



UNIVERSITY OF MARYLAND DEPARTMENT OF SPECIAL EDUCATION
EDSP 416/616 READING & WRITING I
SPRING 2015
Wednesdays 1:15-4:00/EDU 0212

Instructor

Dr. Ana Taboada Barber
Office: 1311 B Benjamin Building
Email: ataboada@umd.edu

Teaching Assistant

Peet Smith
Office: 1311 G Benjamin Building
Email: peetsmi@umd.edu

Course Description

EDSP 416/616 is the first course in the Special Education Reading and Writing course sequence. Both EDSP 416/616 and 484/684 emphasize the importance of scientifically-based reading research and address competencies in the following four areas: Processes and Acquisition of Reading and Writing, Instruction of Reading and Writing, Materials for Reading and Writing, and Assessment for Reading and Writing Instruction. EDSP 416/616 fulfills the Maryland State Department of Education (MSDE) requirements for Materials for Reading. Within the Response to Intervention (RTI) framework, EDSP 416/616 focuses primarily on Tier 1/Tier2 reading and writing in inclusive general education settings, and EDSP 484/684 emphasizes Tier2/Tier 3 reading and writing in both inclusive and more restrictive settings. Thus, primarily, this class will (a) expose teachers to a variety of texts to be used in teaching reading and explain strategies for selecting and evaluating materials and (b) show teachers how to use a balanced program of graphophonics, semantics, and syntactics in teaching reading. The class will also review processes and acquisition of reading and assessment of reading instruction as needed for students to develop an integrated understanding of how to teach reading. As reading and writing are intimately related, the course will also focus on both topics.

Course Format

The course combines lectures with large and small group discussions, required readings, cooperative learning activities, simulated experiences, and audio-visual aids. Active participation of students is expected and required.

Required Text

Gunning, T.G. (2014). *Assessing and Correcting Reading and Writing Difficulties, A Student-Centered Approach*. 5th edition. Boston: Pearson

Additional Readings (Posted on ELMS)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.

(2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention*

for reading in the primary grades. A practice guide. Washington, DC: Institute of Education Sciences, U.S. Department of Education.

Zucker, Ward, & Justice (2009). Print Referencing During Read-Alouds: A Technique for Increasing Emergent Readers' Print Knowledge. *The Reading Teacher*, 63(1), 62–72.

Rasinski et al. (2009) Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence. *Reading & Writing Quarterly*, 25(2), 192-204.

Professional Standards

This course addresses many professional standards for special education teachers. The course content covers **Maryland State Department of Education Priorities on Accommodations, Modifications, and Adaptations** that relate to the teaching of reading and writing as well as **Council for Exceptional Children (CEC), The Interstate Teacher Assessment and Support Consortium (InTASC) Standards** and **The College of Education Conceptual Framework (CF)** in terms of Knowledge and Emerging Commitments.

Maryland Teacher Technology Standards: Through class activities, M.Ed. certification students complete the following Maryland Teacher Technology Standards from MSDE (*Individual Technology Development Plan Professional*):

Lesson Plan Assignment:
Standard V
Indicator 1 (Assess student's instructional needs to identify the appropriate technology for instruction.)
Indicator 6 (Develop an appropriate assessment for measuring student outcomes through the use of technology.)
Writing Assignment:
Standard IV
Indicator 1 (Research and analyze data related to student/school performance)
Indicator 2 (Apply findings and solutions to establish instructional and school improvement goals.)

College of Education Technical Standards/Foundation Competencies Policy: specifies professional criteria expected of all Teacher Candidates. Performance that meets Technical Standards is expected across all professional settings, *including university-based coursework and field placements*. Each Teacher Candidate and University Supervisor complete the Technical Standards evaluation at the end of each field placement experience. Additional Standards evaluation forms may be completed if concerns arise in any professional setting and be reviewed along with candidates' performance across all program requirements and coursework. Continuation in EDSP teacher certification program depends on satisfactory completion of all coursework and satisfactory ratings on Technical Standards.

