EDEE 617: Early Childhood Language and Literacies (PreK-Grade 3)
Spring 2017
Room 215
Thur: 4:00-6:45 p.m.

Instructor: Dr. Jennifer Barrett-Tatum
Office: School of Education, 86 Wentworth St, Room 218
Contact information: barrettmynesj@cofc.edu
865-405-8266 (cell-text before calling and during professional hours)
843-953-5821 (office)

Please use email as a primary form of contact

Office hours: Tuesday: 12:15 p.m.-2:45 p.m.
Thursday: 1 to 3:45 p.m.
Virtual office hours by appointment (Skype/FaceTime/Phone)
M-F

Required Readings:

Required technology:
Digital Device (iPad, tablet of any kind, laptop)
OAKS (all items receiving a grade must be turned in individually in Oaks)
Word
Understanding and use of digital applications such as Power Point, imovie, Voice Thread, or MovieMaker.
www.kahoot.it.com
Poll Everywhere

Scope:
This course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, viewing, and designing relevant to learners from Pre-K through 3rd grade. It emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacy within young children. (NCATE 1, 2b, 3a-e; NAEYC/EC 1, 4, 4a-c & 3; ACEI 2.1)

This course is intended to question what you know and to force you to be able to articulate what you learn about RECOMMENDED PRACTICE in literacy instruction.

Course Outcomes:
All teacher preparation programs in the School of Education (SOEHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOEHHP Conceptual Framework:

1. Understanding and valuing the learner
2. Knowing what and how to teach and assess and how to create an environment in which learning occurs
3. Understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher

Course outcomes are derived from the standards set forth by several organizations. The standards listed in parentheses at the end of each course outcome relate to those of the SOEHHP (School of Education, Health and Human Performance), IRA (International Reading Association), NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), NCATE (National Council for the Accreditation of Teacher Education), and the required South Carolina Standards (EDDA - South Carolina Education and Economic Development Act - SC 4), Safe Schools Climate Act/Bullying - SC 6), and ISTE (International Society for Technology in Education).

These standards define, respectively, expectations for the School of Education Health and Human Performance, early childhood teachers, and literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:

1. UNDERSTANDING AND VALUING THE LEARNER:
   - Demonstrates knowledge and understanding of first and second language development to design emergent literacy programs and strategies that build on students’ skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; SOEHHP Standard I, II, III, R2S 7).
   - Demonstrates an understanding of the different preconceptions, miscue patterns, and misconceptions that student may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; NAEYC/EC 1, 4b, 3; SOEHHP Standard V, R2S 2, R2S 3).

2. KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:
   - Models effective use of the English language (NCATE 2b; NAEYC/EC 4b; ACEI 2.1; SOEHHP Standard V).
   - Demonstrates a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOEHHP Standard II; SC 4, R2S 1).
• Demonstrate an ability to use effective **instructional strategies, technologies, and varied language activities** (including the use of children’s literature) to help students become strategic beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEC/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOEHP Standard III; ISTE, R2S 2, R2S 4).

• Demonstrate a thorough knowledge of the **lexicon, syntax, history, varieties, literature, and processes** of the English language/Language Arts (NCATE 2b & 3a-e; NAEC/EC 4 & 4a-c; ACEI 2.1; SOEHP Standard II; SC 4, R2S 5).

• Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; NAEC/EC 4b & 4a-c; IRA 2 and 4; SOEHP Standard III, R2S 1).

• Demonstrate the ability to communicate with, **guide, and assist parents** in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEC/EC 5 & 2; ACEI 5.3; SOEHP Standard V, R2S 5).

• **Design formative and summative assessments** to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design beginning instruction (NCATE 4 & 3a-e; NAEC/EC 3 & 4a-4b; ACEI 4; IRA 3; SOEHP Standard VI, R2S 3, R2S 4).

• Demonstrate the ability to organize and manage a classroom climate within which **all students have the desire to learn and to engage in emergent and early literacy** (NCATE 3a-e & 5b, 5d; NAEC/EC 4a-c & 5, 2; ACEI 1, 3.2; IRA 2 and 4; SOEHP Standard III & VI; SC 6, R2S 5).

(3) **Understanding Self as a Professional:**

• **View professional development as a career-long effort and responsibility** (IRA 5; SOEHP Standard IV, V, VII, R2S 6).

