



Marshall University

College of Education and Professional Development

CI 343 WI READING IN THE ELEMENTARY GRADES, K-6: PART I Course Syllabus Spring 2020

CI 446 WI READING IN THE ELEMENTARY GRADES, K-6: PART 2 Course Syllabus Spring 2020

M/W 1:00 – 3:20 Jenkins Hall LL10

Dr. Mindy Allenger

Associate Professor

Marshall University

Curriculum & Instruction / Literacy Education

Contacting the Instructor

Students can contact me via e-mail, phone, or in person during office hours.

Phone: (304)696-2855

E-mail: allenger1@marshall.edu

Office: Jenkins Hall #107A (*within office door #107 Special Education*)

Office Hours

Tuesday 11:00 – 2:00 pm *email to confirm*

Wednesday 9:00 – 11:00 am *email to confirm*

Thursday 11:00 – 2:00 pm *email to confirm*

Always email to confirm that I will be available during those office hours/ Other days by appointment

Course Description from the Catalog and Co-requisites:

CI 343 Study of modern techniques and practices in the teaching and assessment of reading and language arts: Part 1

CI 446 Study of modern techniques and practices in the teaching and assessment of reading and language arts: Part 2

Credit Hours: 3 and 3 Writing Intensive Teacher Candidates will use writing to strengthen their understanding of the core content. These writing opportunities will consist of low stakes (little/no grade) and high stakes (larger process writing assignment worth higher percentage of points).

Field Experience: Candidates will be required to complete a 15-hour field experience in a K-2 grade classroom observing reading/language arts teaching and assessing methodology and implementation.

Candidates will be required to complete a 15-hour field experience in a 3-5 grade classroom observing reading/language arts teaching and assessing methodology and implementation. This must be completed weekly as the course content progresses.

Requirements for field experience: All teacher candidates must have the following completed prior to entering a school to complete required field or clinical hours. Copies of each should be presented to Dr. Allenger and to the school on your first day. You can not pass this class without completing your clinical hours.

Clinical ID Badge: Badges can be purchased for \$5.00 in Drinko Library. Your ID badge must be worn at all times in a school.

Background Check: West Virginia law mandates that all persons entering a school or having contact with students must have completed a background check. Each county and school has the right to deny admittance based on the results of the background check. It is the procedure of the Marshall University School of Education that every student will obtain a background check prior to placement.

You must have had a background check by www.Castlebranch.com or another third party vendor to be permitted into a school. Marshall University has chosen www.Castlebranch.com as an approved provider of background checks for our students. **Marshall's code is MB06**, and the fee is \$46.00 for this service if this is your first time completing your background check. If it is a **recheck, the package code is MB06R**, and there is a reduced fee. All fees are the responsibility of the student. A background check is required **annually** during your field or clinical experiences. Background check must be valid through the end of the field or clinical placement (April 20, 2020).

The background check is due to your course instructor by January 22, 2020 – that you have started the process. Your clinical placement will be held until you have completed the background check. Being neglectful of completing the requirements on time will result in a field placement discrepancy if you do not complete the entire 30-hour field experience in the designated timeframe, which will also result in an incomplete until all hours are completed.

Additional Course Requirement: National Board (NBPTS) Alignment Session

You are required to attend an informational session that will provide you with an overview of the National Board Professional Teaching Standards and the format of the required writing elements in one or more assignments associated with this course. You will be given a certificate for verification that you attended and received the information. I must see the certificate to give you credit for the National Board Alignment assignment.

Required Resource: An active LiveText membership is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by the College to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. You have the opportunity to use your account for secure online storage of all of your academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties. Please contact Dr. Watson if you have issues with your LiveText subscription, watson@marshall.edu.

Course Rationale:

The major purpose of this course is to familiarize prospective teachers with the important aspects of elementary developmental reading instruction and assessment procedures. Teacher candidates will need to become knowledgeable about the reading process, skills necessary for the process, factors that influence the process, assessment of literacy strengths and weaknesses, and ways to motivate students to become readers both inside and outside the classroom. These courses are part of a 2-part instructional sequence focused on the pedagogy of reading instruction and assessment. Writing skills and strategies will be a priority in numerous learning experiences.