Accommodations for Students with Disabilities: If you have a documented disability and wish to

discuss academic accommodations, please contact us as soon as possible. For information on accommodations see www.counseling.umd.edu/DSS

Assistance for Students in Distress: If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301-314-7651 for resources or referrals

Student Support Service: Help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS), a division of the Counseling Center. Location is 2201 Shoemaker Bldg. (301) 314-7693 www.inform.umd.edu.

Academic Integrity

It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. On each assignment you turn in, you should print and sign the pledge: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.* For assignments submitted electronically, submission implies signing the pledge. For more information on the Code of Academic Integrity or the Student Honor Council, visit <http://www.shc.umd.edu>

In the context of this course, academic dishonesty includes: fabricating observations, references, student data, or reflections; copying text or ideas from another source (article, book, website, or video) without properly citing. In your written assignments you should use *your own words* to demonstrate your knowledge of the content. Do not simply rewrite word-for-word what was in the article(s) unless you use quotation marks to denote the text copied verbatim.

COURSE POLICIES

Attendance: Regular attendance is required for successful completion of this course. Each class will require participation in activities & discussion (see grading). If you miss class, it is *your responsibility* to obtain notes and other essential information covered in class (i.e., the explanation of upcoming assignments) from other students or during office hours. Please be aware of this.

Excused Absences University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing. Any absences that lack such documentation are unexcused. A reasonable effort should be made to notify the instructor in advance of the class. If a student is absent more than 2 time(s), the instructor may require documentation signed by a health care professional.

Assignments:

Specific requirements and scoring rubrics for all assignments are available on ELMS. **All assignments must be submitted by the start of class on the date they are due.**

Late Assignments: Except in the case of unforeseen and extraordinary circumstances, late assignments will be penalized one letter grade per day.

Extra Credit: Each assignment is designed to demonstrate of an essential skill of successful literacy instructors; NO opportunities for "extra credit" will be available.

Resubmission/Revisions: Assignments may not be revised & resubmitted for a higher grade. Do your very best the first time. It is your responsibility to familiarize yourself with the assignment requirements and grading rubrics prior to turning in an assignment.

Request for Feedback: Assignment drafts will not be revised by the instructor (or teaching assistant) for feedback before submission. Students can ask specific questions about assignments but not submit their assignments for feedback in advance of the final version of them.

Grading Policy

In this class, assignments are opportunities for you to consolidate your learning and to demonstrate your understanding on topics discussed in class. Grades will be based on the quality of the a) content and b) writing of the work you submit so proofread!).

The following grading scale will be used in this class:

100-97 = A+	96-93 = A	90-92 = A-	Excellent Work
89-87 = B+	86-83 = B	80-82 = B-	Good Work
79-77 = C+	76-73 = C	70-72 = C-	Acceptable Work
69-67 = D+	66-63 = D	60-62 = D-	Inadequate Work
Below 60 = F			Unacceptable Work

- A+, A, A- denotes excellent mastery of the subject and outstanding scholarship
- B+, B, B- denotes good mastery of the subject and good scholarship
- C+, C, C- denotes acceptable mastery of the subject
- D+, D, D- denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree
- F denotes failure to understand the subject and unsatisfactory performance

Quality points will be assigned as follows: A+, A, A- = 4.0; B+, B, B- = 3.0; C+, C, C- = 2.0; D+, D, D- = 1.0; F= 0.0. **Program and course requirements specifying attainment of a C average or a C grade as a minimum standard will be satisfied by earning a grade which is assigned 2 quality points (e.g., C+, C, C-).** The grades of D+, D, and D- receive no quality points in graduate courses.