**Assignments:**

**Quizzes:** (10 points each = 40 points)

Four quizzes will cover information learned over the course. All examinations are content-based (from readings, in-class discussions, class notes) and cumulative. Quizzes are 15 minutes in length and are intended to be quick snapshots of your understanding of foundational literacy components. **Requests for make-up exams must be sent to teacher in writing prior to beginning of class period.**

**Professionalism** (Attendance, Preparedness, Demeanor, and Participation-15 points)
Prepare for the class, contribute, and ask questions. Be thoughtful and respectful. Class attendance is expected in both body and mind. There are 15 weeks of class; each week’s professionalism behaviors will determine points awarded.

Examples of quality professionalism:

- Bringing required readings and reflections submitted before class
- Asking questions
- Answering questions/responding to another student
- Active listening
- Making comments (should relate to material in the texts or course)
- Making comments that reflect connections between course content and relevant field experiences
- Collaborating well with peers

Things to avoid:

- Turning in assignments late, or failure to submit assignments. This includes Reading Responses, (unless you have a situation that has gained written approval from instructor)
- Multiple tardies/absences (detailed below)
- Repeated refusal to participate in class activities
- Texting, spending time online for non-class related browsing, working on coursework or reading for another class
- Isolating peers or avoiding collaboration
- Unprofessional comments in class towards another person (classmate, instructor, mentoring teacher, student)

Attendance Policy

- Class attendance is expected. Students are responsible for all content and assignments for each class. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.
- Students who qualify for SNAP must present their official letter from the SNAP office to the professor within the first two weeks of the course if they wish special accommodations.
- Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.
- Students who miss more than 2 classes (one week) will receive a one point deduction for each additional missed class session.
- Multiple tardies will also result in loss of professionalism points (after 2 tardies, a point is deducted for each following tardy). If you know that you will miss a class or be late for class, please notify me via email or text as soon as possible.
Students exhibiting unprofessional behaviors are subject to loss of a professionalism point per incident. Students will rate their own professionalism a minimum of twice during the semester as a means of reflection of their professional behaviors.

**Reading Response Concept Maps (2 pts each= estimated 18 points*):**

Language and Literacy learning is an active and social process. How we interpret texts varies based on our own personal beliefs and experiences. Individualized responses to readings will be recorded.

Reading responses should include your personal reflections and real life connections to the main concepts for learning in the readings. The logs may also include key professional vocabulary, concepts, or theories covered in the readings, and your own personal response and connections to these concepts.

Clear connections to the readings must be made. It is not simply a reading summary. It is a deeper reflection of critical ideas and questions you have about the reading.

Responses May Take the Form of the Following:

- A blog post
- A podcast
- A wiki page
- A completed quiz from RLR chapter(s)
- A video/audio debate on topics covered
- A graphic organizer
- A 2 page summary
- A kahoot you create for the class

***Class discussion points from each reading will be covered in the next class session’s Power Point. Please consider these points as areas of focus/reflection.***

**Phonics Work Stations (20 points):**

Phonics is an important part of early literacy instruction. Opportunities to learn phonics should take place in a variety of settings, including learning work stations.

- Stations should be **phonics** based (No sight words).
- Stations must be engaging and interactive. No worksheets. You will plan and create two work stations that will each cover a different phonics lesson and activity.
- Stations must be hands-on learning (with manipulatives)
- Each work station should have: 1) brief definition/description of the phonics skill, 2) an example of the skill, and 3) an activity for two to four children (may be group, partner, or individual with peer interactions). **This is not a worksheet in another format and should not be completed alone (ex, one child sorting cards alone is not accepted).**
You may work with a partner. While the project is collaborative, each individual must turn in both activities to Oaks to receive a grade. See rubric.

A graded copy of the rubric from a critical peer (not your partner) is due at the time of your submission. Both names (yours and critical peer) must be on the graded rubric. Failure to submit graded rubric will require a conference with both partners during office hours.

**Literacy lesson plan (40 points): Rough draft due 5 days prior to teaching lesson**

Each person needs to teach a reading/writing/word study section of a lesson plan. Each person is to plan his/her section and reflect on the section he/she taught individually. Within the body of the lesson plan, name who has planned and is teaching what parts of the lesson. Partners may provide feedback but one person is not to write the whole lesson/both sections.

Your lesson plan must comply with the lesson plan format provided on Oaks. The lesson must begin with a piece of quality children’s text to introduce the learning objectives. Your learning objective should be directly related to the ELA standard that has been selected to teach.

