

The “Literacy League” at Lewis-Clark State College:

Dr. Jennifer Gardner - *Assistant Professor, Division of Teacher Education*

Christina Brando-Subis - *Literacy Instructor/Elementary Education Program Coordinator, Division of Teacher Education*

Dr. Julie Magelky - *Associate Professor of Literacy, Division of Teacher Education*

The following is information on the Literacy courses in the BS Elementary Teacher Education program at Lewis-Clark State College in Lewiston, Idaho:

Our literacy courses are designed to help our students gain a rich understanding in research-based literacy instruction and assessment best practices through coursework and clinical experiences. All elementary education students take 2 core literacy courses. Both courses are focused on all literacy elements (reading, writing, speaking, listening, and viewing) focused within a specific grade band. The first, RE 340 – Foundational Literacy, focuses on grades K-2, and the second, RE 342 – Intermediate Literacy, focuses on grades 3-8. We designed the courses in a parallel structure to help students connect their learning across the courses. So, while the assignments are similar, they are each done once in grades K-2, and once in grades 3-8.

The following are a few key assignments/activities we’ve built into the courses that we feel are essential to our students’ learning, and hallmarks of great reading instruction:

- Students do 5 guided observations in their clinical experience in both courses. These focus on specific elements, such as text complexity, literacy classroom set-up, comprehension instruction, and word work. This helps them see how these literacy elements are implemented in real-world classrooms across grade levels.
- Students write a series of lesson plans that they teach in their clinical experiences. These can be small group or whole class and include topics like writing instruction and comprehension. This helps them practice developing and teaching engaging and rigorous lessons based on the standards and student needs.
- Students study the structure of Idaho state’s required literacy assessments and analyze the previous year’s results. This helps them understand the structure and outcomes of the state assessments, and how they can plan and modify instruction based on outcomes.
- Students select two focus students in each clinical experience. They administer 3-4 literacy assessments to the students, and then plan adaptations in their lesson plans based on the assessment results. This helps them connect assessment results to instruction.
- The Foundational Literacy course also has students correspond with second grade students in a pen-pal style extended writing activity. The students then analyze their pen-pal’s writing abilities. This helps them recognize different levels of writing development and connect it to instructional next steps.

We designed the courses in this manner to overcome a challenge we faced. Before these courses, we recognized our students were developing a solid understanding of specific elements of literacy assessment and instruction, but they lacked a cohesive picture of when and how to implement each element. Our goal in these courses was to help students not only learn the

specifics of each literacy element, but how the specifics worked together to help students' abilities move forward. Now, our students study all the literacy elements in relation to assessment and instruction, within a specific grade band. We have found this helps them recognize how literacy develops across grade levels, how assessment and instruction are related, and how they can adjust their instruction to meet the needs of every individual student within a class. Connecting their coursework to the clinical experiences has also been a huge success, as our students have been able to see the concepts we discuss in class used in real-world classrooms. They come back to our classes excited to share what they've seen and impressed that what they are learning is "real" and "true." We feel our students are gaining the understanding and experience necessary to teach literacy skills their very first day of teaching. It's a pleasure working with them.

The National Council on Teacher Quality evaluates required reading coursework for elementary teacher candidates using the rubric below. Programs are scored based on their coverage of the five components of reading instruction - phonemic awareness, phonics, vocabulary, comprehension, and fluency.

As an A+ program for early reading, Lewis-Clark State College earned a total of 45 points (9 points for coverage of each of the five components of reading instruction).

Category	Component	0 points	1 point	2 points	3 points
Support of Understanding (Maximum points: 3)	Textbook Coverage	None of the required textbooks provide acceptable coverage of component			At least one of the required textbooks provides acceptable coverage of component
	Dedicated Lectures <i>"Intensive" refers to class sessions of 2.5 hours or more</i>	No portion of any course meeting adequately addresses component	Part of one course meeting adequately addresses component <i>Intensive:</i> Less than half of one course meeting adequately addresses component	At least one, but less than two course meetings adequately address component <i>Intensive:</i> At least half, but less than one course meeting adequately addresses component	Two or more course meetings adequately address component <i>Intensive:</i> One or more course meeting adequately addresses component
Demonstration of Knowledge (Maximum points: 3)	Quizzes, Tests, and Exams	Not required to demonstrate knowledge of component			Required to demonstrate knowledge of component
	Writing Assignments	No graded writing assignments address component	Part of one graded writing assignment addresses component	One graded writing assignment addresses component	More than one graded writing assignment addresses component
	Instructional Practice	No instructional practice is dedicated to component	Part of one instructional practice session dedicated to component	One instructional practice session dedicated to component	More than one instructional practice session dedicated to component