ASSIGNMENTS

Category	Percentage of Grade
Class Contributions (10 possible points)	10%
Assignments	
- Emergent Literacy (36 possible points)	20%
- Writing (30 possible points)	
Lesson Plans	
- Phonics (20 possible points)	20%
- Reading Comprehension (20 possible points)	
Lesson Plan Modeling (10 possible points)	10%
Midterm Exam (85 points)	15%
Resources Portfolio (36 points)	15%
Portfolio Presentation (10 possible points)	10%
TOTAL	100%

Class Contributions [InTASC 10; CF Subject Matter; Pedagogy]

Because of the amount of information covered in this course, regular attendance is essential.

It is expected that you will:

- Attend all class sessions. Class begins promptly at 1:15pm
- Come *prepared* by having completed required readings and with all necessary materials.
- Participate and positively contribute in all whole class discussions, paired or small group discussions & activities.
- Actively engage in all small group and whole group discussions & activities.
- Products of in-class activities (i.e., lesson planning, written responses, exit tickets etc.) may be collected and evaluated.
- In the event of an absence, notify the instructor via email in advance. Please note that in most cases the activities missed cannot be "made up".
- Use of electronic devices such as, but not limited to, cell phones, iPods, iPads or laptop computers for personal or other non-class related uses during class is strictly prohibited. We will discuss this on the first day of class.

NOTE: Although PowerPoint presentations will be available on ELMS, some essential information will be presented in class only, and you will need to take notes beyond what is provided on the slides. You can print out the PowerPoint presentation and bring it to class if you would like a copy. Please note that I may make changes to PowerPoint presentations after I post them.

The following rubric will be employed to assess **Class Contributions**. Approximately half way through the course, I will ask you to evaluate yourself using the rubric below. I will then provide my evaluation and you will receive an average mid-point participation score. We will repeat the process at the end of the course for another average participation score. The sum of these two will derive in your final contributions score. This system should help you monitor the quality of your professionalism, participation, and contributions toward our class.

Class Contributions Rubric

	10	9 - 6	5 - 0
Attendance & Punctuality	Attends <u>every class</u> and <u>always</u> arrives on time. Consistently respects and adheres to the class schedule including, but not limited to, timed breaks.	Misses no more than 1 or 2 classes during the semester. Arrives late/leaves early no more than 2 times to class during the semester. Regularly respects and adheres to the class schedule including, but not limited to, timed breaks.	Frequently misses class. Frequently arrives late to class (arriving anytime after class start time) or needs to leave early regularly. Inconsistently respects and adheres to the class schedule including, but not limited to, timed breaks.
Participation	<u>Consistently participates fully without prompting in every aspect of class</u> (General class discussion, discussions of readings,	Regularly participates in every aspect of the class without prompting. Rarely engages in	Occasionally participates (with or without prompting) in every aspect of class.

	<p>simulations, role plays, peer reviews, or other activities).</p> <p>Does <u>not</u> engage in unrelated conversations or unrelated work.</p> <p><u>Phones and other electronic devices are not visible and are silent for the duration of the class.</u> Laptop computers are only used to take notes, or to access relevant course materials as instructed- <u>NOT used for internet or emailing.</u></p>	<p>unrelated conversations and unrelated work.</p> <p><u>Phones and other electronic devices are rarely visible and are silent for the duration of the class.</u></p> <p>Laptop computers are regularly used to take notes, or to access relevant course materials as instructed. Occasionally student is on email or internet.</p>	<p>Engages in unrelated conversations or work.</p> <p>Engages in texting/emailing during class time. Laptop computer used to access unrelated work, social networking sites, or email during class time.</p>
Preparation	<p>Reads <u>every</u> assigned reading and <u>comes to class ready to discuss and provide thoughtful, reflective comments</u></p> <p><u>Always</u> brings required coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials.</p>	<p><u>Reads most assigned readings and comes to most classes</u> ready to discuss and provide thoughtful, reflective comments</p> <p>Regularly brings required coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials.</p>	<p>Frequently comes to class unprepared. This is evident in <u>very infrequent participation</u> in class activities.</p> <p>Regularly fails to bring coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials.</p>

Emergent Literacy Assignment [InTASC 4, 7; CF Subject Matter; Pedagogy; EC 5 – Innovation and Creativity]

The objective of this assignment is for you to become familiar with concepts of emergent literacy and how to lead emergent readers into print referencing and dialogic reading during a read aloud. Specific information on the assignment will be provided in class and on ELMS.