University Policies:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Required Texts: We use this almost EVERY live class meeting!

Fox, B. J. (2014). *Phonics and Word Study, for the teacher of reading*. (Eleventh Edition). Boston, MA: Pearson

Reutzel, R. D., & Cooter, R. B., Jr. (2013). *The essentials of teaching children to read: The teacher makes the difference*. (3rd edition). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Diversity Requirements: Teacher candidates will participate in class discussions emphasizing teaching students with diverse needs. Teacher candidates will include special considerations to meet students with various learning styles, intellectual capabilities, cultural differences, and emotional and behavioral needs within all plans and activities, demonstrating differentiation of instruction in all assignments. We will integrate International Children's Literature to improve cultural understanding.

Social Justice: The College of Education has made a commitment to fostering social justice. Students will uphold this commitment by demonstrating respectful treatment of all human beings regardless of race, sex, ethnicity, age, religion, sexual orientation, social class, and abilities. I will do my best to ensure that all class members and their ideas are treated respectfully.

***Dates to Remember:** <http://www.marshall.edu/calendar/academic/>

ATTENTION: ELEMENTARY READING TEST (5203)

As of July 2014, all candidates are required to pass an Elementary Reading Test for state certification. This may be taken at any time, but it is required to receive a state certified teaching license. Student teachers who have taken this test have recommended taking it after completing CI 343 and CI 446 because of the large amount of phonics knowledge required for the test.

Turning in Assignments:

Turn in assignments on the dates due, during class. If you know you are going to be absent on a due date, make arrangements with me to turn your assignment in before that particular class or you may have another student turn in your assignment. Please note: you accept the responsibility for having another student turn in your assignment. **Five points per day, not per class meeting** will be deducted from your grade for late work.

Spelling and Grammar Specifications:

Educators are role models for students in many areas, language being one of them. If a teacher expects his/her students to speak and write using correct spelling and grammar, then he/she must first model this for them. Therefore, all written work will be penalized for grammatical and spelling errors at a rate of one point per error at instructor's discretion. **Any assignments containing significant grammatical and/or spelling errors will be given back to the teacher candidate to redo. Any work given back will automatically be cut in grade by 20%.** Please refer to proofreading checklist attached!

Revised Work:

Analyzing and revising one's work are important steps to becoming a proficient writer. Thus, there are SIX opportunities for assignments that may be revised for a final grade. Revision suggestions will be provided on each first submission. The writing process will be used so each step of the process will be shared, reviewed, revised and finally edited.

Attendance/Participation/Dispositions Policy:

It is expected that you attend each class session and be on time. Attendance is taken at the beginning of each class; thus, **it is the teacher candidate's responsibility to alert the instructor of attendance if he/she is tardy**. If you do not attend a regularly scheduled class session, it is considered an absence, even if you make arrangements to turn in your work prior to class.

Unexcused Absence: If a teacher candidate is absent from 3 class sessions, his/her final course grade will be dropped one letter grade because this is an 8 week course (that would be 4 absences if stretched out over 16 weeks). If a candidate is absent from 4 or more class sessions, his/her final course grade will be dropped by two letter grades. *This is a methods course – which is full of interactive learning techniques and strategies that you will learn and practice for your future classroom.*
Inclement weather, praxis exams, excused illness, etc is not considered an absent.

It is the student's responsibility to make up any missed assignments and to obtain the notes and handouts. All quizzes must be taken and assignments submitted on the scheduled day unless **prior** arrangements are made with the instructor. In-class participation points cannot be made up.

*If a candidate misses at least half of a course session, the absence will be counted as half a class.