Course Title: RE 320: Understanding Literacy Processes & RE 319 Practicum
Class Meets: M/W, 1:30-2:45pm and 3:00-4:15pm
Instructor: Christina Brando-Subis
E-mail: cjbrando-subis@lcsc.edu

Course Description

RE 320 develops students' theoretical understanding of the processes of literacy learning. Implications for meaningful instruction for academic and culturally diverse learners are explored. RE 319 provides a meaningful, intermediate-level (pre-internship) field experience for students preparing to be teachers. This course aligns with the Idaho Comprehensive Literacy Coursework (ICLC) Standards for Standard II: Reading Comprehension and Vocabulary Instruction, in preparation for taking the required exam for certification in Idaho.

Pre-requisite(s): Admission to the Elementary Education Program. Co Requisite: 319 and 320 taken concurrently

of Credits: 4 (RE 320 is 3 credits and RE 319 is 1 credit)

Texts/Materials

- Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding, engagement, and building knowledge: Grades K-8* (3rd ed.). Portland, Maine: Stenhouse Publishers
- Honig, B., Diamond, L., & Gutlohn. (2013). *Teaching Reading Sourcebook* (2nd ed.). Novato & Berkeley, CA: Arena Press & CORE

Assignments

<p>Weekly Reading Responses (20 points x 10 weeks)</p> <p>You will complete weekly reading responses via Blackboard each week; responses are due before class starts each Monday, unless otherwise noted. Rubric is in Blackboard. Responses will take a variety of forms such as question/answer, concept maps, timelines, etc.</p> <p>ICLC II. Knowledge, Idaho Literacy Standards 4P3, 4P4, LCSC Teacher Education Standards: Knowledgeable Professional, Content Specialist, Reflective Professional</p>	<p>200 pts</p>
<p>Literacy History (Part 1, 50 points, Part 2, 50 points)</p> <p>You will essentially interview yourself regarding a variety of questions/topics related to course content that will be covered this semester (e.g., comprehension, vocabulary, grouping strategies). This will be accomplished in an essay format (Part 1) and revisited at the end of the semester (Part 2) where you will go back and add in commentary related to your learnings based on course textbooks and resources, and how you will use your new understanding in your future classroom. ICLC II.Knowledge, Idaho Literacy Standards 1P1, 4P3, 6P1, 7P1, LCSC Teacher Education Standards: Culturally Responsive Educator, Content Specialist, Reflective Professional</p>	<p>100 pts</p>