Lessons must include student practice of these standard-based objectives both individually and in a group/partner setting. Lesson plans must include a way to assess the children’s understanding of objectives. This assessment should be something tangible which you will look back on/evaluate to help you understand how many children learned the objective at a proficient level, and how many would need further experience and support. It will also help to reflect on how you might do the lesson differently in the future with another group of students. You must include a copy of any assessments and handouts you will use in your lesson plan for approval.

***Lesson plan development will be discussed extensively in class***

**Lesson Plan Approval:**

- A back and forth cycle of reflection and edits is designed to promote personalized scaffolding. Instead of performing the lesson and then rewriting the lesson, we will work one-on-one (one in person meeting you schedule and then virtually) to perfect your lesson plan before trying it out in the field.
- Set up your meeting with the instructor as soon as you have a draft, MUST be at least a week in advance of teaching the lesson.
- To have time to successfully complete this reflection cycle, lesson plans are due 5 days in advance of the day in which you are schedule to teach.
- Lesson plans must be organized in the required format for me to be able to review and provide feedback.
- For efficiency and accuracy, please leave in the instructor comments and make all revisions in a different font color. Once the final lesson plan has been approved by the instructor, you may delete comments and make font uniformly black.
Your final lesson plan must be approved 24 hours in advance before you are scheduled to teach (this means I will not be rereading and approving edits the night before you are scheduled to teach). If lesson plan is not approved 24 hours before teaching, late penalties for the assignment will be applied. The lesson plan needs to be approved by both your instructor and your cooperating teacher.

**Lesson Reflection:**

**THIS IS NOT THE SAME AS YOUR FIELD REFLECTION** (turning in your field reflection to this course will earn a zero for this assignment)

Your lesson plan must be taught and formally evaluated by your mentoring teacher, or your CoC supervisor, (not a peer) using some form of written feedback.

A reflection with named focus items (as seen in rubric) is due within 48 hours of completing your approved lesson. This should include your thoughts as well as address any feedback provided by the cooperating teacher. If your teacher is late in providing the written feedback, then reflect within 48 hours, submit, and then create a new file and resubmit on Oaks with the information included (don’t save on top of your old file because then I can’t see you submitted on time). I encourage you to take a picture of whatever they have written the day of your lesson so you are not sitting around waiting for them to type it or scan it to you.

You will be graded on your planning and reflection. The feedback form and reflection count as 10 of the 40 overall points. See Rubrics.

***If you are having difficulty scheduling your lesson or gaining the standards/objectives for the lesson from your cooperating teacher, meet with me during my office hours.***

**Due:** (initial draft due a minimum of one week prior to teaching and must be approved 48 hours before your scheduled date-varies by person)

**New Literacies Project (40 points):**

- You and a partner will create one digital activity for students, grades prek-3, to engage in multiple literacy skills for furthering knowledge in a social studies or science grade level standard of your choosing. The activity must cover one SC standard-based 1) ELA skill/objective and 2) one social studies or science standard (you have to teach both in interdisciplinary format). These must be clearly written/stated, and defined within the activity (Name the standard and objective and then say what it means in “kid speak”).
- This activity must be age appropriate and meant as a digital activity for students to complete without the teacher. The activity must involve new and critical literacies. (See Lapp and Woods articles).
- The activity must be interactive, engaging, and developmentally appropriate. It is not a “sit and see” activity (Ex. an interactive reading map instead of a video and a worksheet). See universal design readings or refer to edu tech resources.
Activity may be in a website, Smart Notebook, Point Point, iMovie, Voicethread, etc. (your choice for medium selection but it must be multimodal).

- As critical literacies involve promoting and building upon local knowledge, this presentation will use local locations, landmarks, wildlife, famous people to connect to the SS or Sci standard.
- Additionally you must also represent standards from various “perspectives,” (ex. teach plant cycles through the growth of rice from the perspective of plantation owners, enslaved people, local merchants, etc). In other words your local “theme” must be related to the Low Country and the perspectives of differing cultures/people within.

Please see rubric for more details. See Oaks for project examples.

*** Critical partnerships should be created based on digital platform (ex. voicethread teams with other voicethread teams).

DUE IN GOOGLE DRIVE:
Submit completed draft to critical partners by (TBA) p.m. in Google Drive (instructor will check for timely submission, failure to submit in Google Drive by deadline will result in the loss of points per the rubric).
Use rubric to score and provided feedback. Upload feedback in partners’ Google Drive folder.
Critical partners must provide graded feedback rubrics to partners at least 48 hours in advance of due date.