****Attendance/participation/dispositions count for a portion of your final grade.**

Dispositions:

- Prepared and organized
- Punctual
- Responsive to feedback
- Effective in group interaction, showing openness to the needs and views of others
- Self reflective
- Listens and respects other points of view
- Honesty and integrity are evident in interactions and decisions
- Uses appropriate communication
- Listens respectfully when others are talking
- Attentive—**Texting/other phone usage during class is a sign of utmost disrespect to the person talking—texting/other phone usage during class WILL affect your participation grade!**
- In other words, think about the type of students you would like to have in your class when you become a teacher; be that type of student!

All phones and distracting watches MUST be put away during class until the break.

Assessment of Learner Outcomes: Teacher candidates will demonstrate their mastery of course content and materials through the following venues:

Writing Strategies and product: Measurable gains in conveying content learning through writing and writing processes

Exam: Exams on assigned reading as well as information/notes given during class (Comprehension)

Quick Writes: Short, in-class writing assignments to prompt critical thinking of daily topics (Critical thinking/Problem solving)

Phonics Quizzes: Word attack quizzes from *Phonics and Word Study*: **Candidates must pass each of the word attack quizzes at 90% or above accuracy level. You will have two attempts.**

Lesson Plan: Written lesson plan on one of 5 pillars (phonemic awareness, phonics, primary vocabulary, comprehension and fluency) of reading instruction (Application); LiveText assignment

Reflective National Board Paper: Reflective journaling of the school field experience (Critical thinking/Communication)/National Board for Professional Teaching Standards (NBPTS) assignment all in writing stages

Project: Development of game/manipulative to support reading instruction of the first 2 pillars. (Comprehension, Peer Collaboration)

Strategy Presentation: Present a strategy, short lesson, or technique related to phonemic awareness or phonics. (Presentation/Communication)

iPad Demonstration: Partners will share an app that corresponds with literacy topic

Morning Meeting: Partners will lead the class in morning meetings

Class Attendance and Participation: points given for each live meeting of attendance and participation, not participating, tardy, cell phone use, etc – will result in losing those points

Final Exam In class partner writing exam

Participation 5 pts weekly (In class assignments, quizzes, quick writes, reading checks, and group work are part of the daily participation points as well as disposition. Out of class preparation/research may be required prior to participating in some in class assignments. 35 points per CI 343/ CI 446)

* In class assignments will not be made up if you are absent. Only with a doctor's excuse or other excused absence, per the instructor's discretion, will you be permitted to make up class assignments. These must be submitted upon your return to the class.

Grading Scale:

92 - 100	A
83 - 91	B
74 - 82	C
65 - 73	D
Below 65	F

CI 446

Evaluation, Due Dates, and Topics *Tentative* Schedule

use pencil to put dates into your planner

Date	Reading/Topic	Assignment	Due	Points
Week of March 2	Vocabulary Supplemental	Strategy Presentation Participation Phonics and Word Study #6 Vocabulary Exam Strategy Presentation 2 inch binder still brought to class	Various Weekly total March 6 March 4 various	20 pts 35 pts 10 pts 50 pts 30 pts
Week of March 9	Fluency TCR 142-165	Vocabulary Text Sets Phonics and Word Study #7 Lesson Plan draft – <i>Print & bring To class</i>	March 11 March 13 March 11	20 pts 10 pts 5 pts
Week of March 16	Fluency TCR 142-165	Phonics and Word Study #8 Fluency Exam Final Lesson Plan	March 20 March 18 March 20	10 pts 50 pts 30 pts
Week of March 23	Spring Break	Extra credit – read aloud to a child and document reading stage & evidence	Potential 5pts	0 required
Week of March 30	Fluency connection			
Week of April 6	Comprehension TCR 218-264 Graphic Organizers	Phonics and Word Study #9	April 4	10 pts.
Week of April 13	Comprehension Strategies TCR 218-264	Phonics and Word Study #10 Comprehension Exam Final Draft of National Board Observation Paper	April 10	50 pts 50 pts
Week of April 20	Final is comprehensive of all semester – use notes and text	Register for Reading Praxis Final - Dear Reading Teacher <i>Upload Observation to LiveText Upload Lesson Plan to LiveText</i>	YES! April 29	40 pts