Select a picture book you would read aloud to emergent readers.

- Cite the book using APA style (refer to APA examples on ELMS).
- Summarize the book in a sentence or two.
- Plan out where you would incorporate each of the **5 types of Dialogic reading prompts and 10 Print Referencing Targets** (Zucker, Ward & Justice, 2009)
 - Each should be ***labeled*** with the name of the specific type of prompt.
 - Photocopy/scan pages from the book and use post-its or notes to mark where prompts will be used. To ensure your prompts do not get lost, please mark the book

with post-its before photocopying. You do not need to copy the entire book, just the pages where you have planned prompts.

- This assignment may be turned in hard copy or electronically via ELMS. You may not submit the actual book.

Writing Assignment. The objective of this assignment is for you to become familiar with objectives for writing content and conventions.

When submitting Assignments to ELMS:

Please use this standard file-naming convention -- FirstInitial_LastName_Name of Assignment.doc **J_Smith_EL.doc**

NOTE: More detailed instructions & the scoring criteria, will be available on ELMS.

Lesson Plans [InTASC 2, 3, 4, 5, 7, 8; CF Subject Matter; Pedagogy; CEC ICC4S3, ICC7S10]

You will design two literacy lesson plans. The ***first lesson plan will be on Phonics*** and the ***second will be on Reading Comprehension***. You will need the following instructor-provided tools to develop the lesson plans: (1) a description of a small group/individual for which the lesson plan will be written, (2) a format that must be followed for the lesson plan, and (3) a rubric by which the lesson plan will be assessed. You will be provided time in class to discuss your lesson plan and get feedback on your lesson plan from a partner. Lesson plan may be shared with the instructor and teaching assistant during class (specific periods will be afforded for this). Please read the instructions carefully prior to bringing these the instructor or sharing these with your peers, so you can receive high-quality feedback on your draft and/or ideas.

When submitting Lesson Plans to ELMS:

Please use this standard file-naming convention -- FirstInitial_LastName_Name of Assignment.doc

J_Smith_PhonicsLesson.doc

J_Smith_CompLesson.doc

Lesson Plan Modeling. You will prepare to model one of the two lesson plans (phonics or comprehension) to either all of your fellow students in the course or a group of them. You will model the lesson including the materials as if you were teaching it. You will be assessed by your peers on whether you meet the lesson objectives, your clarity and other key components of the lesson. A rubric to assess your lesson modeling will be posted on ELMS

Midterm Exam. [InTASC 4, 5; CF: Subject Matter; Pedagogy, CEC ICC9S8]

You will have a midterm exam halfway through the semester. The exams will cover information presented in **readings** and **in-class lectures**. Format will include multiple choice, matching, short answer, and essay questions. One full class period (2 hours 45 minutes) will be allotted for completion of this exam.

Resources Portfolio

[InTASC 4, 6, 8, 9; CF Subject Matter; Pedagogy EC 4 – Reflection; EC 5 – Innovation and Creativity; EC 7 – Specialist Competence; CEC ICC4S3, ICC9K4, ICC9S8]

You will create an organizational system and begin a collection of literacy resources to use in your career. You will collect resources for the following six components:

- | | | |
|---------------------------|--------------------------|------------|
| 1. Phonological Awareness | 2. Phonics | 3. Fluency |
| 4. Vocabulary | 5. Reading Comprehension | 6. Writing |

Each component should have its own tab, under which you will file the 3 following resources (**each resource is worth 3 possible points; therefore each tab/component is worth 9 possible points**):