<p>Lesson Plans (20 points, 40 points, 60 points, 80 points, and 100 points + reflections/noted observations 100 points) **The planning portion of these lessons (which you will complete in reading responses) are part of your 320 grade, while the teaching of these lessons and reflections are your 319 grade.</p> <p>You will prepare five lesson plans of varying degrees, beginning with a few lesson components, and building to a complete lesson that will be a signature course assignment. You will create and conduct a read aloud/comprehension lesson with a 1st-2nd grade group, 4 comprehension lessons with grades 3-6; one lesson will include a mini literature circle format with a longer picture book/short chapter book where you will work with students for multiple weeks on the same lesson. The other 3 comprehension plans will focus on a different skill each time with one required vocabulary emphasis. Lessons will be drafted as part of weekly reading homework assignments and revised in class. You will not teach all comprehension lessons. For the 319 Practicum experience, you will teach 4 comprehension lessons (1 to the 1st-2nd graders and 3 to 3rd-6th graders), and 2 phonics/phonological awareness lessons for Kindergartners (which ties into RE 401). All lessons will have to have an activity/writing component to go along with the read aloud or activity. More details and a rubric for these lessons will be in Blackboard.</p> <p>You will complete daily journal entries for each practicum experience which will include reflections of the lessons you teach, to be turned in to the RE 319 Blackboard course. ICLC All standards described in syllabus, Idaho Literacy Standards: all standards described in syllabus, Idaho Core Teaching Standards: all described in syllabus, LCSC Teacher Education Standards: Educational Designer, Educational Facilitator, Educational Evaluator, Reflective Professional</p> <p>You will also complete a self-evaluation of Teaching Dispositions at the end of this semester for your entire practicum experience, and your professor will also complete the same form for you based on their observations. You will be responsible for uploading these completed forms to the Teacher Education program artifact database as “Dispositions Evaluation” for the course name: Foundational Literacy (RE 340), Standard 2P1.</p>	<p>300 pts for Lesson Plans for part of Reading Responses grade for RE 320</p> <p>300 pts for RE 319 journal entry reflections</p>
<p>Test (mid-term) & State ICLC Assessment</p> <p>You will take two assessments related to course content in comprehension and vocabulary. Study guides will be made available in Blackboard and will be reviewed in class. The midterm will cover all concepts discussed in class up to that point. There is no final exam for this course; instead, during finals week you will take Standard II of the ICLC state assessment ICLC Standard II. Knowledge, Idaho Literacy Standards 4P3, 4P4, Idaho Core Teaching Standard 4, LCSC Teacher Education Standard: Content Specialist, Educational Designer, Reflective Professional</p>	<p>100 pts</p>
<p>Miscellaneous In-Class Assignments</p> <p>You will be asked to complete quick writes, posters, and/or discussion activities in class; your participation in these activities will earn you points (10-20 points each time). One assignment, which is a response to the state ELA portion of the ISAT for elementary students, will need to be uploaded to the Teacher Education program artifact database as “ISAT/Assessment Response” for the course name: Intermediate Literacy (RE 342), Standard 6P4.</p>	<p>Up to 100 pts</p>

Course Calendar

Week	Focus	Your To-Do List	
1, January 14-16	Introduction	<ul style="list-style-type: none"> Read introductory article, Ch. 1-2 Syllabus Ice breaker activity Literacy Questionnaire Literacy History Jim Trelease-importance of reading aloud NO PRACTICUM 	Assignments <ul style="list-style-type: none"> Introductory Article (read in class 1/14) Ch. 1-2 Reading Response (due 1/16) Literacy History Part 1 (due 1/24)
2, January 21-23 NO SCHOOL Jan. 21	Comprehension at the Core-Building Knowledge Through Thinking-Intensive Reading	<ul style="list-style-type: none"> Read Ch. 3 Close reading, listening, and viewing videos and activities Text Complexity examination NO PRACTICUM 	Assignments <ul style="list-style-type: none"> Ch. 3 Reading Response (due 1/23) Literacy History Part 1 turned in to Blackboard (1/24)
3, January 28-30	Twenty-First Century Reading: Books & Beyond	<ul style="list-style-type: none"> Read Ch. 4 Concept map jigsaw activity Technology & Reading Popplet, storybird, poetry4kids, health4kids, water cycle story, webquests, etc. NO PRACTICUM MONDAY <p>319: Wednesday: Visit school site and meet teacher/students-join in literacy block/help as needed</p>	Assignments <ul style="list-style-type: none"> Ch. 4 (due 1/28) bring concept map to class printed out or on computer <p>319:</p> <ul style="list-style-type: none"> Journal entry #1 (ongoing document, not due until end of reading buddy experience): Write about your initial observations/reactions to the classroom environment and reflect on what you would do/not do in your future classroom
4, February 4-6	Effective Comprehension Instruction: Teaching, Tone, and Assessment	<ul style="list-style-type: none"> Read Ch. 5 GRR Activity/Practice GRR model videos/discussion GRR song! Reading Response activities (that can be used for assessment) Running Records Reading Levels <p>319: Administer a reading interest survey, continue to read with small group of students and begin planning a read aloud experience based on the survey (what your students find interesting topic-wise/genre-wise.)</p>	Assignments <ul style="list-style-type: none"> Ch. 5 Reading Response (due 2/4) <p>319:</p> <ul style="list-style-type: none"> Journal entry #2 and 3 (make sure to discuss survey results/what you learned about your readers)