End of 2 nd 8 weeks course – grades posted at end of semester
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Bibliography

- Antonacci, P.A., & O'Callaghan, C. M. (2006). *A handbook for literacy: Instructional and assessment strategies, K-8*. Boston, MA: Pearson.
- Bear, D. R., Invernizzi, M., Templeton, S. & Johnston, F. (2008). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. New Jersey: Pearson Education, INC.
- Clay, M. M. (2005). *An Observation Survey*. New Zealand: Heinemann Education.
- Cooper, J.D., & Kiger, N. D. (2011). *Literacy assessment: Helping teachers plan instruction*. Australia: Wadsworth.
- Cox, C. (2002). *Teaching language arts: A student- and response-centered classroom*. (4th edition). Boston: Allyn and Bacon.
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- Eanes, R. (1997). *Content area literacy: Teaching for today and tomorrow*. Albany: Delmar Publishers.
- Gambrell, L., Mandel Morrow, L. & Pressley, M. (2007). *Best Practices in Literacy Instruction*. New York: The Guilford Press.
- Gunning, T. G. (2010). *Assessing and correcting reading and writing difficulties*. Boston, MA: Allyn & Bacon.
- Gunning, T. G. (2000). *Phonological awareness and primary phonics*. Boston: Allyn and Bacon.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, Maine: Stenhouse Publishers.
- Heilman, A. W., Blair, T. R., & Rupley, W. H. (2002). *Principles and practices of teaching reading*. (10th edition). Upper Saddle River, NJ: Merrill Prentice Hall.
- Jennings, J. H., Caldwell, J. S., & Lerner, J. W. (2010). *Reading problems: Assessment and teaching strategies* (6th edition). Boston, MA: Allyn & Bacon.

Johnson, D. D. (2001). *Vocabulary in the elementary and middle school*. Boston: Allyn and Bacon.

Kriete, R. & Davis, C. (2016). *The Morning Meeting*, 3rd edition. Turners Fall, MA: Northeast Foundation for Children, Inc.

May, F. B., & Rizzardi, L. (2002). *Reading as communication*. (6th edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Norton, D. E., & Norton, S. E. (2003). *Language arts activities for children*. (5th edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Payne, R. K. (1996). *A Framework for Understanding Poverty*. Highlands, TX:

Ray, B., & Pancake, J., Cabell County Reading Specialists.

Richardson, J. (2001). Cabell County Consultant for Balanced Literacy

Ruddell, R. B. (2002). *Teaching children to read and write: Becoming an effective literacy teacher*. (3rd edition). Boston, MA: Allyn and Bacon.

Yopp, R.H., & Yopp, H.K. (2001). *Literature-based reading activities*. (3rd edition). Boston: Allyn and Bacon.

Phonics and Word Study

Quiz #	Pages	Quiz Date	Your Score
1	15-25		
2	157-166		
3	29-38		
4	37-52		
5	53-69		
6	71-84		/
7	93-124		
8	126-155		
9	167-192		
10	193-220		
You must pass each quiz with a 90%			

COLLEGE OF EDUCATION

Elementary Education FIELD EXPERIENCE

EVALUATION FORM



Semester _____ Year _____ ID Number: _____

Teacher Candidate: _____

E-mail Address: _____ Grade Level: _____

Complete Name of School: _____ County: _____ State: _____

Course: CI 343 Instructor: Dr. Mindy Allenger

- D = Distinguished: Consistently exceeds mastery of objective being assessed.**
- P = Proficient: Consistently demonstrates mastery of objective being assessed.**
- B = Basic: Inconsistently demonstrates mastery of objective being assessed.**
- U = Unsatisfactory: Lacks mastery of objective being assessed.**
- N = Not observed**