1. **Assessment Tool** – This could be a copy of a measure you might use to assess this component of literacy. Include a statement of what the tool assesses (i.e. "DIBELS ORF measures oral reading fluency.") and short T-chart noting the pros/cons of the tool. You must have a copy of the measure so that you can actually use the tool in the future. [Educational Goals and Assessment]
2. **Lesson Samples** – This can include student work samples, or samples of lessons or assignments you'd like to use in the future. For each piece, include a 1-2 sentence description of what you particularly like about it. *The lesson samples created for class will count toward this requirement. [Pedagogy]
3. **Annotated Photograph or Print Out:** Photographs of classroom materials, structures, and activities. Include a note (roughly 1/2 –1 page) which includes: (a) **Description:** A description of the materials and their location/organization; (b) **Purpose:** The purpose of the material/activity. Based on what you know of literacy instruction, and what you found out from the teacher, identify the literacy skills/strategies the activity encourages; (c) **Your thoughts** of how you might use or adapt this for your own practice. [Pedagogy]

Note: Items discussed or presented in class (handouts, assessments, scoring rubrics, activity ideas) can be included in this resource portfolio.

Portfolio Presentation. You will prepare and present a 10-minute PowerPoint that that summarizes the portfolio assignment. You will choose 3 of the 6 components you included in your portfolio and focus on those for the presentation. You will have between 7 to 10 minutes to share your materials and the reasons for including them. Your presentation should include:

- Description of the 3 resources (assessment tool, lesson samples, annotated photograph or print out) for each of the 3 components you chose (e.g. ,fluency)
- Rationale (reason why) for each resource. Reasons should include: How the resources contributes to assessing and facilitating learning of that specific component? And why /how it helps you in teaching that specific topic within literacy (e.g., phonemic awareness)?

A rubric for your presentation will be posted on ELMS.

Note on Writing.

Because communication is a central skill of effective educators, you will be held to high standards in your writing. You are expected to follow the professional writing standards and citation format of the American Psychological Association (APA) Style Guide Version 6. **Assignments should be carefully edited for spelling, usage, and clarity before submission. Failure to do so will result in a penalized grade.**

Resources Used in Class:

Doing What Works Website: <http://dww.ed.gov/>

IRIS Website: <http://iris.peabody.vanderbilt.edu/index.html>

Reading Rockets Website: <http://www.readingrockets.org/>

Vaughn Gross Center Materials <http://www.meadowscenter.org/vgc/materials/default.asp>

Florida Center for Reading Research <http://www.fcrr.org/>

Course Evaluation

Participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Because communication is a central skill of effective educators, you will be held to high standards in your writing. You are expected to follow the professional writing standards and citation format of the American Psychological Association (APA) Style Guide Version 6. **Assignments should be carefully edited for spelling, usage, and clarity before submission. Failure to do so will result in a penalized grade.**

Resources Used in Class:

Doing What Works Website: <http://dww.ed.gov/>

IRIS Website: <http://iris.peabody.vanderbilt.edu/index.html>

Reading Rockets Website: <http://www.readingrockets.org/>

Vaughn Gross Center Materials <http://www.meadowscenter.org/vgc/materials/default.asp>

Florida Center for Reading Research <http://www.fcrr.org/>

Course Evaluation

Participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Class	Date	Topic & Essential Questions	Readings for class	InTASC, CF, and CEC Standards	In Class Assignment	Due on ELMS (1:15pm)
1	1/28	<p><u>Introduction to Literacy Difficulties</u> --What does it mean to read? Why is it important?</p> <p>--Why do some students have difficulty reading and writing?</p> <p>--What's special about Special Education?</p> <p><u>Overview of Reading Assessment</u> --What are the 5 areas of reading identified by the NRP?</p> <p>--How does Response to Intervention impact assessment of struggling readers?</p> <p>--How can we use formal and informal assessments to identify students with difficulties, help monitor their progress, and inform our targeted instruction? (IRIs, CBMs)</p>	<p><u>Chapter 1 Intro to Lit Diff</u></p> <p><u>Chapter 3 Overview of Assess</u></p> <p><u>Chapter 4 Placing Ss and PM</u></p>	<p>InTASC 1, 2, 4</p> <p>CF Learners; Social and Cultural Contexts; EC 1 – Equity & Diversity EC 2 – Advocacy</p> <p>CEC ICC1K5, ICC2K1, ICC9S10 InTASC 2, 5, 6</p> <p>CF Subject Matter; Educational Goals and Assessment Pedagogy; Curriculum</p> <p>CEC ICC1K5, ICC6K4, ICC8S5</p>		