DUE IN OAKS: Your final project or a link to your project by midnight of the due date
- Failure to meet the required submission times outlined in the syllabus will result in the immediate loss of points (see rubric).
Contact instructor if you have not received critical feedback within 48 hours of due date.***

Readers Workshop Week of Lesson Plans (10 points per day, 50 pts total, see rubric)
May work with partner: For this assignment you must establish a reader’s workshop for a five day cycle (include time frames). Your lessons must include the format detailed in your Reader’s Workshop reading (please see the readings for specific details). There must be:
- a whole group mini-lesson
- whole group lessons must include a read aloud (may be a longer book with parts read each day). Selected book or books should have a completed attached quality checklist
- activities for your students (can be literacy stations) that align to what you taught in the mini-lesson
- 3 guided reading groups with lesson plans for each group
• What book(s) are they reading? If the groups are lower level books then it would be a new book per day b/c each book only has about 10 pages with few words.
• What is your guided reading mini-lesson (need standard)? (think 5 mins)
• What questions do you plan to ask based on Bloom’s Taxonomy and your guided reading standard?
• How will you collect data on students in small group?
• What activity/pages will the group participate in once it leaves you?
• How often during the 5 day cycle will you meet with group and for how long?
• What type of assessment might you provide the group/individuals at the end of the 5 day cycle?

➢ Daily closing

**Professional Development Literacy Instruction Paper (40 points):**
In this paper you will select a specific area of instruction related to a literacy skill that you would like to learn more about (eg. Decoding of large words or inferencing) and conduct a brief review of literature concerning effective instructional strategies. In about 5 pages you should introduce the literacy skill and why you have selected it, then summarize what the literature says are effective strategies for improving children’s development of this skill. It is very similar to a literature review, but not as extensive. It is important to organize this review by grouping like strategies into subheadings. The final section of the paper should be a personal connection to your own teaching (now or in the future) and how you might incorporate these strategies to improve your students understanding of the literacy skill. *(See Rubric)*

**Assignments/Grading Breakdown:**

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<th>Assignment</th>
<th>Points</th>
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<td>Quizzes</td>
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<td>Professionalism</td>
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<tr>
<td>Reading Responses</td>
<td>18</td>
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<td>Phonics Work Stations</td>
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<tr>
<td>Literacy Lesson Plan, Evaluation, and Reflection</td>
<td>40</td>
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<tr>
<td>New Literacies Project</td>
<td>40</td>
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<tr>
<td>Reading Workshop Weekly Plans (5 days)</td>
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<tr>
<td>Professional Development Literacy Instruction Paper</td>
<td>40</td>
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<td>Bonus: Recorded (video) read aloud (05 points)</td>
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<td><strong>Total</strong></td>
<td><strong>262</strong></td>
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</table>
College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

What is the official College language about classroom disruption? Code language that guides our responses to classroom disruption can be found in the Student Handbook: A Guide to Civil and Honorable Conduct.
The Student Code of Conduct specifically forbids disruption or obstruction of teaching, research, administration, disciplinary proceedings other college activities, including its public-service functions on or off campus, or other authorized non-college activities when the act occurs on college premises. (Student Handbook, p.11 - 14)

The Classroom Code of Conduct (from the President’s Advisory Committee) covers specific principles of civil conduct expected in a college classroom:

- Do not cut classes, come in late or leave early.
- Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable.
- Turn off cell phones, pagers and all other electronic devices.
- It is rude and unacceptable to talk with classmates while the professor (or another student who has the floor) is talking.
- Visible and noisy signs of restlessness are rude as well as disruptive to others.

(Student Handbook, pp. 58-59)


Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html

**Grading**

**ASSIGNMENTS SHOULD BE TURNED IN COMPLETE AND ON TIME. DO NOT EMAIL FINAL VERSIONS OF ASSIGNMENTS THAT ARE SUPPOSED TO BE SUBMITTED ON OAKS. ASSIGNMENTS ARE CONSIDERED LATE IF THEY ARE NOT SUBMITTED WHEN CLASS BEGINS. FAILURE TO SUBMIT ASSIGNMENTS ON TIME WILL RESULT IN THE LOSS OF ONE PROFESSIONALISM POINT. EACH DAY PAST THE DUE DATE RESULTS IN A REDUCTION OF 10% OF THE TOTAL EARNED POINTS.**

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work).

Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators.

Please use the resources around you to proofread and to edit your work. The Writing Lab also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.
# Course Calendar

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic to be discussed</th>
<th>Reading/Assignment due</th>
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</table>
| Class 1 | Jan 12 | Introduction & course overview  
What is literacy?  
Syllabus Scavenger Hunt  
Critical Friends  
Literacy Frameworks  
What the literature says about literacy success  
Pretest online | *Bring print or digital copy of syllabus to 1st class (email if unable)  
Ch. 5 (break away take away)  
https://docs.google.com/document/d/1BmYxqc-s0XEW1dmJCQQ1CSo2C998VAdmgK3QDKOu5E0/edit?usp=sharing  
ALL Watch:  
https://www.youtube.com/watch?v=EJfzYrMbwP4  
https://www.youtube.com/watch?v=Djz82FBYiug  
https://www.youtube.com/watch?v=i46xKEkzs8 |
| Class 2 | Jan 19 | Approaches to Reading and Reading Instruction  
Early Literacy Learning: Ages 3-5 | (RR due)  
RLR: Ch.1 AND 2  
https://www.youtube.com/watch?v=frMZr8UGPl&list=PLF12B19E9577296CA (watch)  
RLR Chapter 4 pp.79-102  
**In Class: Newsletter** |
| Class 3 | Jan 26 | Phonological Awareness | (RR due)  
1) RLR Ch. 5 (pp.125-140)  
All Oaks:  
2) Literacy Beginnings Ch.8  
3) Word Study Work Stations by Diller (pp 75-90) |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Instructions</th>
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<tr>
<td>Class 4</td>
<td>Feb 2</td>
<td>Phonemic Awareness and Letter Identification: Early Reading/Writing Stages</td>
<td>Bring a sample of child’s writing to class Quiz 1 (RR due) 1) WIS Ch. 1 pp. 4-19 (Oaks) 2) WIS: Ch.2 23-30; 40-43; 49-50; 53-54 3) Emergent Writing by Mayer 4) White (OAKS) (Oaks)**workstations info Before class: Decide on what phonics standard/grade level (sc or ccss) *** Phonics Workstation Outlines due by the end of class</td>
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<tr>
<td>Class 5</td>
<td>Feb 9</td>
<td>Phonics Review Phonics Workstation</td>
<td>Phonics Workstations Due Quiz 2 (phonics concepts) (RR due) 1)Universal Design and Multiliteracies by Michael (OAKS) 2)Watch one video or podcast: <a href="http://www.colorincolorado.org/videos/webcasts">http://www.colorincolorado.org/videos/webcasts</a> (bring a one page bulleted info sheet to share with classmates, do not include in RR) 3)Lenski. Alternative Assessments for ELLs (Oaks)</td>
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<td>Class 6</td>
<td>Feb 16</td>
<td>UD and differentiation in instruction LESSON PLAN REVIEW (Don’t forget to set up a conference) APP HUNT</td>
<td>(RR due) 1)Universal Design and Multiliteracies by Michael (OAKS) 2)Watch one video or podcast: <a href="http://www.colorincolorado.org/videos/webcasts">http://www.colorincolorado.org/videos/webcasts</a> (bring a one page bulleted info sheet to share with classmates, do not include in RR) 3)Lenski. Alternative Assessments for ELLs (Oaks)</td>
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<tr>
<td>Class 7</td>
<td>Feb 23</td>
<td>Literacy Dev. And Instruction Ages five to seven</td>
<td>(RR due) 1)RLR Ch.7 (pp.183-207) 2) RLR Ch. 8 (pp.221-231) <a href="http://www.readingrockets.org/search?cx=00499782769959338140%3Anpffrzhp78&amp;cof=FORID%3A11&amp;ie=UTF-8&amp;as_q=building+fluency">http://www.readingrockets.org/search?cx=00499782769959338140%3Anpffrzhp78&amp;cof=FORID%3A11&amp;ie=UTF-8&amp;as_q=building+fluency</a> (watch one video from the list and report at least 3</td>
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<td>Class 8</td>
<td>Feb 23</td>
<td>Fluency, Accuracy, and Fluency Comprehension</td>
<td>main findings in class)</td>
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<td>(RR due) 2) RLR Ch.8 (pp. 232-241) 3) RLR Ch.9 (pp.249-275)</td>
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<td><a href="https://www.youtube.com/watch?v=uBodoRs_sZ4">https://www.youtube.com/watch?v=uBodoRs_sZ4</a></td>
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<td>(<a href="https://www.youtube.com/watch?v=XlinS_N3WZM">https://www.youtube.com/watch?v=XlinS_N3WZM</a>)</td>
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<p>| Class 9 | Mar 2 | Choosing and Using Quality Literature Activity and Rubrics Creating Critical Literacy Skills Review Extra Credit Review 5 day lesson plan | (RR due) 1) RLR Ch.12 (pp.349-358) 2) Explore concepts in <a href="http://about.uniteforliteracy.com/2014/08/diversity-in-childrens-books-is-big/">http://about.uniteforliteracy.com/2014/08/diversity-in-childrens-books-is-big/</a> 3) Lapp (2012). New Literacies in Lit Instruction (Oaks) (Bring 3 children’s books you think are great) |</p>
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<thead>
<tr>
<th>Class</th>
<th>MAR 16</th>
<th>Reading Block Instruction and Design</th>
<th>Guided Reading (Oaks) (RLR Ch.12 pp. 359-end)</th>
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<tr>
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<td>Reading Workshop</td>
<td><a href="http://www.readersworkshop.org/">http://www.readersworkshop.org/</a></td>
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<td><a href="https://www.teachingchannel.org/videos/">https://www.teachingchannel.org/videos/</a>...</td>
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<td></td>
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<td></td>
<td>Free online tools:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><a href="http://www.lauracandler.com/strategies/">http://www.lauracandler.com/strategies/</a>...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>RR Due-TOPIC:</strong> How do you organize the reading block by time and activity? What ideas does this give you? What questions do you have?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>HW:</strong> Look at the RR 5 day plan assignment and rubric. Bring questions to class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>MAR 23</th>
<th>Read Alouds Pre/During Reading Centers Graphic Organizers (pt1)</th>
<th>(RR due)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1) Bennett Ch.4 (75-83 only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Barrett-Mynes article on R.A. and Graphic Organizers</td>
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<td></td>
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<td></td>
<td>3) RLR Ch.10 pp. 297-305</td>
</tr>
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<td><a href="https://docs.google.com/document/d/14vwb87qneL28PYzYifcT1yyc223RC6m5B7To2lp-4/edit?usp=sharing">https://docs.google.com/document/d/14vwb87qneL28PYzYifcT1yyc223RC6m5B7To2lp-4/edit?usp=sharing</a></td>
</tr>
</tbody>
</table>