**** THIS EVALUATION SHOULD BE BASED ON TEACHER CANDIDATE'S CURRENT LEVEL OF EXPERIENCE.**

TEACHER CANDIDATE DISPOSITIONS	D	P	B	U	N
APPEARANCE: Candidate is neat, well-groomed, and dressed as outlined in the student teaching handbook.					
ATTENDANCE: Candidate is prompt and regular in attendance. Proper notification given when late or absent. Days absent _____ Times tardy _____					
ATTITUDE/COMPOSURE: Candidate maintains poise in unexpected/difficult situations; is positive and supportive.					
FLEXIBILITY: Candidate makes adjustments in interactions based on student learning and behavior.					
CONFIDENTIALITY: Candidate maintains confidentiality concerning student information.					
INITIATIVE: Candidate shows initiative in volunteering to assist with students or in the classroom.					
PREPARED: Candidate is prepared each day with necessary materials.					
FOLLOWING INSTRUCTIONS: Candidate understands and follows instructions.					
COMMITMENT TO STUDENTS: Candidate believes that all students can learn; treats students equitably in a positive learning environment.					
Course Requirement: Participate in Literacy Learning Activities					
Course Requirement: Read aloud					

Please check activities in which this teacher candidate was engaged:

- | | |
|--|------------------------------------|
| _____ Tutoring/assisting individual students | _____ Working with small groups |
| _____ Teaching lesson(s) | _____ Assisting with grading, etc. |
| _____ Participating with students in classroom activities and assessment | |

Other (if applicable): _____

Association for Childhood Education International
Elementary Education Standards (ACEI)
(highlight for lesson planning)

Course Objectives:

Writing Skill development and writing strategies improved on learning and conveying content knowledge.

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction

that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

WV PROFESSIONAL TEACHING STANDARDS (WVPTS)

STANDARD 1: CURRICULUM AND PLANNING

Function 1A: Core Content -- The teacher has a deep knowledge of the content and its intra-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work in this century.

Function 1B: Pedagogy -- The teacher has a deep knowledge of the art of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.

Function 1C: Setting Goals and Objectives for Learning –The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn and that allow formative and summative assessment.

Function 1D: Designing Instruction – The teacher involves students whenever appropriate in designing instruction in a manner that engages student in a sequence of meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.

Function 1E: Student Assessments – The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

STANDARD 2: THE LEARNER AND LEARNING ENVIRONMENT

Function 2A: Understanding intellectual/cognitive, social, and emotional development – The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

Function 2B: Creating an environment of respect and rapport – Teachers show their respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language that communicates interest in students as individuals and encourages student collaboration.

Function 2C: Establishing a culture for learning – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

Function 2D: Implementing classroom procedures – The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.

Function 2E: Managing student behaviors – The teacher collaborates with students to carefully plan a mutually-agreed upon set of behaviors and clearly defined actions and consequences for the learning environment that assures a focus on learning.

Function 2F: Organizing the learning environment – The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

STANDARD 3: TEACHING

Function 3A: Importance of Content - The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

Function 3B: Communicating with Students -- The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

Function 3C: Questioning and Discussion Techniques - The teacher practices quality questioning techniques and engages students in discussion.

Function 3D: Student Engagement - The teacher designs lessons that motivate student learning and engage students in intellectual involvement with deep understanding of the content.

Function 3E: Use of Assessments in Instruction -- Both summative and formative assessment provide balance to an instructional program and are essential to the effective instructional repertoire.

Function 3F: Demonstrating Flexibility and Responsiveness –The teacher recognizes the needs of the students within the multiple dimensions of teaching by capturing “teachable moments.”

STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

Function 4A: Professional Learning: The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on changing how to learn, teach and work in a global and digital society.

Function 4B: Professional Learning Communities: The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.

Function 4C: Reflection on Practice: The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.

Function 4D: Professional Contribution: The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.

Function 5C: Learning-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learning-centered culture.

Function 5D: Student Support Systems – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.

Function 5E: Student Management Systems – The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.

Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.

Function 5G: Strategic Planning/Continuous Improvement – The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.

Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Function 5I: Ethical Standards: The teacher models the ethical standards expected for the profession in the learning environment and in the community.

NCTE (National Council of Teachers of English)/IRA (International Reading Association) **STANDARDS FOR THE ENGLISH LANGUAGE ARTS**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

LUMINA PATHWAYS STANDARDS

Specialized Knowledge (SK)

Applied Learning (AL)

Broad, Integrative Knowledge (BIK)

Civic Learning (CL)

Intellectual Skills (IS)

Course Objectives	ACEI Standards	WVPTS	NCTE/IRA	LUMINA	Activities	Assessment*
Comprehend the components of the reading process in relation to K-6 pupils as to foundation and utilization	1.0, 2.1, 3.1, 3.3	1,2,3	3,6,7,8,9	SK 1,2	Chapter readings, group activities, classroom demonstrations, simulations, quick writes, field experience	Article critique, reflective journal, lesson plan
Analyze the principles of teaching reading	1.0, 2.1	1,2,3	3,6,7,8,9,10,11	SK 1,2 IS1	Chapter readings, group activities, classroom demonstrations, simulations, field experience	Exam, article critique, lesson plan, reflective journal, phonics quizzes
Comprehend and communicate developmental characteristics of children at K-6	1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5	2	3,6,9	SK1, 2 IS1 AL3	Chapter readings, group activities, classroom demonstrations, simulations, quick writes, field experience	Exam, article critique, lesson plan, reflective journal, quick writes
Critically consider different purposes for reading instruction at K-6 grade levels	1.0, 2.1, 3.1, 3.2, 3.3, 3.4	1,2	1,2,3,4,5,6,7,8,11,12	SK1 IS1	Quick writes, chapter readings, group activities, simulations, class demonstrations, field experience	Lesson plan, reflective journal, article critique, quick writes
Comprehend the physiological factors that affect K-6 pupils' reading/language arts achievement	1.0, 2.1, 3.2, 3.4	1,2	3,5,6	SK 1	Chapter readings, group activities, field experience	Exam, lesson plan, reflective journal
Comprehend the environmental factors that affect reading and language achievement	1.0, 3.2	1,2,3	4,9,10,11	SK1	Chapter readings, field experience	Exam, lesson plan, reflective journal
Analyze the broad areas involved in a beginning reading program	1.0, 2.1	1,2	1,2,3,6,9	SK1,2,3	Chapter readings, research, group activities, field experience	Exam, article critique, reflective journal
Communicate reasons for the importance of beginning reading instruction	1.0, 2.1	1,2	2,4,5,7,8,11	SK1,2,3 IS1	Chapter readings, group activities	Exam, quick writes, article critique

Develop and demonstrate an understanding of the various approaches to teaching reading	1.0, 2.1	1,2,3	1,2,3,5,6,7,9,11	SK1,2,3 IS1	Chapter readings, group activities, field experiences, class demonstrations	Exam, lesson plan, reflective journal
Review, evaluate, and develop a variety of materials and multi-media techniques that may be used in the teaching of reading at K-6 levels	2.1, 3.1, 3.2, 3.3, 3.2, 3.5	1,2,3,4,5	1,2,3,5,6,7,8,12	SK3,5,6 AL1,2,3	Chapter readings, group activities, class demonstrations, field experiences	Lesson plan, reflective journal
Apply knowledge of reading/language arts assessment strategies and techniques to a K-5 school setting	3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1	1,2,3	3,4,5,6,9,11	SK3,5,6 AL1,3	Field experience	Reflective journal; lesson plan
Comprehend appropriate assessment procedures for different developmental levels of children at K-5	1.0, 2.1, 3.2, 4.0	1,2,3	3,4,5,6,9	SK1,2,3 IS1	Group assessments, informational packets, field experience	Exam, reflective journal, lesson plan
Analyze current research related to language arts assessment in the elementary grades	1.0, 2.1, 4.0	1,3,4	1,2,7,8	SK1,2,3,5,6 IS1	Group assessments, partner assessments, informational packets, field experience	Article critique, exam, lesson plan