5, February 11-13	Instructional Practices for Teaching Comprehension	<ul style="list-style-type: none"> • Read Ch. 6 • Concept map jigsaw activity • Annotating text activity • Reading Response activity • Consider lesson model to create your own for next week's reading/practicum assignment based on next week's reading <p>319: Conduct an informal running record on students in your group. Note their reading levels and choose book to conduct your read aloud lesson on next week based on this information</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Ch. 6 Reading Response (due 2/11) bring map to class or computer to access it on <p>319:</p> <ul style="list-style-type: none"> • Journal Entry #4 and 5-one entry needs to be a picture of your running record attempts/notes and the other can be a reflection on how it went and what you learned.
6, February 18-20 NO SCHOOL Feb. 18th	Monitoring Comprehension: The Inner Conversation	<ul style="list-style-type: none"> • Ch. 7 • Share lessons in small groups and talk your peers through it. • Videos/modeling of other strategies from intermediate grades in ch. 7 <p>319: Wednesday: continue reading with group/choose non-fiction book to read to help prepare/practice for Monday's read aloud lesson</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Ch. 7 Reading Response (due 2/20) bring in lesson or computer to access it on with the book! <p>319:</p> <ul style="list-style-type: none"> • No journal entry required
7, February 25-27	Activating, Connecting, and Building: Why Background Knowledge Matters	<ul style="list-style-type: none"> • Ch. 8 • Share lesson summaries in small groups from your reading assignment • Browse books/book pairs that are good for making connections on/discuss what activities you can do with them-revise your lessons if needed based on discussion • Activating Prior Knowledge story activity: frog/butterfly book activity • Informational Text Video (frogs-fiction/nonfiction) <p>319: Monday: TEACH your read aloud lesson with your chosen non-fiction book today!</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Ch. 8 Reading Response (due 2/25) bring lesson to class or computer to access it on <p>319: Journal Entry #6 (reflect on how your lesson went): Journal Entries document due Friday, March 1st to Blackboard.</p>

		<p>Tell your buddies bye-new classrooms on Wednesday!</p> <p>319: Wednesday: Get acquainted with your class teacher/students today. Your host teacher will assign you a small group to work with. You will be teaching three comprehension lessons with them.</p>	<ul style="list-style-type: none"> • Journal Entry #1 (Wednesday) (continuing Word document like the last round-will be turned in after this grade level experience): write about your initial thoughts about this classroom/teacher/reading instruction/students in your group and future classroom connections
8, March 4-6	Questioning	<ul style="list-style-type: none"> • Ch. 9 • Share lessons in small groups/get feedback/revise • Questioning activities (Stand Tall Molly Lou Melon)/nonfiction <p>319: Monday: Prep students for teaching your lesson on Wednesday-preview it/continue to read with them</p> <p>Wednesday: TEACH your lesson (from ch. 8)</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Ch. 9 Reading Response (due 3/4) Bring lesson to class or computer to view it on <p>319:</p> <ul style="list-style-type: none"> • Journal Entry 2 & 3 (make sure #3 reflects your lesson and how it went)
9, March 11-13	Visualizing and Inferring	<ul style="list-style-type: none"> • Ch. 10 • Share lessons in small groups/peer feedback • Visualizing/Inferring activities (Owl Moon) • Discuss next week's chapter/process for 4th lesson-literature circles based on nonfiction text/topic <p>319: Monday: NO PRACTICUM-Midterm in 320: show up to SGC 119 at 1:30 please.</p> <p>Wednesday: TEACH your lesson (from ch. 9)</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Ch. 10 Reading Response (due 3/13) bring lesson or computer to access lesson on Wednesday • Mid-term 3/11 at 1:30 in SGC 119 (no practicum this day) <p>319: Journal Entry #4 (reflection about your lesson on 3/13)</p>
10, March 18-20	Determining Importance in Text: The nonfiction connection	<ul style="list-style-type: none"> • Ch. 11 • Share lessons in small groups and get feedback • Literature Circle activities • Directions for reading response for next week 	<p>Assignments</p> <ul style="list-style-type: none"> • Ch. 11 (Reading Response due 3/18) -bring your lesson or computer to view it on to class