*Work on 5 day lessons*
<table>
<thead>
<tr>
<th>Class 12</th>
<th>Mar 30</th>
<th>Post Read Alouds/Reading Centers Graphic Organizers (pt2)</th>
<th>IN CLASS READING: Rigorous Reading pp.22-37; pp. 52-67 (OAKS) 5 DAY LESSON PLANS DUE IN OAKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>*Go over new literacies project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 13</th>
<th>APR 6</th>
<th>Disciplinary and Digital Literacies (RR due) Disciplinary Literacies by Gillis (OAKS) 1) Wood. Bridging Print and Digital Literacies (Oaks) 2) Doyle. New Literacies, a Primer for Teachers (Oaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>OUTLINE OF LITERACY PROJECT DUE for approval via email Friday at Noon:</strong> 1) what are your standards 2) what is your low country theme 3) what media will you use 4) how is it interactive? When approved: make a folder with your project name/title in the following google drive; include a google doc within the folder with 2 sections 1) areas of strength, 2) things to consider by Fri at noon)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://drive.google.com/folderview?id=0B69b6Ab4iQZpSUhUUl1GRnRXO">https://drive.google.com/folderview?id=0B69b6Ab4iQZpSUhUUl1GRnRXO</a> U0&amp;usp=sharing</td>
</tr>
</tbody>
</table>

Commented [WU4]: update
### Class 13 (April 13)
- Review new and disciplinary literacies
- Grade project using rubric
- Go over final paper

**Quiz 4**
- Video/audio/photo due for project
- Class work day

*Project sent to critical partners for review by **Friday at 6pm.**
*Graded Rubric sent to your critical partner and uploaded in your oaks file no later than 6 p.m. on **Sunday.**
*EMAIL PEERS AND UPLOAD TO OAKS CRITICAL FEEDBACK (AKA they have it and I have it)