Review, evaluate, and develop a variety of assessment techniques that may be used at K-5 levels	1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 4.0, 5.1	1,2,3	1,3,6,7,8,9,11	SK1,2,3,5,6 IS1 AL	Informational packets, group assessments, field experience	Exam, article critique, reflective journal, lesson plan
Analyze various formal and informal techniques for assessing students	1.0, 2.1, 3.1, 3.2, 3.4, 4.0	1	1,3,7	SK1,2,3 IS1 AL1,3	Informational packets, group and partner assessments, field experience	Exam, reflective journal, lesson plan
Analyze a variety of methods and techniques used to teach reading and language arts	2.1, 3.1, 5.1	1,2,3	1,2,3,5,6,7,9,11	SK1,2,3,4,5 AL1,2	Chapter readings, group activities, class demonstrations, field experience	Exam, lesson plan, reflective journal
Identify grouping strategies that affect reading/language arts processes	3.2, 3.4, 3.5	1,2,3	3,6,9	SK1,2,3 IS1 AL3	Chapter readings, group activities, class demonstrations, field experience	Exam, lesson plan, reflective journal
Individualize instruction for diverse learners using differentiated assignments and assessment procedures	1.0, 2.1, 3.2, 4.0	1,2,3	3,5,6,9,10	SK1,2,3,5,6 AL1,3	Group assessments, field experience, informational packets	Assessment Development, reflective journal, lesson plan
Develop strategies to enhance own critical thinking and writing skills	5.1	4	4,7,8,11,12		Quick writes, field experience	Quick writes, Revision process on all assignments
Evaluate and reflect upon observed reading/language arts processes in a K-5 school setting	5.1	1,2,3,4,5	11	SK5,6 IS1 AL1,2,3	Field experience	Reflective journal

Collaborate with peers to develop appropriate reading and language arts activities for various developmental levels	3.1, 3.2, 3.3, 3.4, 3.5, 5.1	1,2,3,4,5	7,8,11	AL1,2,3	Group activities and assessments	In-class make-and-take activities and assessment
Improve grammar skills in written communication	5.1	1,4	4,5,12		Quick writes, peer editing, revision process on assignments	Research critique, reflective journal, lesson plan, Revision process on assignments
Improve communication through writing	5.1	4	4,5,7,8,12		Peer editing, quick writes, revision process on assignments	Quick writes, Revision process on assignments

CI 446

Evaluation, Due Dates, and Topics *Tentative* Schedule

use pencil to put dates into your planner

Date	Reading/Topic	Assignment	Due	Points
Week of October 21	Vocabulary Supplemental	Strategy Presentation Participation Phonics and Word Study #6 Vocabulary Exam Strategy Presentation 2 inch binder still brought to class	Various Weekly total Oct. 18	20 pts 40 pts 10 pts 50 pts 30 pts
Week of October 28	Fluency TCR 142-165	Phonics and Word Study #7 Lesson Plan draft – <i>Print & bring To class</i> Vocabulary Project (Text Sets)	Oct. 25	10 pts 10 pts
Week of November 4	Fluency TCR 142-165	Phonics and Word Study #8 Fluency Exam	Nov. 1	10 pts 50 pts
Week of November 11	Comprehension TCR 218-264 Graphic Organizers	Phonics and Word Study #9	Nov. 8	10 pts.
Week of November 18	Comprehension Assessment TCR 218-264	Phonics and Word Study #10 Lesson Plan for grades 3-5	Nov. 15	10 pts. 20 pts
Week of November 25				
Week of December 2	Comprehension Strategies TCR 218-264	Comprehension Exam Final Draft of National Board Observation Paper		50 pts 50 pts
Week of December 9		Register for Reading Praxis Final <i>Upload Observation to LiveText Upload Lesson Plan to LiveText</i>		40 pts

End of 2 nd 8 weeks course – grades posted at end of semester
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