		319: Monday: continue reading with small group, prep them for literature circle lessons the next several times Wednesday: begin TEACHing your literature circle lesson based on non-fiction text(s)	319: Journal entry #5 and #6: make sure #6 reflects how your first day of your lesson went
H A P P Y	S P R I N G	V A C A T I O N !	March 25th-29th
11, April 1-3	Summarizing and Synthesizing Information	<ul style="list-style-type: none"> Ch. 12 Share summary/synthesizing component to your lesson in small groups and get feedback Summarizing activities/methods 319: Continue teaching literature circle/*make sure to add in the summarizing component one of these days	319: Journal entry #7 and 8: Continue to reflect on how your lesson's sessions are going each time Assignments <ul style="list-style-type: none"> Ch. 12 Reading Response (due 4/1) bring in revised lesson and/or summary component added or computer to access it on
12, April 8-10	Content Literacy	<ul style="list-style-type: none"> Ch. 13 Whole class sharing of visuals Preview ISAT for reading/writing and do response activity/discussion in small groups on how it connects to/brings in content literacy Content Vocabulary connection 319: Last week with this group of students; need to finish your literature circle lesson by Wednesday and tell students goodbye that day.	319: Journal entry #9 (only one final entry about how lesson ended/reflection/student responses, etc. required for this week.) TURN IN JOURNAL ENTRIES BY FRIDAY, APRIL 12th. Assignments <ul style="list-style-type: none"> Ch. 13 Reading Response (due 4/8) bring your visual to class or computer to access it on if applicable Group Response for ISAT due after class
13, April 15-17	Researchers' Workshop	<ul style="list-style-type: none"> Ch. 14 Share ideas from reading responses Inquiry-based activity about plants Vocabulary Connection 319: This will be your Kindergarten emergent literacy experience.	319: Journal entry #5 and #6: make sure #6 reflects how your first day of your lesson went Assignments <ul style="list-style-type: none"> Reading Response Ch. 14 (due 4/15) bring response to class or computer to access it on

		<p>Get to know students this week/let host teacher assign you a small group to work with-you will work in groups of 2-3 to team teach these last lessons!</p> <p>For this week (Wednesday-no practicum Monday!), observe classroom and teacher giving a reading lesson.</p>	<p>319: Journal Entry #1: (ongoing WORD document again)-Wednesday-first impressions of new group of students/classroom/teacher/literacy curriculum/activities</p>
14, April 22-24	Vocabulary	<ul style="list-style-type: none"> Semantic Feature Analysis sharing from reading responses and teacher model Various vocabulary activities <p>319: NO PRACTICUM-come to SGC 119 instead at 1:30 and complete reading assignment and response</p> <p>Wednesday: conduct phonological awareness assessments and team teach your phonological lesson plan to your group</p>	<p>Assignments</p> <ul style="list-style-type: none"> Teaching Reading Sourcebook: pgs. 407-418, 470-477 (Reading Response due during class-you will have class time during 319-no practicum Monday!) <p>319: Journal Entry #2: reflect on how assessments and lesson went</p>
15, April 29-May 1	Morphology	<ul style="list-style-type: none"> Morphemic analysis activities (combining direct instruction with physical activities): compound words, multisyllabic words FINAL COURSE REVIEW Literacy History Part II (Wednesday at 1:30-no practicum that day!) <p>319: Monday: TEACH your final lesson (phonics with your partner from RE 401), Say your final goodbyes to your students.</p>	<p>Assignments</p> <ul style="list-style-type: none"> Reading Response: Reading Source Book pgs. 490-502, 521-540 (due 4/29) <p>319: Journal Entry # 3 (Make sure you reflect on your lesson and for working with a teaching partner!)</p> <p>TURN IN JOURNAL FRIDAY, MAY 3RD IN RE 319 BLACKBOARD</p>
16, May 6	FINALs WEEK	<p>We will have class May 6th...</p> <ul style="list-style-type: none"> Any last-minute Final Review, snacks, etc. Final Exam ICLC Standard II (NO PRACTICUM-come to SGC 119 at 1:30) 	<ul style="list-style-type: none"> FINAL EXAM SGC 119 1:30 Exam will go approximately 2:00-4:00pm (you will have 2 hours to take it-you can leave when you are finished) Literacy History Part II (due 5/10)

Course Title: RE 401: Phonemic Awareness & Phonics Seminar
Class Meets: Wednesdays, 12-1:15pm
Instructor: Christina Brando-Subis
E-mail: cjbrando-subis@lcsc.edu

Course Description

This seminar will provide undergraduate college students with information about the basic sound structure of the English language, including phonological and phonemic awareness, phonics, and morphology. Current research regarding best teaching practices will be included. Information presented in the course will help prepare students for Strand I of the Idaho Comprehensive Literacy Course Standards (ICLC) assessment which all elementary education students graduating after September 2002 must pass to become certified. This seminar does not replace Strand I, Language Structure and Literacy Instruction, of the RE 470/471, Idaho Comprehensive Literacy Course that is designed for certified teachers.