### Class 14 (APR 20)
- New Literacy Project Critical Partner and Edit Day
- Alternative Activities for Comprehension and Writing (drama in the classroom)

**Due in Google before class period: 1)**
- Final Draft of Project (file or link Share in Google Drive with class; put in folder with project name, be sure to have feedback doc)

**DUE IN OAKS by midnight Final project or link to project**

### Final (By or before 10 p.m. on Thur May 4th)
- Professional development literacy instruction paper. If you submit more than 48 hours in advance I will provide feedback and allow you make revisions.(keep my comments on the side and highlight revisions)

### Reading Reflections

<p>| Reflection Components | 0.5 points (One or more of the following categories may result) | 1 point (All of the following categories must be met to receive full) |</p>
<table>
<thead>
<tr>
<th>Literature Connection</th>
<th>Connections to readings are not obvious or explicit</th>
<th>Clear connections are made to assigned text readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Language</td>
<td>Reflection does not use the professional language and terminology presented in the class texts</td>
<td>Reflection clearly contain the professional language and terminology presented in class texts</td>
</tr>
<tr>
<td>Application Connections</td>
<td>Reflection do not relate to observed, experienced, or considered literacy learning and instruction</td>
<td>Reflection relates to observed, experienced, or considered literacy learning and instruction application for the future.</td>
</tr>
</tbody>
</table>

**Literacy Lesson Plan Rubric**

<table>
<thead>
<tr>
<th>Follows Format</th>
<th>1-2 points</th>
<th>3-4 points</th>
<th>5-6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan is missing 2 or more of the required sections OR all of the sections have minimal information and reader cannot enact plan due to lack of information.</td>
<td>Lesson plan is missing one of the required sections as seen in required format. OR Lesson plan provides minimal information in the sections such that someone reading or following the lesson plan is unsure as to how to proceed.</td>
<td>Lesson plan is organized, all sections are present, each section is clearly described so that reader, observer, or a substitute could follow the lesson plan.</td>
<td></td>
</tr>
<tr>
<td>Use of literature for Mini-lesson</td>
<td>No children’s literature/text is used to teach lesson; selected</td>
<td>Children’s literature/text is used to teach lesson objective</td>
<td>Children’s literature is selected that closely aligns to...</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>children's literature does not align with lesson objective</td>
<td>but is somewhat unclear about how it will be used or how connection to objective is made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lesson objective</td>
<td>use of the text is made clear, objective for text reading and connections is explicit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided and Individual Practice</td>
<td>No mention is made of use of instructional techniques for student practice (whole, partner, or individual), techniques discussed do not align with objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective for text reading and connections is explicit</td>
<td>Multiple instructional techniques for student practice (group/partner and individual) are clearly stated and well aligned to objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>No mention of teacher or student peer or self-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documented assessment is present but vague, no mention of student peer or self-assessment</td>
<td>Documented assessment is present (requires something written, photographed, notes taken, etc. to refer back to help make instructional decisions). It is clear how assessment will be used to inform learning and future teaching. Peer or self-assessment is included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiation</td>
<td>Plan does not have any differentiation for diverse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan is missing (or unclear) modifications or accommodations</td>
<td>Plan includes thorough modifications or accommodations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student learners listed (DLLs, cognitive, physical, behavioral)</td>
<td>listed (DLLs, cognitive, physical, behavioral)</td>
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<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
</tbody>
</table>

**Lesson Reflection Rubric**

<table>
<thead>
<tr>
<th>1 Point</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection includes strengths and areas in need of growth</td>
<td>Minimal discussion, does not directly address</td>
</tr>
<tr>
<td>Reflection addresses Teacher/Supervisor's Written feedback* (MUST be included)</td>
<td>Minimal discussion, does not directly address</td>
</tr>
<tr>
<td>Reflection uses professional language from course readings</td>
<td>Minimal discussion, does not directly address</td>
</tr>
<tr>
<td>Reflection includes data summary from student assessment</td>
<td>Minimal discussion, does not directly address</td>
</tr>
<tr>
<td>Reflection addresses how assessment data could inform future instruction for students</td>
<td>Minimal discussion, does not directly address</td>
</tr>
</tbody>
</table>
practice, and those who were not proficient after lesson and practice.