2	2/04	<p><u>Emergent Literacy</u> --How does literacy develop?</p> <p>--How can we use books to teach concepts about print, develop oral language, and stimulate comprehension? (Dialogic Reading)</p> <p>--What is Phonemic Awareness and how does it differ from Letter Knowledge and Phonics?</p> <p>--How can we develop phonemic awareness in our students?</p> <p><u>Review Emergent Literacy Assignment</u></p> <p><u>Phonemic Awareness & Phonics</u> --How is phonemic awareness assessed?</p> <p>--How can we systematically & explicitly teach letter-sound correspondence?</p> <p>--What materials and activities can we use to teach letter-sound correspondence?</p> <p><u>Review Phonics Lesson Plan Assignment</u></p>	<p><u>Chapter 7 Emergent Lit and Prevention Prog</u></p> <p>Zucker et. al (2009)</p> <p><u>Chapter 8 Teaching Phonics/HF W/Fluency - stop at "High Frequency Words" page 282</u></p>	<p>InTASC 1, 2, 3, 4, 5, 8</p> <p>CF Learners Pedagogy; Curriculum</p> <p>CEC ICC2K1; ICC4S3; ICC5S4; ICC6K4 InTASC 1, 2, 4, 8</p> <p>CF Learners; Subject Matter; Pedagogy; Curriculum; Educational Goals and Assessment</p> <p>CEC ICC2K1; ICC4S3; ICC5S4; ICC7K2</p>		
---	------	--	--	---	--	--

3	2/11	<p><u>Phonics & Spelling</u></p> <p>--How can we assess encoding & decoding?</p> <p>--What are methods we can use to teach children who struggle with encoding and decoding words?</p> <p>--What types of books and materials are most appropriate for supporting phonics learning?</p>		<p>InTASC 1, 2, 6, 7, 8</p> <p>CF Learners; Subject Matter; Pedagogy; Curriculum; Educational Goals and Assessment</p> <p>CEC ICC2K1; ICC4S3, ICC7K2, ICC8S5</p> <p>CEC ICC4S3; ICC5S4, ICC7K2</p>		<p>Emergent Literacy Assignment DUE</p>
4	2/18	<p><u>High Frequency Words & Advanced Phonics</u></p> <p>--How should we teach high frequency words?</p> <p>--How should we teach irregular words?</p> <p>--How can syllabic analysis help readers?</p> <p>--What are the syllable patterns and how do they help students decode?</p> <p><u>Midterm Review</u></p>	<p><u>Chapter 8 Teaching Phonics/HF W/Fluency pp. 282 – 302</u></p> <p><u>Chapter 9 Syllabic, Morphemic, Contextual Strategies to pp. 318 (stop at Morphemic Analysis)</u></p>			<p>Phonics Lesson Plan DRAFT</p>
5	2/25	*** MIDTERM EXAM ***				
6	3/04	<p><u>Fluency</u></p> <p>--What are the components of fluency?</p> <p>--Why is fluency important?</p> <p>--How do you assess fluency?</p> <p>--What classroom practices and</p>	<p>Rasinski et al. (2009)</p> <p><u>Chapter 8 “Fostering Fluency” p. 293 –end of chapter</u></p>	<p>InTASC 1, 2, 4, 6, 7, 8</p> <p>CF Learners; Subject Matter; Pedagogy; Curriculum; Educational</p>		<p>Phonics Lesson Plan FINAL – DUE</p>