Pre-requisite(s): None, though this is a required course for the Elementary Teacher Education Program

of Credits: 1

Throughout the semester, you will be mastering your own graphophonemic skills as you study how young readers and writers acquire language and gradually transition to the alphabetic system of written English. We'll be connecting these skills to effective instructional practices for Emergent Literacy Instruction (Pre-K) and Early Literacy Instruction (1st – 2nd) within a general education setting. This course also benefits those who are in Early Childhood Education as well as those who desire to work with older students in various settings such as ELL, Title I, or Special Education.

Course Learning Objectives/Outcomes:

This course follows the LCSC Conceptual Framework and the existing formal program standards for the Education Program (see next section). To assist in development of these competencies, participants will:

- Demonstrate mastery of literacy skills related to foundational literacy concepts.
- Develop a deeper understanding of pedagogical practices required to teach reading and writing in primary grades (K – 2nd).
- Demonstrate knowledge of key terms, concepts, and best-practices for early literacy instruction.

Texts/Materials

- Honig, B., Diamond, L., & Gutlohn. (2013). *Teaching Reading Sourcebook* (2nd ed.). Novato & Berkeley, CA: Arena Press & CORE
- Blackboard – all assignments, rubrics, and any other assigned reading will be accessed via Blackboard

Assignments

<p>Weekly Reading Responses (20 points x 15 weeks)</p> <p>You will complete weekly reading responses via Blackboard each week; responses are due before class starts each Wednesday, unless otherwise noted. Rubric is in Blackboard. Responses will take a variety of forms such as question/answer, concept maps, timelines, etc. ICLC I. Knowledge & Performance, Idaho Literacy Standards 1P1, 4P3</p>	300 pts
<p>Weekly Quizzes and Mid-term/Final Exams (10 points for weekly quizzes, 50 for mid-term)</p> <p>You will complete weekly quizzes over phonological skills and a midterm exam over skills, scenarios, and terminology. There is no final exam; instead, you will come to class during your final exam scheduled time on the calendar and take Standard I of the ICLC state Literacy assessment. ICLC I. Knowledge & Performance, Idaho Literacy Standards 1P1, 4P3</p>	160 pts
<p>Lesson Plans (2 lessons, 50 points each)</p> <p>You will prepare two lesson plans; one in phonological awareness and one in phonics. You will work with a partner or trio to complete these (team-teaching). We will learn about and practice activities you can do with students to support their foundational literacy skills. You will choose two of the modeled activities and modify them to create your own original/modified plans and teach them to a group of students in a school setting. **If you are a RE 319/320 student, you may use these plans to teach for your emergent literacy lesson plan in the practicum; so you will not have to teach these plans to a separate group of children. **If you are NOT in RE 319/320, you will still need to teach two separate lessons, but you may teach both to the same group of students. More details and a rubric for these lessons will be in Blackboard. ICLC All standards described in syllabus, Idaho Literacy Standards: all standards described in syllabus, Idaho Core Teaching Standards: all described in syllabus</p>	100 pts

