* as models but create your own lesson.

A phonemic awareness lesson using songs or word games (rhyming, phoneme deletion, phoneme addition)

A phonics lesson using a word game, manipulatives, a song, student written stories, or contextualized in a story

Two Big Book shared reading lessons with directions for follow-up centers. One lesson should focus on predicting and confirming; the other should focus on non-fiction.

A book selection mini-lesson

	Group 1	Group 2	Group 3	Group 4
Phonemic Awareness				
Phonics				
Shared Reading Big Book (predicting and confirming)				
Shared Reading Big Book (non-fiction)				
Book selection				

**March 3<sup>th</sup> Try Out Teaching:** Create and submit a lesson plan for each of the following types of lessons. Be prepared to teach the one by your name - that means finding and bringing the materials you need. Use lessons from *Sunshine and Storybox Teachers' Guides* (Curriculum Room), your choice texts, teachers' guides in your classrooms, and *Teaching for Comprehending and Fluency* as models but create your own lesson.

- A vocabulary mini-lesson that uses acting
- A mini-lesson that helps young children identify dialogue
- A reader's theater lesson to promote fluency
- A plot mini-lesson using a flannel board (you need to make the flannel board and characters and use them during the lesson)
- Teaching a song and using for shared reading

	Group 1	Group 2	Group 3	Group 4
Mini-lesson – vocabulary with acting				
Mini-lesson – identifying dialogue				
Readers' Theater				
Mini-lesson – plot with flannel board				
Song as shared reading				