		materials support building fluency?		Goals and Assessment CEC ICC1K5, ICC2K1, ICC4S3, ICC8S5		
7	3/11	<p><u>Morphemic Analysis & Vocabulary</u></p> <p>--How can morphemic analysis support word recognition & comprehension for struggling readers?</p> <p>--How do you select vocabulary words to teach?</p> <p>--What are evidence based methods for teaching vocabulary?</p>	<p><u>Chapter 9</u> pp. 318-end of chapter</p> <p><u>Chapter 10 Building Vocab</u></p>	<p>InTASC 1, 2, 4, 6, 7, 8</p> <p>CF Learners; Subject Matter; Pedagogy; Curriculum; Educational Goals and Assessment</p> <p>CEC ICC2K1; ICC4S3; ICC5S4; ICC7K2</p>		
3/18		**Spring Break**				

8	3/25	<p><u>Reading Comprehension</u> -What skills and strategies make up reading comprehension? -Why do some students struggle to understand what they read? -How can I assess comprehension? What are the paramount reading comprehension strategies? How can we build a reading comprehension lesson to effectively teach strategies? How do multi-component programs, such as Collaborative Strategic Reading (CSR) and Reciprocal Teaching, teach reading comprehension? <u>Review Reading Comp. Lesson Plan Assignment</u></p>	<p><u>Chapter 11</u> <u>Building Comp</u> <u>Chapter 12</u> <u>Reading to Learn/Content Areas</u></p>	<p>InTASC 1, 2, 4, 7, 8 CF Learners; Subject Matter; Pedagogy; Curriculum Educational Goals and Assessment CEC ICC2K1, ICC4S3, ICC5S4; ICC7K2 InTASC 2, 6, 4, 7, 8 ICC4S3; ICC7K2, ICC8S5</p>	Reading Comp Lesson Plan IDEA	
9	4/01	<p><u>Writing</u> -- Writing and spelling development --Why/How do some students struggle with written expression? --What is typical/atypical development in writing? --How can struggling writers be supported in a Tier 1 classroom using a workshop approach? --How can writing be assessed?</p>	<p><u>Chapter 13</u> <u>Building Writing Strategies</u></p>	<p>InTASC 1, 2, 4, 7, 8 CF Learners; Subject Matter; Pedagogy; Curriculum; Educational Goals and Assessment CEC ICC2K1, ICC4S3, ICC7K2</p>		Bring copy of Comp. Lesson Plan DRAFT

10	4/08	<u>Lesson Plan Modeling</u> <u>In-class Presentations</u>				Reading Comp. Lesson Plan FINAL DUE
11	4/15	<u>Writing</u> -- Why is strategy instruction particularly important for struggling writers? --How can teachers incorporate strategy instruction in writing? --How can I use data to plan my next steps of instruction for students in need of Tier 2 supports in writing?	<u>Chapter 5</u> <u>Assess of Rdg and Writng Processes</u> pp. 141-147 (Assessing Writing, stop at Spelling) Watch Writing and Spelling at http://www.readingrockets.org/shows/launching/writing	InTASC 1, 2, 3, 4, 6, 7, 8 CF Learners; Subject Matter; Pedagogy; Curriculum; Educational Goals and Assessment		
12	4/22	<u>Bringing it All Together: Comprehensive Literacy Instruction and RTI</u> --How do I design a classroom that supports literacy development? --What should we look for in evaluating core and supplemental reading programs? --How can we match texts to readers?	Gersten, et al (2008).	CEC ICC4S3, ICC5S4, ICC7K2, ICC8S5 CF Learners; Subject Matter; Educational Goals and Assessment; EC 6 – Responsible and Ethical Action CEC ICC1K5, ICC5S4		Writing Assignment DUE
13	4/29	<u>Resource Portfolio Presentations:</u> <u>Half of the class presents</u>				Final Portfolio Due

14	5/06	<u>Resource Portfolio</u> <u>Presentations:</u> <u>Half of the class presents</u>				
----	------	--	--	--	--	--