Course Calendar

Week	Focus	Your To-Do List	
1, January 16	Introduction	<ul style="list-style-type: none"> Syllabus “The Big Picture” chapter in Reading Sourcebook-read and do jigsaw activity 	Assignments <ul style="list-style-type: none"> In class Reading/jigsaw activity
2, January 23	Phonological Awareness	<ul style="list-style-type: none"> Read Ch. 1, Pgs. 22-35 Clapping phonemes Identifying phonemes/graphemes Quiz #1 	Assignments <ul style="list-style-type: none"> Reading Response (due 1/23)
3, January 30	Phonological Awareness	<ul style="list-style-type: none"> Read Ch. 1, Pgs. 36-47 Syllabication activities Word Sort activities Morpheme sorting activity Quiz #2 	Assignments <ul style="list-style-type: none"> Reading Response (due 1/30)
4, February 6	Phonological Awareness	<ul style="list-style-type: none"> Read Ch. 3 Do activity on p. 79 in class with partner Quiz #3 	Assignments <ul style="list-style-type: none"> Reading Response (due 2/6)
5, February 13	Phonological Awareness	<ul style="list-style-type: none"> Read Ch. 4, Pgs. 84-93 Letter writing fluency practice Handwriting activities Quiz #4 	Assignments <ul style="list-style-type: none"> Reading Response (due 2/13)
6, February 20	Phonological Awareness	<ul style="list-style-type: none"> Read Ch. 4, Pgs. 94-113 Alphabet activities/songs Make own alphabet cards and do activity on p. 97 in class with partner and play Guess What game on p. 98 Quiz #5 	Assignments <ul style="list-style-type: none"> Reading Response (due 2/20)
7, February 27	Phonological Awareness	<ul style="list-style-type: none"> Read Pgs. 116-136 Phonemic Awareness activities & try activities described in the reading Review for Mid-term Quiz #6 	Assignments <ul style="list-style-type: none"> Reading Response (due 2/27)

8, March 6	Phonological Awareness	<ul style="list-style-type: none"> • Read Pgs. 137-158 • Work with a partner to create a phonological awareness lesson that you will teach to a small group of students • Quiz #7 	Assignments <ul style="list-style-type: none"> • Reading Response due 3/6) Phonological lesson plan due March 10th to Blackboard for instructor feedback
9, March 13	Mid Term	<ul style="list-style-type: none"> • Complete Study Guide assignment from Homework • Take Mid-Term assessment (terms, application of identifying phonemes, graphemes, onset-rime), short answer scenarios 	Assignments <ul style="list-style-type: none"> • Study Guide (due 3/13)
10, March 20	Phonics	<ul style="list-style-type: none"> • Read Pgs. 161-178 • Alphabet stages • 4 types of phonics instruction • Spelling Stages connection from Words Their Way • Quiz #8 	Assignments <ul style="list-style-type: none"> • Reading Response (due 3/20) • Phonological Awareness lesson plan final version (3/22)
H A P P Y	S P R I N G	V A C A T I O N	March 25-29th
11, April 3	Phonics	<ul style="list-style-type: none"> • Read Pgs. 179-203 • Try activities from rest of chapter in class • Work with a partner to create a phonics lesson that you will teach to a small group of students • Quiz #9 	Assignments <ul style="list-style-type: none"> • Reading Response (due 11/5) Phonics lesson plan due April 7th to Blackboard for instructor feedback
12, April 10 *Be teaching your phonological awareness lesson this week or next.	Phonics	<ul style="list-style-type: none"> • Read Pgs. 242-257 & 260-291 • Try activities from rest of chapter in class • Quiz #10 	Assignments <ul style="list-style-type: none"> • Reading Response (due 4/10) • Phonics Plan final version (4/12) • Phonological Awareness Reflection due in RE 319 journal entry

13, April 17	Fluency	<ul style="list-style-type: none"> • Read Pgs. 322-358 • Assessment Practice • Quiz #11 	Assignments <ul style="list-style-type: none"> • Reading Response due (4/17)
14, April 24 *Be teaching your phonics plan this week or next	Fluency	<ul style="list-style-type: none"> • Read Pgs. 360-373 • Fluency Activity/discussion • Course Review 	Assignments <ul style="list-style-type: none"> • Reading Response (4/24) • Phonics Reflection due in RE 319 journal entry; if not in that course, please email a reflection to instructor by May 3rd
15, May 1	Catch Up Week	<ul style="list-style-type: none"> • Continue course review and engage in activities for any concepts not covered in depth this semester 	<ul style="list-style-type: none"> • No reading response this week ☺
16, May 6	FINALs WEEK	We will have class Monday, May 6th in SGC 119 <ul style="list-style-type: none"> • Final Exam (ICLC Standard 1) 	<ul style="list-style-type: none"> • FINAL EXAM 12:00-you may take ICLC I or II first, if you are also in RE 320; we will review for 30 minutes and begin exams at 12:30-there is no time limit