*ADEPT form may serve as written feedback

### Phonics Work Station Rubric

<table>
<thead>
<tr>
<th></th>
<th>0-3pts</th>
<th>4-7pts</th>
<th>8-10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity ELA CC standard(s) and objective</td>
<td>ELA standard(s) or objective not listed, or listed standards do not match activity's learning objective</td>
<td>ELA CC standard(s) is listed, but there is no clear learning objective for activity listed or listed objective does not meet/match the standard</td>
<td>ELA CC standard(s) and activity objective is listed. The standard(s) and objective are aligned. The objective is written in child friendly language. There is an example of the objective.</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials are not listed. Materials are not present in diagram or picture</td>
<td>Materials are either only partially listed. Materials are only partially represented. Materials may not be age level appropriate.</td>
<td>All materials are listed and represented and are age level appropriate.</td>
</tr>
<tr>
<td>Developmentally appropriate</td>
<td>Activity and objectives are not age level appropriate, or do not relate to phonological awareness</td>
<td>Activity and objectives are age appropriate but the connection to phonological awareness skills are unclear/vague, or connection to phonological skills is clear but the activity is not engaging or multimodal.</td>
<td>Activity and objectives are explicit and age level appropriate. The activity was created at the developmental level of selected age level, and are engaging and</td>
</tr>
<tr>
<td>Children’s Directions/Procedure</td>
<td>Children’s directions for following activity are not present or are not clear enough to be understood.</td>
<td>Children’s directions are present but somewhat vague/unclear/too complex. Children or player cannot play game in full.</td>
<td>Children’s directions are present. They are short, clear, and easy to follow. They do not include multiple steps within one sentence. A child can pick up the game and play without an adult.</td>
</tr>
<tr>
<td>Model/Diagram</td>
<td>Models or diagrams were not created, photographed, and uploaded to OAKS. A single activity was not brought to class.</td>
<td>Some models or diagrams were created, photographed, and uploaded to OAKS. A single activity was brought to class but missing pieces.</td>
<td>Models or diagrams were created, photographed, and uploaded to OAKS. A single activity was brought to class in complete form.</td>
</tr>
</tbody>
</table>

**Professional Development Literacy Instruction Paper Rubric**

<p>| Introduction/ explanation of the literacy skill for instruction and why you chose it | 0-1 Point: Skill is mentioned but not explained | 2-4 Points: Skill is defined and reason for selection is described | Comments |
| Review of effective instructional methods for addressing skills | 0-3 Points per method: Instructional method is mentioned but research | 4-7 points per method: Instructional method is described but not enough detail is | 8-10 per method: Instructional method is described well enough reader could try to | Comments |</p>
<table>
<thead>
<tr>
<th></th>
<th>supporting effectiveness is not described.</th>
<th>provided to understand how to implement method. Research describing effectiveness has no details to understand its generalizability or validity</th>
<th>implement, research explaining instructional effectiveness has enough information to understand validity and generalizability</th>
<th>Organization</th>
<th>0</th>
<th>Paper is not organized but appears more as a line of thoughts</th>
<th>2-3</th>
<th>Paper has some organization but is missing transitions and headings/subheadings</th>
<th>4</th>
<th>Paper is well organized, has headings/subheadings, and has helpful transitions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA STYLE</td>
<td>0</td>
<td>APA style for citations and references were not used</td>
<td>1</td>
<td>APA style for citations and references were used but contained multiple errors</td>
<td>2</td>
<td>APA style for citations and references are corrected incorporated</td>
<td>Comments</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Helpful Websites

For College Success:
http://www.collegeparents.org/members/resources/articles/your-college-student-investing-enough-time-studying
http://paws.kettering.edu/~ktebeest/courses/studytime.html

Literacy Education
www.readingrockets.org
www.readingrockets.org
http://www.sesamestreet.org/games
www.storylineonline.com
www.readingrecovery.org/professional-learning
http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html
www.starfall.com

For College Success:
http://www.collegeparents.org/members/resources/articles/your-college-student-investing-enough-time-studying
http://paws.kettering.edu/~ktebeest/courses/studytime.html

Literacy Education
http://www.readwritethink.org/search/?resource_type_filtering=6-16-18-20-126&resource_type=16
www.readingrockets.org
www.readingrockets.org
http://www.sesamestreet.org/games
www.storylineonline.com
www.readingrecovery.org/professional-learning
http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html
www.starfall.com
SC STATE STANDARDS:

Family Friendly SC Standards
http://www.scfriendlystandards.org/elementary.htm